



1325 California Avenue  
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# **SPECIAL EDUCATION PLAN AMENDMENTS**

## **2009**

# Table of Contents

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	<i>Page</i>
<b>Introduction</b>	1-3
<b>Special Education Programs and Services</b>	4
▪ Board Memorandum – PPM 140 – Implementation Plan	5
▪ IEP Checklist for Principals	6
▪ PPM 140 Implementation Plan Template	7-14
▪ Ministry Memorandum – Annual Monitoring of Implementation of PPM 140 by School Boards 2009	15-17
▪ Board Memorandum – Autism Spectrum Survey	18
▪ Instructions for Completing Excel Templates	19
▪ School Template from Ministry	20-21
<b>Ministry Initiatives</b>	22
▪ Ministry Memorandum – Autism Supports and Training	23
▪ Board Memorandum #4 – PALS – Provincial Recognition	24-25
▪ Thames Valley Program Report, 2008	26-27
▪ PEER Pals 2008-2009	28-33
▪ PALS Graphs	34-37
▪ Board Memorandum – In-service for PEER Pals, May 15	38
▪ Board Memorandum – Full-day Training – PEER Pals, June 5	39
▪ Board Memorandum – Program Specialist – (ABA)	40
<b>Special Education Equipment</b>	41
▪ Special Equipment Amount (SEA) Claims	42
<b>Special Education Staffing</b>	43
▪ Board Memorandum #101 – Special Education – Support Staff Assignment Changes	44
▪ Board Memorandum #63 – Program Specialist – (ABA)	45
<b>Staff Development</b>	46
▪ Board Memorandum #12 – PALS – CBM Training	47

# Table of Contents

---

▪ Board Memorandum – ESL/ELD & Spec. Ed. In-service	48-49
▪ Board Memorandum #33 – Gr. 7 & 8 Differentiated instruction In-service	50
▪ Board Memorandum #39 – Board/ Provincial IEP Audit – Spring 2009	51
▪ Board Memorandum #60 – Schools Helping Schools	52
▪ Board Memorandum #68 – School Student Success Team Ministry	53
▪ Board Memorandum #70 – Schools Helping Schools – EQAO Sessions	54-55
▪ CODE – Special Education Initiative – PD Application 2008-2009	56
▪ Board Memorandum #76 – April 24 Professional Development Day	57-58
▪ IEP Audit Checklist	59
▪ Developing Effective IEP’s – Notes Organizer	60-63
▪ Prayer – Beatitudes for Friends of Exceptional Children	64
▪ Handout to Staff – PD Day, April 24, 2009	65
▪ Board Memorandum #82 – April 24 PD Day – E/As & Learning Commons	66
<b>The Board’s Special Education Advisory Committee (SEAC)</b>	<b>67</b>
▪ Special Education Advisory Committee Dec. 2, 2006 – Nov. 20, 2010	68
▪ SEAC Minutes – Meeting of September 18, 2008	69-71
▪ SEAC Minutes – Meeting of October 23, 2008	72-74
▪ SEAC Minutes – Meeting of December 11, 2008	75-77
▪ SEAC Minutes – Meeting of January 15, 2008	78-80
▪ SEAC Minutes – Meeting of February 12, 2008	81-83
▪ SEAC Minutes – Meeting of April 9, 2008	84-86
▪ Letter to new SEAC Member, Maureen Chafe from VIEWS	87
<b>Board Events/ Initiatives</b>	<b>88</b>
▪ Day of Champions, 2008 Booklet	89-96
▪ Board Memorandum #50 – “With Student Learning in Mind...”	97
▪ “With Student Learning Mind...” – Volume 1, Issue 1	98-101
▪ Media Advisory – 2 <sup>nd</sup> Annual Elementary Day of Champions	102
▪ Media Advisory – 6 <sup>th</sup> Annual Secondary Day of Champions	103
▪ Board Memorandum #95 – Special Olympics in our Elementary Schools	104
<b>Community Partnerships</b>	<b>105</b>
▪ Special Olympics Ontario Summer Games, Windsor July 23-25	106-111
▪ IEP Presentation Flyer – October 9, 2008	112
▪ Board Memorandum – IEP Presentation & Discussion	113
▪ IEP Presentation Flyer – February 23, 2009	114
▪ The Network News – St. Alexander & Inclusion	115
▪ Ministry Memorandum – Student Support Leadership Initiative, March 11, 2009	116-120

## Table of Contents

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▪ Student Support Leadership Initiative – Project Model – Cluster 6	121-137
▪ Student Support Leadership Initiative – Questionnaire	138-146
▪ John McGivney Children’s Centre – Disability Awareness Flyer	147-148
▪ John McGivney – Disability Awareness Program Overview	149
▪ John McGivney – Teacher Resource Package	150-159
▪ Ensemble – Parents as Partners – Pamphlet	160-161
▪ Ensemble – Post Card for School Distribution	162-163
▪ Best Buddies – Advisory, Letter and Information	164-166
▪ Quilt of Honour – Advisory & Information	167-171



## Windsor-Essex Catholic District School Board

# Introduction

A decorative graphic at the bottom of the page consists of several overlapping, three-dimensional rectangular blocks. The blocks are colored in shades of blue and grey, creating a sense of depth and perspective. The year '2009' is printed on one of the blue blocks.

2009



1325 California Avenue  
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## **Introduction:**

In compliance with Regulation 306 Boards of Education are required to submit to the Ministry of Education changes or revisions to the Special Education Plan prior to July 31, 2009. The following is a summary of changes in programs and services for the 2009-2010 school year.

These changes were reviewed with the Windsor-Essex Catholic District School Board Special Education Advisory Committee on June 11 and with the Board at the Board Meeting of June 22, 2009 .

## **Areas of Focus – 2008-2009 School Year**

### **1. Development of Effective IEPs**

#### **a) System-based**

Develop an internal audit structure.

Initiated a process where once per month school Principals self-identified to be included in a review of their IEPs, in conjunction with the Special Education Coordinators, Curriculum Consultant, Program Specialist (ABA) and the Superintendent of Learning Support Services (Special Education/ Curriculum)

#### **School-based**

Special Education Coordinators conducted IEP reviews in their individual schools throughout the school year.

#### **b) Professional Development Day, April 24, 2009**

The focus of the WECDSB's professional development was based on the Ministry PowerPoint, "Developing Effective IEP's". Sessions were held at five locations throughout the system. Schools were grouped by geographic location. At each session, school personnel from each school, including administration, classroom teachers, special education teachers and educational assistants were grouped together. Every attendee, except the EAs were asked to bring an IEP with them to the session.

In order to demonstrate and model the curriculum/ special education concept, each session was facilitated by one Special Education Coordinator AND one Curriculum Consultant. The curriculum/ special education team and the Superintendent jointly planned the PD session.

The approach was interactive, where sections of the PPT was presented, the school personnel would then review and critique their own IEPs. The staff left the workshop with all of the information on a memory stick.

Through the areas of focus, we continued to develop capacity in our teachers and administrators, focus on measurable goals and appropriate expectations.

### **The Special Education Measurable Performance Indicators Project**

School Boards and School Authorities of the London region, in conjunction with the London District Office developed a survey for school boards as a venue to gather baseline data on Measurable Performance Indicators.

The intent of the project is to collect data regionally, learn from each other and collect baseline data not previously collected. This is a pilot project and a work in progress.



**Windsor-Essex Catholic District School Board**

# **Special Education Programs and Services**

**2009**





1325 California Avenue  
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## Board Numbered Memorandum: 2008 – 2009 School Year - #16

**DATE:** September 8, 2008  
**TO:** Elementary & Secondary Principals  
**FROM:** Cathy Geml, Superintendent of Education  
**RE:** ABA Template

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As presented at the August 27<sup>th</sup> Principals' meeting, you will be required to complete the attached ABA template *for at least one student* in your school who presents with Autism and severe behaviours for the 2008-09 school year.

The Ministry of Education is directing school boards to use this format for *all* students with Autism who present with severe behaviours. It is expected that once administrators and their staff members become more familiar and confident with the use of the template, they will utilize it as a natural and integral part of the IEP.

It is important to note that this template is not meant exclusively for students with Autism. The ABA methodology is good pedagogy and can be used for other students who may *not* be autistic but present with severe behaviours. "Necessary for some. Good for all". (Education for All, 2005)

Please complete and submit to Simone Lira, the attached template for at least one student who meets the above for mentioned criteria, no later than **October 14, 2008**, which is the same date that all IEPs must be completed for first term.

If you have any questions regarding the template in conjunction with student IEPs, please contact your Coordinator for assistance.

/sl

## **IEP Checklist For Principals**

- Was it completed within 30 school days?
- Are all the team members involved in the development listed?
- Are the strengths and needs related to the assessment data?
- Is the annual goal listed observable and measurable?
- Is the current level of achievement for this student provided?
- Are there observable and measurable expectations for this student?
- Is the parental consultation documented?
- Are the strategies provided unique to this student?
- Is the language clear and academic/skill based?
- Are transitions clearly defined and addressed?



PPM 140 Implementation Plan

School Name: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_

**1.) Principals ensure that an IEP is developed for each exceptional student within 30 days of the start of a student’s placement.**

Goals	Strategies / Activities	Indicators of Success	Responsibility	Time Line	Status Update
The current requirement for principals within the WECDSB delivery model for all students with special needs, including students with ASD is the development of an IEP within 30 school days of the start of a student’s placement.	Principals continue to adhere to the 30day requirement as outlined in the goals.  Utilize checklist provided	IEPs to be developed with 30 days of a student’s placement. Completion of checklist	School team	30 days from the start of placement	
Principals will ensure that the learning expectations within the IEP utilize the language of Applied	Goals will be observable, measurable and coordinate with curriculum and Ontario	Documented progress			

Behaviour Analysis (ABA).	Provincial Report Card				

**2.) Principals ensure that ABA methods are incorporated into the IEPs of students with ASD, where appropriate.**

Goals	Strategies / Activities	Indicators of Success	Responsibility	Time Line	Status Update
The principal ensures that information sharing opportunities between teachers and EA’s serving students with ASD occur prior to the development of the first term/semester IEP.	Board Set dates for planning per term: First Term-September 28,2007 Second Term: t.b.a. Third term Principal to pick date	School principals have reviewed their processes with applicable staff.  Meetings have taken place and have been documented	Principal	September 28, 2007	

All aspects of programs and services to students with ASD are understood by all administration, including principals and vice principals	Cathy Geml and TVCC to outline ABA requirements with the Board's implementation plan			At the initial Principals' meeting in September/07	

**3.)Principals ensure that relevant school board personnel who have previously worked with or are currently working with a student with ASD are invited to provide input and participate in the IEP process.**

Goals	Strategies / Activities	Indicators of Success	Responsibility	Time Line	Status Update
In compliance with the Board implementation plan, principals ensure that the Board affiliate team continue to provide input and participate in the IEP process for all	Participants form ongoing evaluation may include: Speech and Language, Special Education Coordinators, Psychology, are included in	Documentation Log	Principal	Minimum once per year As needed Ongoing	Once per term

students with special needs, including students with ASD	the IEP Parent meeting	Documentation of Parent meeting			

**4.) Principals ensure that relevant community personnel who have previously worked with or are currently working with a student with ASD are invited to provide input and participate in the IEP process.**

Goals	Strategies / Activities	Indicators of Success	Responsibility	Time Line	Status Update
The Thames Valley Children’s Centre’s School support team continues to partner with WECDSB as per protocol agreements	Facilitate through coordinator	IEP Progress goals are met	Principal	ongoing	

Principals ensure that Board approved community agencies are accessed according to the protocol agreements with these partnership agencies.	All community contacts in conjunction with Special Education Coordinator	IEP goals met			

**5.) Principals ensure that when developing a student’s IEP, staff considers special education options that will best take into account the student’s individual strengths and area of need in the demonstration of learning.**

In compliance with the Board implementation plan, principals ensure that the Board affiliate team continue to provide input and participate in the IEP process for all students with special needs, including students with ASD	Documentation of all involved in the development of the IEP	Documented	Principal		
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**6.) Principals ensure that the student’s program is based on relevant assessment information that identifies the student’s skills and needs, instructional level, learning style/modalities and incorporate ABA methods where appropriate.**

Goals	Strategies / Activities	Indicators of Success	Responsibility	Time Line	Status Update
Principals ensure that all relevant assessment information is included in the development and monitoring of the IEP	Through observable and measurable goals as per the IEP Report Card Refer to the IEP checklist	Documentation and Data collection	Principal		



**7.) Planning for transition between various activities and settings involving students with ASD.**

Goals	Strategies / Activities	Indicators of Success	Responsibility	Time Line	Status Update
Ensure that a plan is in place for student with ASD	Transition planning Divisional meeting	Documented	Principal	Ongoing	
Daily, naturally occurring transitions	As identified in IEP	Documentation	Principal	Ongoing	

**8.) School Boards develop a plan to develop the policy in this memorandum.**

Goals	Strategies / Activities	Indicators of Success	Responsibility	Time Line	Status Update
Development of a Board Policy regarding the PPM #140: Incorporating ABA into programs for students with ASD.	Board Policy will be developed in keeping with PPM #140 of the Ministry of Education	Development of Board Policy re. Requirements of PPM # 140 of the Ministry of Education.			
	The Board will consult annually with the Special Education Advisory Committee (SEAC) regarding the implementation of the policy and subsequent implementation plan regarding PPM #140	Continued to consultation on all aspects of programs and services for special education, including programs and services for students with ASD.		September 2007, Ongoing	

**MEMORANDUM TO:** Directors of Education  
Superintendents of Special Education

**FROM:** Barry Finlay,  
Director  
Special Education Policy and Programs Branch

**DATE:** April 8, 2009

**SUBJECT:** **Annual Monitoring of the Implementation of PPM 140  
by School Boards 2009**

---

We are asking for your assistance in fulfilling a Ministry commitment to consult with the Minister's Advisory Council on Special Education (MACSE) on implementation of applied behaviour analysis (ABA) instructional methods by school boards.

The 2009 monitoring process for implementation of PPM 140 will include all elementary and secondary schools in all school boards.

The attached materials relate to the self-assessment monitoring process that will be used to provide a snapshot for the Ministry of Education of the implementation of ABA methods by school boards as at March 1, 2009 in schools in which students with autism spectrum (ASD) disorders are enrolled. The results will generate a provincial profile for consultation with MACSE at the June meeting.

Policy/Program Memorandum 140, *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)*, released May 17, 2007, provides direction to school boards to support their use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students with ASD.

PPM 140 includes a commitment to monitor school boards' implementation of PPM 140: "The Minister's Advisory Council on Special Education, as well as members of the Ministers' Autism Spectrum Disorders Reference Group (MACSE) who wish to be involved, will be consulted twice a year regarding the implementation of ABA methods by school boards."

The survey will provide the following:

- For each school board:
  - a snapshot of responses from each school with students with ASD in the board (i.e., all of the time, most of the time, some of the time); and
  - a summary snapshot of data from schools with students with ASD in the board (i.e., percentage by each indicator).
- For each Regional Office:
  - a summary snapshot of data from the school boards in the region (i.e., percentage by each indicator).
- For the Ministry at the provincial level:
  - a summary snapshot of provincial data from all English-language school boards and all French-language school boards (i.e., percentage by each indicator).

The following materials relate to the survey and are attached to this memo:

1. An excel school self-assessment template (for school completion).
2. An excel school board summary template (for school board completion).
3. The URL link to a SurveyMonkey web-based instrument (for school board completion).  
[http://www.surveymonkey.com/s.aspx?sm=aDJf6Sy89NSfCi5LWqeMkA\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=aDJf6Sy89NSfCi5LWqeMkA_3d_3d)
4. PPM 140
5. Questions and Answers (for your information).

The following outlines responsibilities for the survey process:

- Regional Office:
  - E-mails Directors of Education and Supervisory Officers with responsibility for Special Education (SO) at each school board with all attachments.
- District School Board:
  - E-mails an excel school self-assessment template to the principal at every elementary and secondary school.
- Schools:
  - Principal completes the excel school self-assessment template; and
  - E-mails it back to the school board SO.
- District School Board:
  - SO uploads the completed excel school self-assessment templates into the excel school board summary template, generating statistical school board data from the responses to each indicator
  - SO enters the school board data from the excel template into SurveyMonkey. *(Note: each school board retains the schools' responses.)*
- Ministry at the provincial level:
  - Rolls up a statistical data summary for each Regional Office; and
  - Rolls up a statistical provincial data summary for the province.

In addition to addressing the commitment in PPM 140, the survey results may be useful to school boards for improvement planning and professional learning processes.

We recommend that you ask principals to share the survey with parents of students with ASD and ask them to complete it. Please note that the Ministry will not be collecting the results of parent-completed surveys. Schools and school boards may find the results useful. Autism Ontario posted a version of this survey on their website in November 2008 for parents to complete and have indicated that they will be doing an analysis of the responses by school board.

The following provides a summary of the survey process:

- School principals complete individual excel school templates providing raw information.
- School board SOs with responsibility for special education upload the completed school templates and complete the summary excel school board template generating statistical data.
- School board SOs with responsibility for special education enter summary statistical data into SurveyMonkey.
- EDU prepares a statistical summary for each Regional Office for their information.
- EDU prepares a statistical provincial summary to be used at the June 2009 meeting of the Minister's Advisory Council on Special Education.

The deadline for school board completion of the SurveyMonkey is **May 15, 2009**.

Please refer to the attached Questions and Answers for additional information. If you have further questions, please contact Joanne Lee, Senior Policy Advisor, Special Education Policy and Programs Branch [Joanne.M.Lee@ontario.ca](mailto:Joanne.M.Lee@ontario.ca)

Thank you for your cooperation.



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**Board Numbered Memorandum: 2008 - 2009 School Year: #85**

**TO: Elementary Principals  
Secondary Principals**

**FROM: Cathy Geml, Superintendent of Education  
Learning Support Services**

**DATE: April 20, 2009**

**RE: Autism Spectrum Survey**

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As was discussed and reviewed at the Principals' meeting last week, all Principals are being asked to submit the Autism Spectrum Survey from the perspective of *all* students in your schools who fall within the Autism Spectrum Disorder (ASD).

Please see the survey and instructions attached. The surveys **MUST** be submitted to us **no later than May 4, 2009**.

Please submit electronically to my assistant, Simone Lira as soon as possible, renaming the document and adding your school name.

Thank you for your continued support and cooperation.

Attachments

/sl

cc Special Education Coordinators  
Diane Tope-Ryan

## **Instructions for Completing the Excel Templates**

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The following provide guidance in the use of Excel templates to gather data for inclusion in the SurveyMonkey survey. The templates will simplify the process of gathering and analyzing board data and will ensure data integrity. They have been designed to substantially reduce the time required to prepare a board report for entry into SurveyMonkey.

It is recommended that a person with Excel expertise complete these tasks.

### **AT THE SCHOOL LEVEL**

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*Please read the instructions before proceeding.*

Each school Principal will be provided with a template in Excel to be used to record school-based responses. The completed template should be e-mailed to the board.

Enter the school name. If there are no students with ASD within a school, leave the "0" in the required cell and you are finished. E-mail the survey to your board.

If there are students within your school with ASD, indicate the degree of implementation of each of the 33 criteria (rows 12 to 53), grouped within four Outcomes, by typing in a "1" (i.e., numeral one) in the appropriate column:

- All of the Time **OR**
- Most of the Time **OR**
- Some of the Time

for each of the 33 indicators.

Please ensure that you respond to every question and only use "1" and not any other symbol since the school-based report will be "rolled-up" and tallied using Excel. Using a symbol, such as ✓ or × will render the board report invalid.

School

ASD Enter "1" in the box to the right to indicate your school has students with ASD.   
 If I you leave "0" for "No," send the report to your board

Assessment If you enter "1" for "Yes," please respond to the following questions, using the rating scale to the right: "All of the Time, All of the Time, Most of the Time, Some of the Time"  
 "Most of the Time" or "Some of the Time."

	All of the Time "1" = yes "0" = no	Most of the Time "1" = yes "0" = no	Some of the Time "1" = yes "0" = no	Check
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Check "Check" cell at the extreme right should show "1" for each row; "0," "2" or "3," indicates an error in that row.

1.0 <b>Outcome of Implementation:</b> Principles of ABA are incorporated into the IEPs of students with ASD, as appropriate. <i>Expectation:</i> Students' programs must be based on relevant assessment information that identifies the student's skills and needs, instructional level, and learning style/modalities, and must incorporate relevant ABA methods, where appropriate.				
1.1 ABA methods are incorporated in the IEPs of students with ASD, where appropriate.	0	0	0	0
1.2 Students' programs are based on relevant assessment information that identifies skills and needs, instructional level, and learning style/modalities.	0	0	0	0
1.3 In developing the IEP, special education program and service options that will best take into account the students individual strengths and areas of need in the demonstration of learning are considered.	0	0	0	0
1.4 Functional behavioural assessments are used.	0	0	0	0
1.5 Students' programs incorporate relevant ABA methods, where appropriate.	0	0	0	0
1.6 Alternative programs, wherever possible, incorporate ABA methods.	0	0	0	0
1.7 Alternative programs are provided in conjunction with a program that includes accommodations as well as modified learning expectations as necessary.	0	0	0	0
1.8 When students require accommodations and/or modified expectation, assessment and evaluation of student learning are consistent with strategies outlined in the IEP.	0	0	0	0
1.9 Students' programs are individualized and instructional strategies are uniquely suited to each student's learning strengths and needs.	0	0	0	0
1.10 Each student's specific profile and pattern of strengths and needs are analyzed to determine concrete learning objectives and teaching methods.	0	0	0	0
1.11 ABA programming provided to students, where appropriate, uses positive reinforcement.	0	0	0	0
1.12 ABA programming provided to students, where appropriate, uses data collected and analyzed on an ongoing basis to measure student progress in the acquisition of new behaviours and skills, and to identify skills or behaviour that need to be taught.	0	0	0	0
1.13 ABA programming provided to students, where appropriate, emphasizes transfer, or generalization of skills.	0	0	0	0
1.14 Information and data are used to alter a student's program as necessary to maintain or increase a student's success.	0	0	0	0



<b>2.0 Outcome of Implementation: Transition planning is used to support students with ASD for a variety of transitions.</b>				
<i>Expectation:</i> Transitions may include: entry to school; from home to school and school to home; between activities and settings or classrooms; between grades; moving from school to school or from an outside agency to a school; from elementary to secondary; from secondary to postsecondary destinations and/or the workplace.)				
2.1 A plan for transition is in place for students.	0	0	0	0
2.2 Relevant ABA methods are used to support transition planning, where appropriate.	0	0	0	0
2.3 Transition points that are relevant to students' experiences are identified and developed into a transition plan.	0	0	0	0
2.4 Timeline is developed to plan for future transitions to ensure planning begins well in advance.	0	0	0	0
2.5 Students' progress is reviewed and appropriate adaptations to transition plans are made as required to address students' comfort level when making transitions to new situations.	0	0	0	0
2.6 Individualized programs are based on students' transition needs with students moving from more intensive to less intensive intervention methods.	0	0	0	0
2.7 Students are involved in selecting and using transition techniques, as appropriate.	0	0	0	0
<b>3.0 Outcome of Implementation: Multidisciplinary teams are involved.</b>				
<i>Expectation</i> Multidisciplinary teams include but are not limited to relevant school board personnel, and community personnel who have previously worked and/or are currently working with the student with an ASD, and parents.				
3.1 Members of multi-disciplinary teams are identified.	0	0	0	0
3.2 Members of team are invited to provide input and participate in the IEP process.	0	0	0	0
3.3 School board staff work with parents and community agencies to plan for a successful transition into school.	0	0	0	0
3.4 When a student is currently working with a community service professional, that professional is involved in the transition process.	0	0	0	0
3.5 Multi-disciplinary teams review the appropriate and effective use of ABA methods for students.	0	0	0	0
3.6 Team gathers information on students' individual strengths and areas of need relevant to learning and skills	0	0	0	0
3.7 Team considers assessment data and other relevant information to identify ABA methods as appropriate for students and to provide input to development of IEP.	0	0	0	0
3.8 Members of team are invited to provide input and participate in the transition planning and review process.	0	0	0	0
3.9 Communication and coordination among team members is ongoing.	0	0	0	0
<b>4.0 Outcome of Implementation: School staff working with students with ASD are knowledgeable about ASD.</b>				
<i>Expectation:</i> Staff are actively engaged in knowledge acquisition, knowledge transfer, and knowledge mobilization				
4.1 School staff working with students with ASD have participated in formal training sessions.	0	0	0	0
4.2 School staff working with students with ASD have opportunities to enhance their knowledge and skills through formal and informal means and to put their skills into practice in the school setting.	0	0	0	0
4.3 School staff working with students with ASD share their expertise with other staff in the school, between schools, within the family of schools, and throughout the board.	0	0	0	0

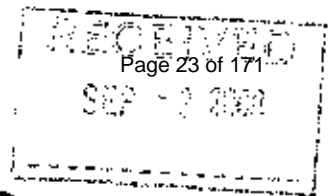


## Windsor-Essex Catholic District School Board

# Ministry Initiatives

A large, stylized 3D graphic composed of blue and grey geometric shapes, resembling a series of connected rectangular blocks or a stylized letter 'E'. The number '2009' is centered on the rightmost block.

2009



Ministry of Education

Special Education Policy  
and Programs Branch  
18<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

Ministère de l'Éducation

Direction des politiques et des  
programmes de l'éducation  
de l'enfance en difficulté  
18<sup>e</sup> étage, édifice Mowat, 900, rue Bay  
Toronto ON M7A 1L2



**MEMORANDUM TO:** Directors of Education

**FROM:** Barry Finlay, Director  
Special Education Policy and Programs Branch

**DATE:** August 26, 2008

**SUBJECT:** Autism Supports and Training

---

The government is committed to ensuring successful outcomes for all students, including students with Autism Spectrum Disorders (ASD). On June 19, 2008, you received a memorandum from the Ministry of Education, where additional program funding to school boards and school authorities was announced for the 2008-09 school year. Part of this program funding was to be used by school boards and school authorities to provide and participate in Autism Spectrum Disorders (ASD) training opportunities, which include release time, as well as to support partnerships involving community agencies serving children and youth with ASD.

Please find attached two transfer payment agreements, for these ASD supports and training, for your review and signature. Once signed, please return the two agreements to the Ministry at the following address:

Barry Finlay  
Special Education Policy and Programs Branch  
18<sup>th</sup> Floor, Mowat Block  
900 Bay Street  
Toronto ON M7A 1L2

If you have any questions concerning this agreement, please contact An Tran-Vo at the Ministry of Education at 416-327-8230 or by email at [An.Tran-Vo3@ontario.ca](mailto:An.Tran-Vo3@ontario.ca).

Sincerely,

Barry Finlay

Attachments



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: John Macri  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

**Board Numbered Memorandum: 2008 – 2009 School Year - #4**

**DATE:** August 26, 2008

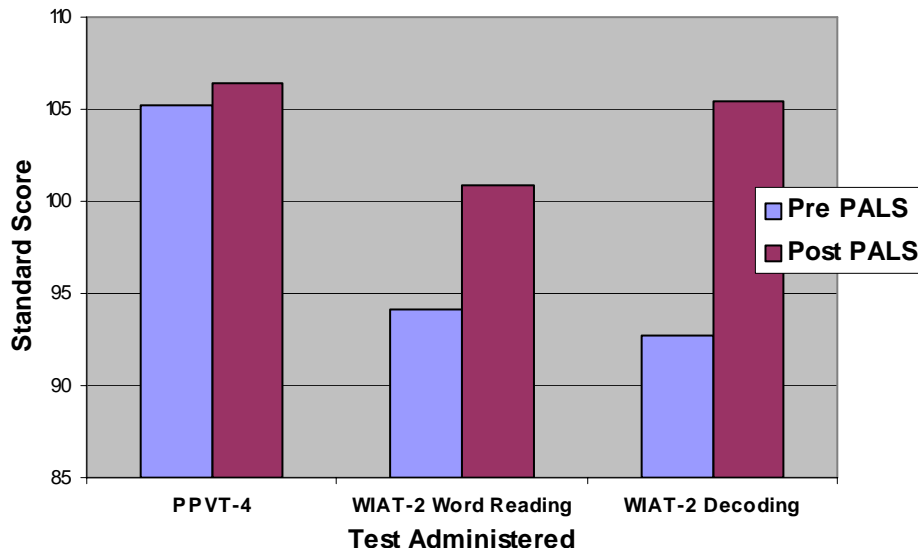
**TO:** Elementary Principals & Vice-Principals  
LSST

**FROM:** Cathy Geml,  
Superintendent of Education  
Learning Support Services

**RE:** PALS – Provincial Recognition

We are pleased to announce that as a result of your diligent efforts, the Windsor-Essex Catholic District School Board's OPA – PALS Project has been recognized provincially as a promising practice. The PALS programming has had a significant impact on student learning as reflected in improved PM Benchmark scores, standardized test scores and key literacy skills.

**Standardized Testing Results**



Prior to the implementation of PALS, our Grade 1 students were well below the end of year letter-sound (L.S.) fluency benchmarks for SK. The expected benchmark was 40 letter sounds per minute. Our students scored at a benchmark of 15 letter sounds per minute. Within six weeks of the implementation of PALS, our students reached the Kindergarten benchmark and then went on to surpass the benchmark with scores between 55 – 60 letter sounds per minute.

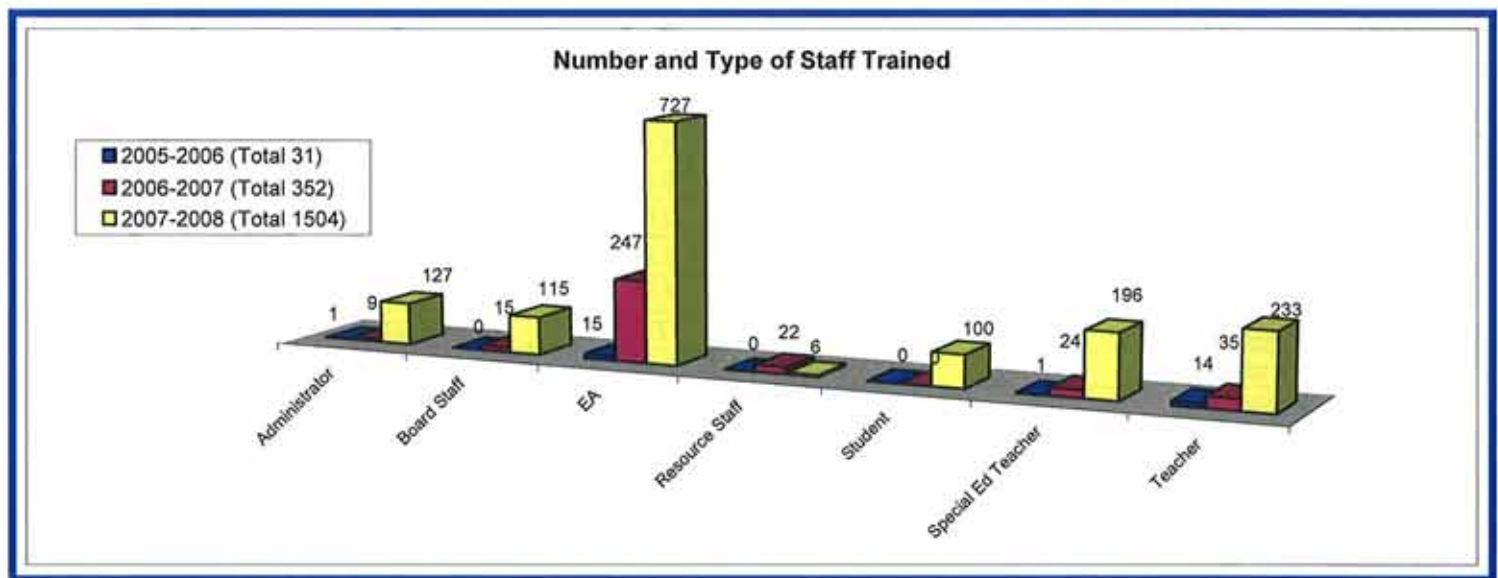
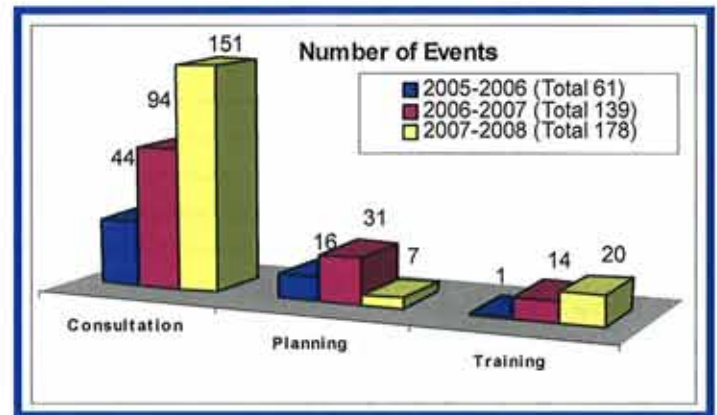
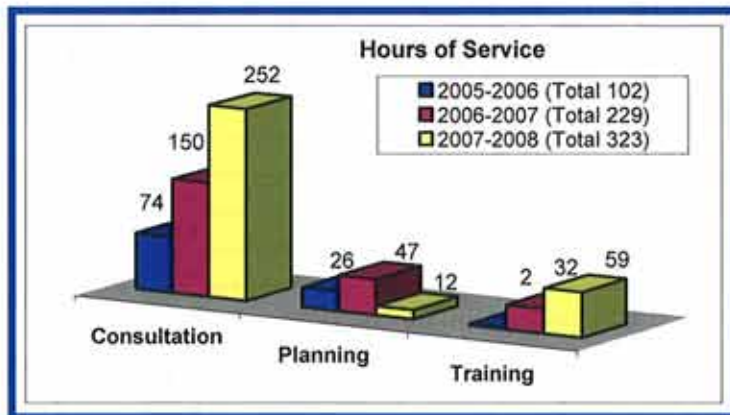
Coinciding gains in word identification fluency have been documented, as have the standardized test scores and PM Benchmarks. (Our early intervention focus combined with routine progress monitoring has reduced reading problems in excess of 50%, thereby allowing us to concentrate resources on fewer students with greater needs.)

These gains are the result of the dedication of our LSSTs, Speech-Language Pathologists, Coordinators and Psychological staff. We laud your efforts and look forward to further progress as we move into Year 2 of the implementation.

**KUDOS!**

/sl

Again this year we appreciated the opportunity to provide support in many schools. We have enjoyed supporting the educators in their classrooms.



## Highlights

1. Collaboration with creating and delivering ABA training to principals
2. Collaborating with the Board team, the school team and the Autism Intervention Program to support students to be successful

**Hours provided at schools by School Support Program - ASD  
September 01, 2007 to April 30, 2008**

School	Consultation	Training	Grand Total
Assumption SS, Windsor	3.50		3.50
Cardinal Carter SS, Leamington	2.75		2.75
Catholic Central SS, Windsor	9.50	3.00	12.50
Christ the King ES, Windsor	2.00		2.00
F.J. Brennan SS, Windsor	3.00		3.00
Holy Cross ES, LaSalle	14.50		14.50
Holy Name ES, Essex	4.00		4.00
Holy Names SS, Windsor	1.00		1.00
L.A. Desmarais ES, Windsor	0.75		0.75
Notre Dame ES, Windsor	7.25		7.25
Our Lady of Mount Carmel ES, Windsor	4.25		4.25
Our Lady of Perpetual Help ES, Windsor	9.00		9.00
Our Lady of the Annunciation ES, Stoney Point	9.25		9.25
Queen of Peace ES, Leamington	6.00	1.50	7.50
Sacred Heart ES, LaSalle	16.25	1.00	17.25
St. Alexander ES, Windsor	9.00		9.00
St. Angela ES, Windsor	2.50		2.50
St. Francis ES, Windsor	6.75		6.75
St. Gabriel, ES Windsor	9.50		9.50
St. James ES, Windsor	2.00		2.00
St. John ES, Windsor	2.25	2.00	4.25
St. John the Baptist ES, Belle River	4.75		4.75
St. John Vianney ES, Windsor	17.50	4.50	22.00
St. Joseph ES, Windsor	5.00		5.00
St. Jules ES, Windsor	19.25	6.00	25.25
St. Louis ES, Leamington	10.00		10.00
St. Maria Goretti ES, Windsor	4.50	2.00	6.50
St. Peter ES, Tecumseh	5.75		5.75
St. Pius X ES, Tecumseh	13.00		13.00
St. Rose ES, Windsor	19.50		19.50
St. Thomas of Villanova SS, Windsor	7.50		7.50
St. William ES, Emeryville	9.50		9.50
W.J. Langlois ES, Windsor	1.00	2.00	3.00

**Next Year**

1. Continuing to support the implementation of PPM 140
2. Exploring the 'coaching' model

**Kathy Meyer**

**Director**

**Autism Program – South West Region**

Phone : (519) 685-8693

Fax: (519) 685-8686

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# **P.E.E.R. Pals 2008-2009**

## **WECD SB**





# P.E.E.R. Pals

## Background

Social skill development that includes opportunities for generalization can be challenging to teach. The Peers Establishing Effective Relationships (P.E.E.R.) Pals Program has been developed to guide educators in teaching social skills, creating opportunities to use the skills, and generalizing them from the classroom to other environments throughout the school day. The Program's objectives are to enhance school-wide disability awareness, encourage leadership skills, and promote sustainability from school year to school year.

The P.E.E.R. Pals Program includes two components: a class-wide structured teaching component and an activities segment facilitated by student leaders at recess. The classroom component includes structured lessons of social communication skills using direct instruction. Through coaching, peers are then trained in effective interaction skills as they participate in the same social skill lessons as the student with autism. The recess activity facilitators are also trained to reinforce these same social skills while the student with autism and his/her peers are engaged in planned activities during recess.

## Program Components

In order to implement the program successfully in a number of schools, it is important to ensure that capacity is built within the board and training occurs on a number of different levels. An agreed upon protocol needs to be developed to outline the supports to be committed to on behalf of Thames Valley to partner with WECDSB. To carry this out, the following process is being suggested:

### 1. Establish a Steering Committee

#### First Option

This committee could include Cathy Geml, representation from the Special Education Coordinators, a Thames Valley ASD Consultant, and a financial representative. This team would review progress and provide updates as to how things are progressing. This team could explore new ideas and initiatives brought forward from schools. These items could include videotaping, presentations to SEAC and parent councils. Would also look at the data. Develop a protocol for school's and Thames Valley commitment.

#### Second Option

This committee could also invite representation from each school involved to provide updates to the steering committee and discuss celebrations and challenges.

## **2. Principal Proposal**

### **First Option**

There could be a presentation done by the steering committee to the principals outlining the P.E.E. R. Pals initiative and their roles and responsibilities.

### **Second Option**

Special Education Coordinators could speak to schools that they identify and explain the program. They could then apply to Cathy Geml if they would like to proceed. Thames Valley could support the Coordinators with their meetings at their identified schools if they would like.

## **3. Submission of Applications**

### **First Option**

Principals would submit a proposal to the board to obtain support to run the P.E.E.R. Pals program at their school. The proposal will include a cover letter outlining their responsibilities and a questionnaire to complete (see Appendix A). The principal would be required to obtain support from at least one LST from the school to join the P.E.E.R. Pals board team. The LST and the principal will be required to attend components of the training. In addition, the principal will need to obtain support from 2-4 educators in their school who will make up the school leadership team.

### **Second Option**

The steering committee could set guidelines that would best fit their board and set the protocol for the application process.

## **4. P.E.E.R. Pals Board Team**

### **First Option**

This team could be composed of:

- Special Education Coordinators
- LST from each participating school (minimum of 1)
- Principal from each participating school

The team will attend a one-day training and follow-up meetings throughout the year. The team would then be responsible to provide training for the P.E.E.R. Pals leadership team at their schools or family of schools and be liaisons to the ASD Consultants for the implementation of the program at their school.

## Second Option

We would like all coordinators trained and Thames Valley would take the lead for the initial training. With the teams from each school we would hold a one-day training to start the train the trainer model. We would invite the steering committee to participate in those trainings as well.

Understanding that principals may not be able to leave their schools for the entire day we would then tailor our workshop to include their information in the morning. They would be more than welcome to stay for the entire training if their scheduled allowed.

## 5. School Training

The identified P.E.E.R. Pals leadership team will provide training to the school team. The School team would be composed of classroom teachers and support staff (with a student with ASD) and 2-3 educators who would form the recess team. The recess team assists in training the P.E.E.R. Pals leaders in running recess activities outside. Thames Valley can support the team with this component if the school teams would like their support.

**The training is a one-day training for the school team.**

**To implement the program, the following steps occur:**

### Recess Component

- 1. Recruitment Presentation:** The school team will present to potential P.E.E.R. Pal student activity facilitators Application process that they have discussed ahead of time will be explained and applications handed out. (30 min)
- 2. Training Day:** Variety of activities and training to P.E.E.R. Pal student activity facilitators. (1 day)
- 3. Organize Games and Activities:** School staff will decide how they want to organize materials to begin games and activities.
- 4. Start Date for Outside Activities:** Once the above steps are completed, a start date is set, schedules are organized, and the P.E.E.R. Pal student activity facilitators begin games for all students at recess.

### Classroom Component

- 1. TRACKS Training:** All students are taught how to interact with the student with ASD.
- 2. Social Skill Lessons:** Every four to six weeks the classroom teacher completes a social skill lesson for the entire class. The student with ASD may require additional priming and practice for these lessons.
- 3. Coaching:** 3 15-minute opportunities per week are provided for the students to practice these skills. These can be gym, art, snack, etc.
- 6. P.E.E.R. Pals Board Team Follow-Up Meetings:** Every 6 weeks, the board team will meet to discuss ideas, concerns, and new directions. (1/2 day).

7. **Celebrations for P.E.E.R. Pals Recess Activity Facilitators and Classroom Peers:** Three times throughout the year, the students in the recess and classroom component will be recognized for their dedication to the project.
8. **Training new schools for 2009-2010 School Year:** May and June 2008 will involve a training sessions for new schools who would like to participate in the P.E.E.R. Pals project the following year. Equipment will also be provided to this new group. We could set up a mentoring program pairing this year's school teams with next a team for next year to help guide them along.

## Cost

The costs are based on 10 schools and are suggested. Please use the following chart to brainstorm the implementation of the program and decide on which items will be continued and at what cost. We may also want to factor in the cost of videotaping and the training for next year. We could achieve this by starting with 5 schools and then at the end of the year train the next 5 identified.

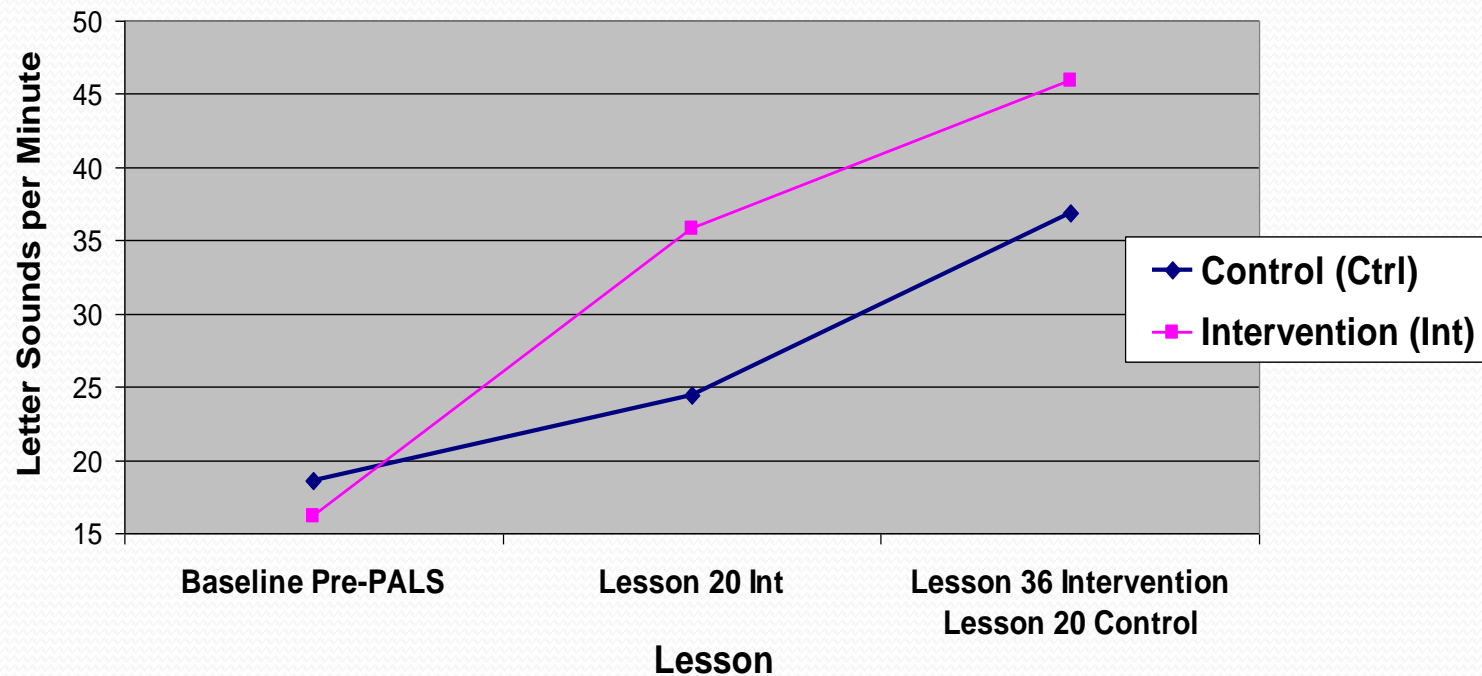
Item	Suggested Cost	Team Discussion
<b>P.E.E.R. Pals Board Team</b>		
Transportation to Initial Training	\$500.00 (?)	
Lunch at Initial Training	\$500.00	
Binder for each staff member (\$27/ea x 25 team members)	\$675.00	
Student Awareness Kit for each school (\$181/ea x 10 schools)	\$1810.00	
Release time of educators who would be on this committee??		
	<b>\$3485.00</b>	
<b>School Level</b>		
Release time initial training (\$220.69/day x 5 educators x 10 schools) (includes entire leadership team)	\$11,034.50	
Training Day for P.E.E.R. Pal Recess Activity Facilitators (Release Time – 2 educators x 10 schools)	\$4413.80	
Training Day luncheon for P.E.E.R. Pal Recess Activity Facilitators (\$150 x 10 schools)	\$1500.00	
Equipment for Recess Games (\$500/school x 10 schools) (indoor and outside recesses)	\$5000.00	
Classroom Supplies for lessons (\$200 x 10 schools)	\$2000.00	
	<b>\$23,948.30</b>	

<b>P.E.E.R. Pal Board Follow-Up Meeting</b>		
Transportation to meeting	\$500.00 (?)	
	<b>\$500.00</b>	
<b>P.E.E.R. Pals Celebrations</b>		
\$400/school x 10 schools	\$4000.00	
	<b>\$4000.00</b>	
<b>Equipment Kits</b>		
Winter & Spring Equipment Kits (does not include initial equipment) (\$100/school x 10 schools)	\$1000.00	
	<b>\$1000.00</b>	
<b>Preparation for Upcoming Year</b>		
Transportation to Initial Training	\$500.00	
Lunch at Initial Training	\$500.00	
Binder for each staff member (\$27/ea x 25 team members)	\$675.00	
Student Awareness Kit for each school (\$181/ea x 10 schools)	\$1810.00	
Equipment for Recess Games (\$500/school x 10 schools) (indoor and outside recesses)	\$5000.00	
	<b>\$8485.00</b>	
<b>Total</b>	<b>\$41, 418.30</b>	

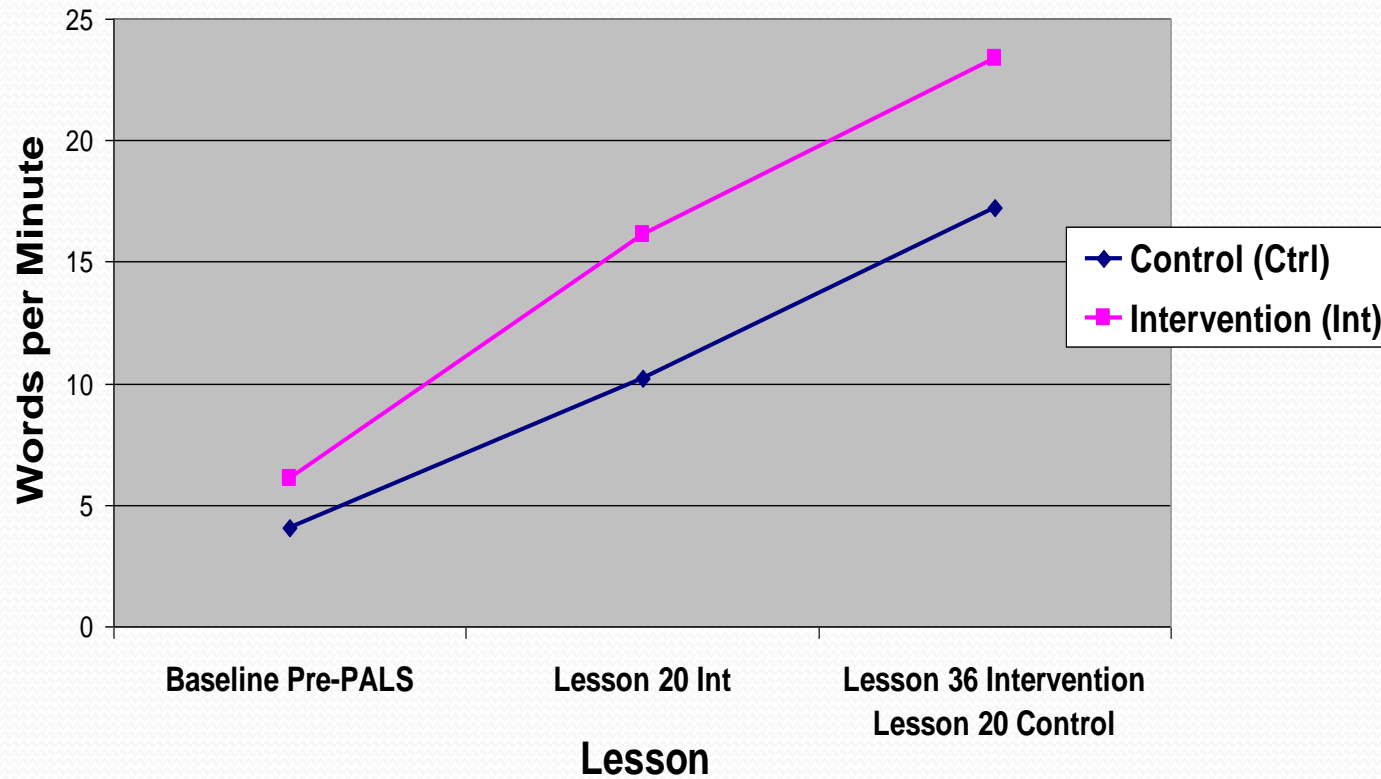
# **PALS Graphs**

**Letter Sound Fluency, Word Identification  
Fluency and Standardized Testing Results**

# Letter Sound Fluency

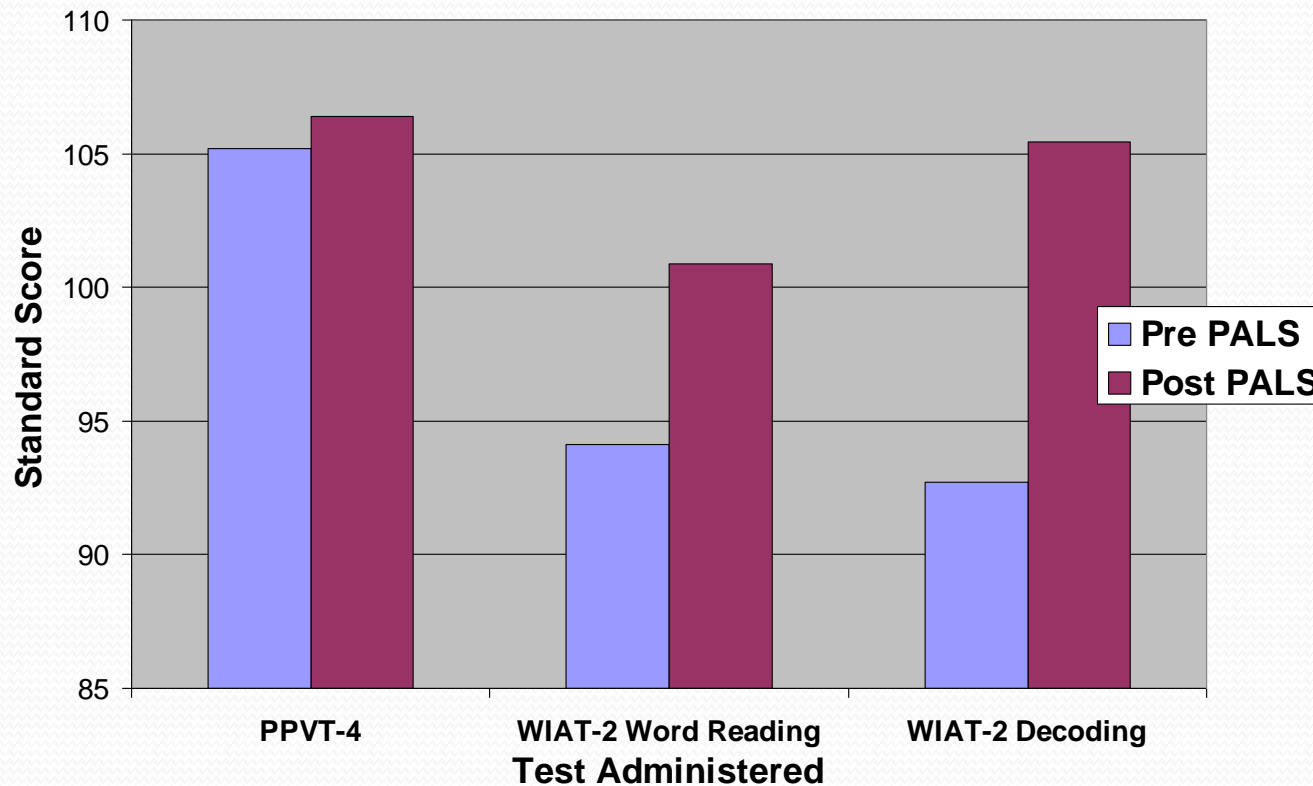


# Word Identification Fluency





# Standardized Testing Results





1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Fred Alexander  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

## Memorandum: 2008 – 2009 School Year

**DATE:** May 8, 2009

**TO:** Elementary Principals

**FROM:** Cathy Geml, Superintendent of Education  
Diane Tope-Ryan, Program Specialist

**RE:** In-service for PEER Pals – May 15, 2009

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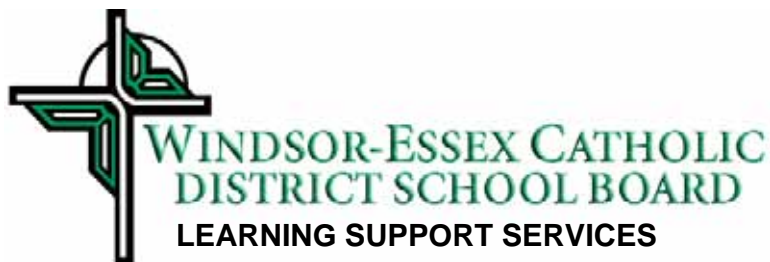
On Friday, May 15, there will be a half-day In-service at the Catholic Education Centre in the Board Room for the contact person from each of the first 10 pilot schools and their HAL teacher involved in the PEER Pals. This follow-up session is intended to address any concerns or questions, as well as to share best practices. Also invited to this session will be the remaining HAL teachers of the schools who were not involved in the first pilot. The session will begin at 8:45 a.m. and will finish by 11:15 a.m.

The schools involved are:

Sacred Heart  
Notre Dame  
W. J. Langlois  
Holy Name  
St. John (Windsor)  
St. Rose  
Immaculate Conception  
Holy Cross  
St. Louis  
St. Gregory

Please have your two staff members (third staff member only if they do not require coverage) call KelCom and state Board approved: PEER Pals. If you have any questions or require further clarification, please contact Diane Tope-Ryan.

/sl



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## **Memorandum: 2008 – 2009 School Year**

**DATE:** May 8, 2009

**TO:** Elementary Principals

**FROM:** Cathy Geml, Superintendent of Education  
Diane Tope-Ryan, Program Specialist

**RE:** Full-day Training – PEER Pals – June 5, 2009

---

It's that time of year again, when we are looking at expanding the PEER Pals program with the next 10 schools. Training will take place June 5, 2009 in the Board Room here at the CEC with implementation in the Fall.

/sl



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Windsor, ON N9B 3Y6  
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Telephone: (519) 253-2481 FAX: (519) 253-0620

**Board Numbered Memorandum: 2008 - 2009 School Year: #63**

**TO: Director, Superintendents, Assistant Superintendents, WEPVPA**

**FROM: Cathy Geml, Superintendent of Education**

**DATE: February 11, 2009**

**RE: Program Specialist – Applied Behaviour Analysis (ABA)**

---

In keeping with the mandate of PPM 140 *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD), May 17, 2007*, the Ministry of Education has provided school boards with specialized funding to hire an ABA Specialist.

As a result, the Windsor-Essex Catholic District School Board would like to welcome **Diane Tope-Ryan** in her new role as **Program Specialist**. Many of you may already be familiar with Diane in her former role as an Autism Specialist with the Thames Valley Children’s Centre. With Diane’s extensive background and training, as well as her familiarity with the WECDSB, we are excited and confident that our students and staff will benefit from this new partnership.

Diane will be located at the Basilian site at the Catholic Education Centre and can be accessed via First Class or at 253-2481 Ext. 1142. Please keep in mind that Diane will be working very closely with the Special Education Coordinators and any correspondence pertaining to your students must be copied to your respective Coordinator.

/sl

cc Trustees, SEAC, Coordinators, Diane Tope-Ryan, Social Workers, Speech Language Pathologists, Behaviour Specialists, Gerry Olivito, Paulette Littlejohns



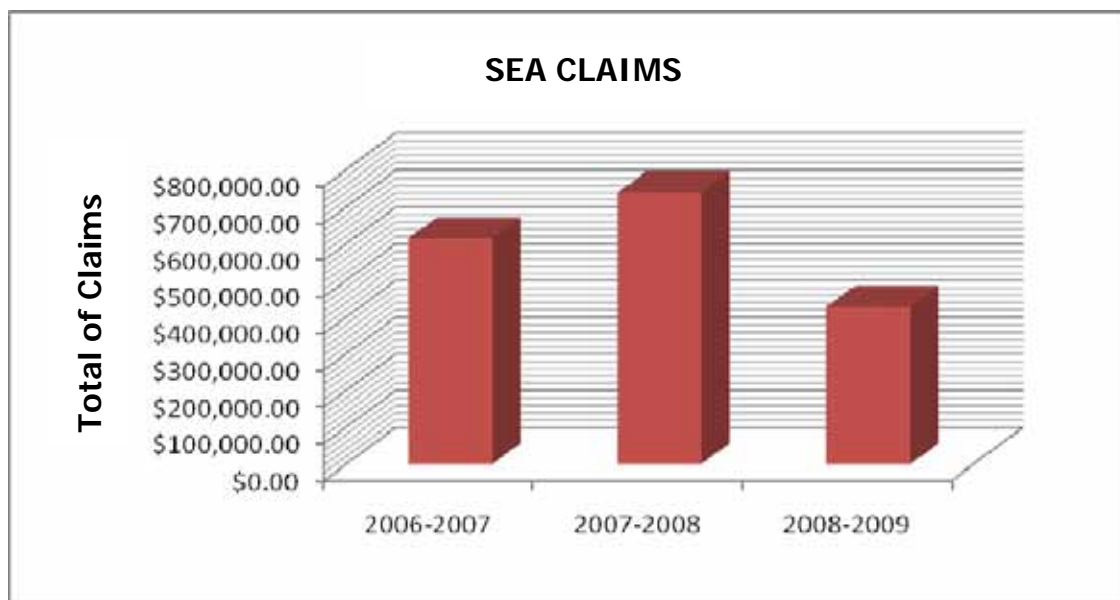
**Windsor-Essex Catholic District School Board**

# **Special Education Equipment**

**2009**

## SPECIAL EQUIPMENT AMOUNT (SEA) CLAIMS

Year	Number of Students	Total of Individual Claims	Ministry Final Allocation Amount
2006-2007	138	\$615,538	Equipment Amount: \$505,138 Technician Amount: \$37,970
2007-2008	188	\$740,201	Equipment Amount: \$589,801 Technician Amount: \$38,318
2008-2009	142	\$429,854	Equipment Amount: \$316,254 Technician Amount: \$37,934  <i>* Not Finalized</i>





**Windsor-Essex Catholic District School Board**

# **Special Education Staffing**

**2009**



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: John Macri  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

## **Board Memorandum - 2007-2008 - #101**

**DATE:** June 17, 2008

**TO:** Elementary Principals & Vice-Principals

**FROM:** Cathy Geml, Superintendent of Education

**RE:** **Special Education – Support Staff Assignment Changes**

As you are aware, the Windsor-Essex Catholic District School Board is engaged in significant downsizing and re-structuring of its operations. As a result, there will be some changes in the delivery of Social Work and some of our system-wide programs.

### ***Social Work***

There will be 8.5 social workers servicing both elementary and secondary schools. There will be one full-time social worker assigned to the Crossroads (elementary suspension program located at W. J. Langlois). This social worker will take on the role of Attendance Counsellor and Elementary Safe Schools. Raoul Rusich had been serving as a half-time Attendance Counsellor for the past few years and we thank him for his service. There will also be a half-time social worker assigned to the Secondary Safe Schools Program at St. Michael's Alternative site.

As a result of the redeployment of the existing social work complement, the school assignments have been adjusted and are being posted this week. There will also be some changes made to the way in which service will be delivered. Once the final decisions have been made, I will forward a copy to WEPVPA.

### ***Behaviour Specialists***

The two system positions presently held by Colleen Janisse and Cheryl Wilson will no longer exist. It is the intent that one Behaviour Specialist (CYW) be assigned to the Crossroads Program in order to facilitate a cohesive and systematic approach to the Rachael's Challenge three-year plan and to offer support to those students who attend the program in facilitating the reintegration back into their school community.

### ***Crossroads – Elementary Suspension Program (located at W.J. Langlois)***

The existing program will remain at this site. The program has been well utilized and meets the Ministry mandate as well as offering support to principals, students and their families. A full-time LSST, Behaviour Specialist and Social Worker will continue to be assigned to the program.





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## Board Numbered Memorandum: 2008 - 2009 School Year: #63

**TO: Director, Superintendents, Assistant Superintendents, WEPVPA**

**FROM: Cathy Geml, Superintendent of Education**

**DATE: February 11, 2009**

**RE: Program Specialist – Applied Behaviour Analysis (ABA)**

---

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Diane will be located at the Basilian site at the Catholic Education Centre and can be accessed via First Class or at 253-2481 Ext. 1142. Please keep in mind that Diane will be working very closely with the Special Education Coordinators and any correspondence pertaining to your students must be copied to your respective Coordinator.

/sl

cc Trustees, SEAC, Coordinators, Diane Tope-Ryan, Social Workers, Speech Language Pathologists, Behaviour Specialists, Gerry Olivito, Paulette Littlejohns



## Windsor-Essex Catholic District School Board

# Staff Development

2009



1325 California Avenue  
Windsor, ON N9B 3Y6  
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## Board Numbered Memorandum: 2008 – 2009 School Year - #12

**DATE:** September 3, 2008

**TO:** Elementary Principals & Vice-Principals  
LSST

**FROM:** Cathy Geml,  
Superintendent of Education  
Learning Support Services

**RE:** PALS – CBM Training

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We now have a list of all LSSTs who require PALS/CBM training. Training will take place next week, Tuesday, Wednesday or Thursday, (Sept. 9, 10 or 11) depending upon the grade level required by the teacher. In order for us to plan accordingly, we require as soon as possible, the grade level for which the LSST is providing PALS. Specifically, **JK/SK or Grade 1 or Grade 2-3.** If an LSST is providing PALS in more than one area, anticipate a half-day training for each program and plan accordingly. We will be asking you to cover your LSST internally by having them sign up for the half part of the day where they are NOT responsible for providing prep. CBM training will be offered with all sessions.

*Please forward this information to Dr. Picard by the end of the day tomorrow.*

Tuesday, September 9

JK/SK am OR pm (For example, if the LSST is providing prep in the morning, they would sign up for the afternoon session)

Wednesday, September 10

Grade 1 am OR pm

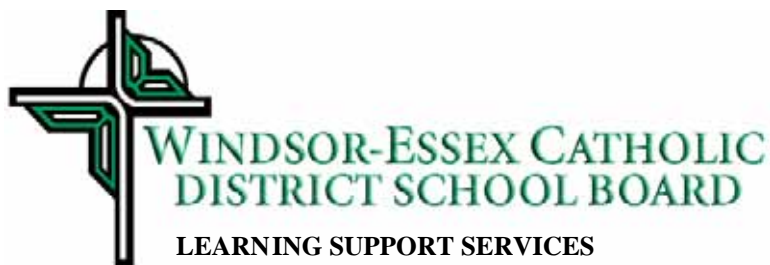
Thursday, September 11

Grade 2-3 am OR pm

Morning sessions will be from 8:45-11:15 am and afternoon sessions will be from 1:00-3:30 pm. *All sessions will take place here at the Catholic Education Centre.*

Thank you for your cooperation in this matter.

*"Learning together in faith and service"*



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## English Language Learners (ESL/ELD) & Special Education In-Service

**Date:** Tuesday, October 14<sup>th</sup>, 2008  
**Location:** Board Room at Catholic Education Centre, 1325 California Avenue  
**Time:** 9:00-3:00 LSST and ESL teachers. Lunch will be provided.  
9:00 – 12:00 Principals, Vice-Principals, Special Education Co-ordinators,  
Speech Pathologists and other special education personal are asked to sign up for  
the p.m. session as space in the morning will be limited.

### Agenda

**AM – 9:00 -10:00 a.m.**

1. Welcome/Prayer
2. Definitions
3. Policy
4. Process of Identification

10:00-12:00

5. Keynote speaker Cristina Sanchez Lopez from Chicago

**PM- LSST Teachers**

Will move to computer rooms.

6. Introduction of ELL accommodations to be added to A-log or IEP
7. Teachers will work on computer to make additions and changes to their current ELLs A-logs and IEPs.
8. Follow up ½ day session in June.  
Teachers will be asked to make note of specific modifications that were made for their ELLs. They will work in groups by division to write them down so a master copy can be developed and added to their ELL/Special Education folders.  
Teachers will be asked to fill out a survey regarding how beneficial the information provided them in the initial in-service was during the course of the year.
9. Teachers will fill out EXIT Card

### Notice to Principals and Vice Principals, Special Education Co-ordinators

An in-service will be presented for Principals, Vice Principals, and Special Education Personal to provide them with information regarding the identification process and programming of ELLs, as stated in **English Language Learners ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12. (2007).**

Our key note speaker, **Christina Sanchez Lopez** coming from Chicago, is a frequent speaker at ELL conferences throughout Ontario and the United States. She will be addressing various issues related to ELLs and Special Education.

Occasional teacher coverage is provided. Teachers are to call in to KelCom and state they are attending a Board approved ELL in-service.

The ESL/ELD teachers serving your schools have forwarded the following names of your LSST teachers who currently are working with ELLs. Please forward this notice to them and have them register on PD Place.



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## Board Numbered Memorandum – 2008 – 09 School Year - # 33

To: Elementary Principals and Elementary Vice-Principals

From: Linda Staudt, Superintendent of Education  
Emelda Byrne, Assistant Superintendent of Education

Date: Monday, October 20, 2008

Re: Gr. 7 & 8 Differentiated Instruction In-service

---

As part of the Ministry and WECDSB's ongoing professional development in the area of "Differentiated Instruction" for grades 7 & 8, we will be providing a half-day in-service session for all grade 7 & 8 teachers. In addition, one LSST from each school that supports the intermediate students is also invited to attend the half-day session.

Please note, the **afternoon session on Tuesday, October 28<sup>th</sup>** is reserved for teachers who are new to grade 7 or 8 this year.

**The half-day "Differentiated Instruction" sessions for grade 7 & 8 teachers will be held on:**

Monday, October 27<sup>th</sup>: 1:00 - 3:00pm

Tuesday, October 28<sup>th</sup>: 9:00 - 11:00am

Tuesday, October 28<sup>th</sup>: 1:00 - 3:00pm (introduction to DI for teachers new to grade 7 or 8)

Wednesday, October 29<sup>th</sup>: 9:00 - 11:00am

Wednesday, October 29<sup>th</sup>: 1:00 - 3:00pm

Registration is limited to 45 spaces per session on a first come, first serve basis. All half-day sessions will be held at the CEC.

Principals are encouraged to consult with their grade 7 & 8 teachers on their choice of half-day sessions, as to avoid having all the intermediate teachers out of the school at the same time.

Please inform your teachers that they will need to register on PD Place and phone Kelcom to arrange for occasional teacher coverage for their half-day session. Please indicate "Student Success: DI - Gr. 7 & 8". **Please register on PD Place by Friday, October 24<sup>th</sup>.**

Thank you



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: John Macri  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

## **Board Numbered Memorandum: 2008 – 2009 School Year - #39**

**DATE:** November 17, 2008

**TO:** WEPVPA

**FROM:** Cathy Geml, Superintendent of Education

**RE:** Board/ Provincial IEP Audit - Spring 2009

As you may know, the Ministry has been auditing IEPs for the past few years. The Coordinators and I have been making efforts to audit IEPs ourselves internally but the Ministry has now directed school boards to expand their internal audits in preparation for a full board/provincial audit in Spring 2009 (more information to follow). The ministry will be gathering specific data not only from the IEPs themselves, but also information on how the internal auditing is done and monitored.

In order to prepare for this process and support administrators and teachers with IEP development and implementation, we will be initiating a systematic audit of our IEPs. Each month, we will be inviting 1-2 administrators, 1 LSST, 1 classroom teacher and 1 secondary department head to come together to review a selection of IEPs and create a "best practice" library of IEPs to share with the system.

The sessions will take place from 8:30 a.m. - 10:30 a.m. at the CEC. The dates are as follows:

November 25  
January 14  
February 24  
March 25  
April 21  
June 10

/sl



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## Board Numbered Memorandum: 2008 - 2009 School Year: #60

**TO:** Elementary Principals and Vice-Principals

**FROM:** Cathy Geml, Superintendent of Education  
Sharon O'Hagan-Wong, Assistant Superintendent of Education

**DATE:** January 20, 2009

**RE:** Schools Helping Schools

---

We are launching our "Schools Helping Schools" initiative and invite Principals to be involved in the first phase of implementation. We would like to form a team of Principals who would participate in capacity building activities involving high yield strategies specific to open response questioning and making connections.

The Principals chosen will identify a team of two to three teachers (grade three to grade six) from their staff to work through a collaborative inquiry / action research project. At this point in implementation, the Principal will attend a half-day introductory meeting, followed up with a half-day of planning with their teachers:

- January 27<sup>th</sup> am – Principals (alone) will attend an introductory ½ day session
- January 27<sup>th</sup> pm – Teachers will be invited to join their Principals for a ½ day session to continue their school planning
- \* Please note, the Principal will be involved for the whole day and the Teachers will only be involved for the afternoon.

These initial sessions will be followed up by facilitated sessions with principals and their team of teachers. (Dates to be determined)

The second and third phase of implementation will involve sharing the process with the entire junior division of the identified schools and inviting other schools to take part in the process.

If you would like to be a Lead Principal in this project and involve your team of two or three teachers in this process, **please contact Kelly Power or Sharon O'Hagan-Wong by Thursday, January 22, 2009** via e-mail to express your interest. When you identify that you would like to become a Lead Principal, please name the teachers you have identified to be involved, and their grade assignments. We will confirm participation on January 23, 2009.

/s/





## Windsor-Essex Catholic District School Board

1325 California Avenue, Windsor, Ontario N9B 3Y6

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Fax: (519) 253-4819 (Director's Office)  
Fax: (519) 253-0620 (Superintendent's Office)

Fax: (519) 253-8397 (Administration)  
Fax: (519) 253-3198 (Human Resources)

**Joseph Berthiaume, Director of Education**

**Fred Alexander, Chairperson**

### BOARD NUMBERED MEMORANDUM # 68 2008 – 09 SCHOOL YEAR

**TO: Secondary Principals and Vice-Principals**

**FROM: Linda Staudt  
Superintendent of Education**

**DATE: February 23, 2009**

**RE: School Student Success Team Ministry In-service**

An in-service for **School Student Success Teams** will take place **Wednesday, March 4th**. The purpose of the in-service is to share strategies, challenges and solutions for supporting students at risk of not graduating. In addition, teams will be provided planning time regarding strategies and interventions for the 2009-10 school year and subsequent scheduling implications.

It is recommended that the following school team members attend:

- Principal/Vice-Principal
- Guidance Counselors
- Student Success Teacher
- Literacy Success Teacher
- School-to-Work Cooperative Education Teacher
- Special Education Department Head

The in-service will take place:

**Wednesday, March 4, 2009**  
**Ciociaro Club, Salon C**  
**8:30 a.m. to 2:30 p.m.**

Teachers requiring occasional coverage are asked to call KELCOM and indicate Student Success.



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## Board Numbered Memorandum: 2008 - 2009 School Year: #70

**TO: Elementary Principals & Vice-Principals**

**FROM: Cathy Geml, Superintendent of Education  
Sharon O'Hagan-Wong, Assistant Superintendent of Education  
Kelly Power, Assessment & Evaluation Consultant**

**DATE: March 9, 2009**

**RE: Schools Helping Schools - EQAO Sessions**

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As a follow up to our recent EQAO in-service sessions held on March 4<sup>th</sup> and 5<sup>th</sup> at the Catholic Education Centre, each school is invited to arrange for a half day PLC with their Grades 3 and 6 teachers and LSSTs in order to discuss next steps in planning and preparing for the upcoming EQAO assessments. As mentioned at our whole group sessions, the LNS provides financial support for us to host sessions which allow for the exchange of ideas amongst two or more schools through the “Schools Helping Schools” initiative, therefore **we are encouraging you to team up with another school for these sessions.**

The topics for your agenda may include any of the following:

- Revisiting how you are currently implementing suggested strategies in the classroom and how you intend to move students forward in their learning
- Revisiting the EQAO Framework to focus on curriculum expectations (presented at the whole group session)
- Revisiting the Administration guides and discussing any questions or areas of concern (presented at the whole group session)
- Reviewing the “April calendar” presented by Pamela Tylee from EQAO (attached) – How could you make these ideas work for your staff and students?
- Reviewing all EQAO materials provided by the WECDSB
- Reviewing the resources available on the EQAO website

- Page 55 of 171
- Ensuring that student materials required for the assessment are available (eg. Calculators, rulers, etc.)
  - Scheduling and planning of LSST support

School administrators will lead these sessions. We encourage you to plan your agenda in collaboration with your staff and another school staff. These sessions may take place between March 23<sup>rd</sup> and May 8<sup>th</sup>. Once you have determined the school that will be included in your PLC, **please designate the principal who will communicate with Kelly Power who will be coordinating the occasional teacher coverage.** In order to ensure the number of occasional teachers necessary for these sessions, please confirm the following information with Kelly as soon as possible. We will do our best to accommodate your preference.

- Preferred date for ½ day in-service (am or pm)
- Name of partner school
- Location of ½ day in-service
- Names of teachers who will need coverage

Once you receive confirmation of your date, teachers will be required to call Kelcom for coverage designating “Schools Helping Schools EQAO site based PD”.

Should you have any further questions, please contact Sharon O’Hagan-Wong or Kelly Power.

/sl

**CODE**

Council of Ontario Directors of Education

Representing:  
 Association des gestionnaires de l'éducation franco-ontarienne (AGÉFO)  
 Ontario Catholic Supervisory Officers' Association (OCSOA)  
 Ontario Public Supervisory Officials' Association (OPSOA)

**CODE - SPECIAL EDUCATION INITIATIVE**

Professional Development Application 2008/2009

Name of District School Board: **WECDSB**      Funding Request: **\$10,000.00**  
 Director of Education: **Mr. J. Berthiaume**      (max \$10,000)  
 Superintendent responsible for Special Education: **Cathy Geml**  
 Telephone: **519-253-2481**  
 Email: **cathy\_geml@wecdsb.on.ca**  
 Fax: **519-253-0620**  
 Date of Special Education Professional Day: **February 27, 2009 & April 24, 2009**

Provide a brief summary description of your planned activity:

The proposed plan for the WECDSB will entail bringing all of the elementary schools together into groupings of 2-3 schools at each site in order to provide professional development pertaining to the rollout of the new *Education For All Resource Guide*. It is our understanding that the Ministry will be providing resources, such as a CD and/or draft document to assist in the facilitation the day. It is also our plan to convene divisional groupings (teachers, special education teachers, EAs) in order to promote discussion around differentiated instruction, high yield strategies, measurable goals, etc. An outline for these discussions would be provided through the office of Superintendent of Learning Support Services.

An Assessment of Personal Learning Survey will be circulated at the end of the day to all staff in order to provide feedback to the Board for follow up and further planning.

Each school will receive multiple copies of the resource, "*Start Where They Are: Differentiating for Success with the Young Adolescent*" by Karen Hume.

Directors' signature: *Joseph Berthiaume*  
 Superintendent signature: *Cathy Geml*  
 Submission Date: *September, 16, 2008*

~ PLEASE SUBMIT BY SEPTEMBER 30<sup>th</sup> 2008 ~

Complete and send application form with signatures to:

Leslea Wylie  
 CODE  
 1123 Glenashton Drive  
 Oakville, ON  
 L6H 5M1  
 Fax: (905) 845-2044  
 CODE: (905) 845-4254  
 Leslea@opsoa.org



1325 California Avenue  
Windsor, ON N9B 3Y6  
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## **Board Numbered Memorandum: 2008 - 2009 School Year: # 76**

**TO: Elementary Principals & Vice-Principals**

**FROM: Cathy Geml, Superintendent of Education**

**DATE: April 14, 2009**

**RE: April 24 Professional Development Day**

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The April 24<sup>th</sup> professional development day is Ministry designated for special education. As you know, last year the Ministry performed a random audit of Individual Education Plans (IEPs). This year, the Board conducted an internal audit of IEPs. In an effort to share our lessons learned and to prepare for a system-wide Ministry audit, we are planning an interactive IEP workshop for all elementary staff.

Administrators, teachers and educational assistants from each school will come together at designated sites on the morning of April 24<sup>th</sup> for a session facilitated by our special education and curriculum staff. We are asking EVERY administrator and teacher to bring a photocopy of an IEP. Educational assistants will collaborate with their respective staff and their IEPs. **Please be sure the student's name and D.O.B. are deleted** in accordance with privacy policies and procedures.

The purpose of bringing an IEP to the session is not to have it submitted or critiqued by others, but to allow staff to have a relevant IEP to use as a working document for this interactive session. The sessions will take place at the following sites:

### **Group A at the Catholic Education Centre**

Notre Dame	St. James
Christ the King	St. John
Immaculate Conception	St. Francis

### **Group B at Verdi Club in Amherstburg**

OLMC	St. Theresa
St. Bernard (A)	St. Joseph
Stella Maris	Sacred Heart
Holy Cross	

**Group C at Torino Restaurant & Banquet Hall in Tecumseh**

St. Gregory	St. Rose
St. Peter	St. Jules
St. Pius X	St. Angela
St. John Vianney	St. Anne French Immersion

**Group D at St. Mary Church Hall in Maidstone**

St. Louis	Holy Name
Queen of Peace	St. John the Baptist
St. John de Brebeuf	St. John the Evangelist
St. Anthony	Our Lady of the Annunciation
St. Mary	St. William

**Group E at Our Lady of the Atonement in Forest Glade**

Our Lady of Perpetual Help	St. Gabriel
St. Christopher	W. J. Langlois
St. Bernard (W)	L. A. Desmarais
St. Maria Goretti	Our Lady of Lourdes
St. Alexander	H. J. Lassaline

**Morning: 8:45 – 11:00 a.m.**

**Lunch: On your own**

**Afternoon: Home school**

Coffee, tea and muffins will be offered at each site.

\*LSSTs – please bring the pink Ministry IEP Resource Guide (2004)

Principals, please forward this message to your staff.

cc J. Berthiaume, Superintendents, Assistant Superintendents  
Coordinators, K. Power, S. Garneau, D. Tope-Ryan  
P. Littlejohns  
P. Holland  
A. Anderson

/sl

<b>Student Information</b>				<b>Annual Program Goal</b>		
Reason	Yes	No		A clear indication of what the student is expected to achieve by the end of the year or semester	Yes	No
				Is it observable & measurable	Yes	No
Initial Date	Yes	No				
Review Date	Yes	No		<b>Learning Expectations</b>		
				Are they measurable perf. tasks	Yes	No
<b>Assessment Data</b>				Are modified expect. from Ontario Curriculum	Yes	No
Current	Yes	No				
Relevant	Yes	No		Is the grade or level stated	Yes	No
Diagnosis/ documentation of need	Yes	No		Are they revised by term	Yes	No
Clearly stated	Yes	No		<b>Teaching Strategies</b>		
				Are they unique to the student	Yes	No
<b>Areas of Strengths</b>						
Consistent with assess. data	Yes	No		Are they aligned with each learning expectation	Yes	No
Focus on learning style & /or previously acquired learning skills	Yes	No		<b>Assessment Methods</b>		
				Variety of assessments	Yes	No
<b>Areas of Need</b>				Aligned with each learning expectation	Yes	No
Consistent with assess. data	Yes	No				
Focus on broad cognitive and/or learning challenges or skill deficits	Yes	No		<b>Transition Plan</b>		
				For all students 14+	Yes	No
<b>Accommodations</b>				Collaborative – student, parent(s), school, community partners	Yes	No
Accommodations unique to the individual student	Yes	No				
Logical flow from areas of strength & need	Yes	No		<b>Consultation Log</b>		
Key strategies, supports, indiv. equip./tech. that enable the student to learn & demo. learning	Yes	No		Evidence of parent engagement in IEP process	Yes	No
Accommodations for EQAO	Yes	No		Record of feedback	Yes	No
<b>Current Level of Achievement</b>				<b>Link to Provincial Rep. Card</b>		
Starting point from previous June Provincial Report card	Yes	No		IEP box checked for mod. prog.	Yes	No
				Comments reflecting learning expectations from IEP	Yes	No

# Developing Effective IEP's – Notes Organizer

April 24, 2009



## TOPIC: INTRODUCTION

- Key Elements of the Review
- Knowing Your Students – Personalization, Continuous Assessment Process

Notes:

## TOPIC: ASSESSMENT DATA

Notes:

## TOPIC: AREAS OF STRENGTH and AREAS OF NEED

Notes:



**TOPIC: ACCOMMODATIONS**

Notes:

**TOPIC: PROGRAM SECTION - COMPONENTS**

Notes:

**TOPIC: LEARNING EXPECTATIONS**

Notes:

**TOPIC: TEACHING STRATEGIES**

Notes:

**TOPIC: ASSESSMENT METHODS**

Notes:

**TOPIC: TRANSITION PLAN**

Notes:

**TOPIC: PARENT/STUDENT CONSULTATION**

Notes:

**TOPIC: LINK TO THE PROVINCIAL REPORT CARD**

Notes:

**TOPIC: TIPS FOR TEACHERS**

Notes:

**TOPIC:  
SUPPORTS FOR THE DEVELOPMENT AND IMPLEMENTATION OF  
EFFECTIVE IEPS**

- Education Act, Regulation 181/98
- Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)
- The Individual Education Plan (IEP): A Resource Guide (2004)
- IEP Collaborative Review 2006/07 Provincial Report: Common Trends
- Provincial Electronic IEP Template (2007)
- Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)
- Sample IEPs (2008/09)
- LDAO parent/student IEP website (2009)

**Related Websites:**

- Ontario Ministry of Education, Special Education  
[http://www.edu.gov.on.ca/eng/general/elem\\_sec/spec\\_educ/spec\\_educ.html](http://www.edu.gov.on.ca/eng/general/elem_sec/spec_educ/spec_educ.html)
- Sample IEPs - <http://www.ontariodirectors.ca/IEP-PEI/index.html>
- IEP Template <https://iep.edu.gov.on.ca/IEPWeb>
- EQAO Guide for Accommodations, a Special Provision and Exemptions  
[http://www.eqao.com/pdf/e108/Accom\\_Guide\\_ENG\\_Gr35\\_2008\\_web.pdf](http://www.eqao.com/pdf/e108/Accom_Guide_ENG_Gr35_2008_web.pdf)
- Special Education Advisory Committee Information Program  
<http://seac-learning.ca>

## **The Beatitudes For Friends of Exceptional Children**

Blessed are you who take time to listen to difficult speech:  
For you help us to know that if we persevere,  
We can be understood.

Blessed are you who walk with us in public places,  
And ignore the stares of strangers,  
For in your companionship,  
We find havens of peace.

Blessed are you who never bid us to “hurry up”,  
And more blessed are you  
Who do not snatch tasks from our hands to do them for us  
For often we need time rather than help.

Blessed are you who stand beside us  
As we enter new and untried ventures,  
For our failures will be outweighed  
By the times we surprise ourselves and you.

Blessed are you who ask for our help,  
For our greatest need is to be needed.

Blessed are you when you assure us,  
That the one thing that makes us individuals  
Is not in our peculiar muscles,  
Nor in our wounded nervous systems,  
Nor in our difficulties in learning,  
Nor any exterior difference.

But is in our inner, personal, individual self  
Which no infirmity can diminish or erase.

-Author Unknown

**I** have come to a frightening conclusion. I am the decisive element in the classroom.

It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a Teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

*Dr. Haim Ginott*





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**Board Numbered Memorandum: 2008 - 2009 School Year: #82**

**TO: Secondary Principals  
Elementary Principals**

**FROM: Cathy Geml, Superintendent of Education**

**DATE: April 15, 2009**

**RE: April 24<sup>th</sup> Professional Development Day – Further Information**

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**Please share with the Educational Assistants and Learning Commons Specialists in your school.**

**Secondary Educational Assistants**

On the April 24<sup>th</sup> Professional Development Day, all secondary Educational Assistants will be located at St. Thomas of Villanova Secondary School. In the morning, the EAs will be together for a presentation specific to their group and in the afternoon, they will remain at the Villanova site to do their mandatory training requirements (Violence Prevention in the Workplace, Offence Declaration, and WHMIS). Please encourage your EAs to also use the afternoon to update their supply notes with the other EAs from their school site.

Coffee and refreshments will be available at 8:00 a.m. with the sessions beginning at 8:30 a.m. The day will end at 2:30 p.m.

**Elementary and Secondary Learning Commons Specialists**

Learning Commons Specialists will attend a full-day workshop at the Catholic Education Centre from 9:00 a.m. – 3:00 p.m. Lunch will be provided. Please report to the computer lab at the CEC.

cc Emelda Byrne  
Paulette Littlejohns

/sl



**Windsor-Essex Catholic District School Board**

# **The Board's Special Education Advisory Committee (SEAC)**

**2009**



**SPECIAL EDUCATION ADVISORY COMMITTEE**

**FOR THE TERM DECEMBER 1, 2006 TO NOVEMBER 20, 2010**

<b>ASSOCIATION</b>	<b>MEMBER</b>	<b>ALTERNATE</b>
Integration Action for Inclusion	Anne Marie Drkulec	Michelle Friesen
Community Living Windsor/Essex	No appointment at present	No appointment
Windsor Down Syndrome Association	Paula Nantais-Murphy	Michelle Mastellotto
Learning Disabilities Association	Bev Clarke	Sonia Sovran
Autism Ontario Windsor-Essex	Cas Graham-Stuart	Bill Spadafora
High School Council	Claudio Del Duca	Michelle Del Duca
Maryvale Adolescent & Family Services	No appointment at present	No appointment
IEWS - Support for the Families of Blind & Visually Impaired Children	Melanie Allen	No appointment





# Windsor-Essex Catholic District School Board

1325 California Ave., Windsor, ON N9B 3Y6

Phone: (519) 253-2481

Fax: (519) 253-0620

## SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, September 18, 2008 – 6:00 P.M.

Windsor Essex Catholic Education Centre

1325 California Avenue, Windsor

Blessed Marie Rose Durocher Room

### MINUTES

Present:	Lisa Soulliere	Trustee Member (Chair)
	Bev Clarke	Learning Disabilities Association (Vice-Chair)
	Mary DiMenna	Trustee Member
	Cathy Geml	Superintendent, Learning Support Services
	Rita Raniwsky	Principals' Association (ex-officio)
	Cas Graham-Stuart	Autism Ontario Windsor-Essex
	Tom Aymar	Maryvale
	Sonia Sovran	Learning Disabilities Association

1. Call to order – Lisa Soulliere, Chair

2. Opening Prayer

3. Welcome/Introductions

4. Recording of Attendance  
Regrets from AnneMarie Drkulec

5. Approval of Agenda  
**Motion by Mary DiMenna and seconded by Bev Clarke that the Agenda be approved as printed and circulated. Carried**

6. Agenda Questions from Observers – None

7. Disclosure of Pecuniary Interest – None

8. Approval of Minutes – June 12, 2008

**Motion by Cas Graham-Stuart and seconded by Mary DiMenna that the Minutes be approved. Carried**

9. Business Arising – None

10. Information Items – None

11. Report from Chair – Not at this time

#### Report from Trustees

- As there have only been two Board Meetings this school year, it was agreed by both Trustees that there was nothing relevant to report to the committee at this time.

#### 13. Report from Superintendent

- The EQAO Scores were released this week in a Media Release September 17. Cathy Geml reported that the interventions, in-service and professional development activities detailing high yield strategies paid off well in 2007-2008 by increasing student learning. With the grade 3 group, we went up in most areas and in Special Education. Grade 3 math needs some work, as the focus last year was on writing.
- With the grade 6 group we should see significant changes as a result of PALS. We are closing the gap for children with learning disabilities and tracking the results. We will scan a copy of EQAO data for the committee and send it out with the next set of Minutes and Agenda.
- A Draft Policy on SEA Equipment will be going to Executive Council then to the Website for public consultation. Input is welcome from the committee. At the request of Trustee Soulliere, SEAC will receive a copy of the Policy when we get the go-ahead.
- At the end of September, Educational allocations will be reviewed.
- Negotiations with CUPE begin September 29. Subsequent dates include October 7 and 8, 2008.
- Cathy Geml advised the Committee of the death of a ten-year-old on August 26, 2008. Hannah was a student with special needs at St. William School.
- Cathy advised the Committee of two applications and proposals being worked on regarding new initiatives concerning Autism and Student Support. The initiative is just off the ground and Cathy will bring further information to SEAC as it becomes available.
- Cathy reported that the Evening with Henry Winkler presented by the Learning Disabilities Association of Ontario was very well received and has heard great reports from many others who attended.
- Superintendent Geml reported on the STAR Tutoring project that took place this summer, which was a joint venture between the WECDSB and the LDAO. The response was overwhelmingly positive.
- Cathy updated the SEAC Committee on the Special Olympics. She has attended a number of meetings with the Committee and mentioned that they are working on a plan for school involvement and the *Adopt an Athlete* campaign. February 19, 2009 is the Gala at Caesars Windsor to support the Special Olympics. The tickets are \$50 per person. More information will follow as it becomes available and she will share information on the Torch Run and how to become a volunteer for the events.
- Cathy has been meeting with the parents of students with special needs for the Fall Muskoka Woods Experience. Each year, more and more students with special needs are joining the group for the excursion. It is a wonderful experience for the children as well as respite for the parents.

#### 14. New Business

- Mary DiMenna advised SEAC of an upcoming Fashion show in Leamington on November 7, 2008 at the Roma Club from which all proceeds are to be donated to Autism. The cost of the tickets is \$35 for adults and \$20 for children under the age of 10. More information is to follow, and will be sent out electronically

when it becomes available.

15. Association Reports

- Bev Clark reported on the STAR Tutoring Initiative, a joint venture between the WECDSB and the LDAO with OFIP funding, which was reported on in the LDAO Newsletter. Bev was very pleased with the organization and work done by Sharon O'Hagan-Wong, our Assistant Superintendent. Bev reported that the organizers were all very pleased with the skill level of those who applied as lead facilitators, tutors and adaptive technology facilitators. Many individuals hired had disabilities themselves. They were able to share their experiences with the children. The results were great over such a short period of time. All but one student increased in reading proficiency. Most kids were thrilled to be with their peers. There were more sophisticated needs, but no duplication. The whole experience was very encouraging and positive. Many of the students showed up for an Evening With Henry Winkler. He was amazing with everyone, especially the children. Bev gave a report on the Henry Winkler production and there was discussion among the SEAC group. It was a huge success, with many of the community partners attending.
- Tom Aymar, whose son attends Maryvale, would like to ask the organization for information to share with the SEAC Committee. It was suggested he attend Maryvale meetings. He could then speak to a different community involvement project or program each month if it was relevant. It was suggested that he ask Maryvale what they expect of his position on SEAC.

16. Closing Prayer  
Our Father

17. Adjournment  
The meeting adjourned at 6:55 p.m.

Date of the next meeting is Thursday, October 23, 2008 in the Board Room (as we have students who will be in the audience that night)

/sl



## Windsor-Essex Catholic District School Board

1325 California Ave., Windsor, ON N9B 3Y6

Phone: (519) 253-2481

Fax: (519) 253-0620

### SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, October 23, 2008 – 6:00 P.M.

Windsor Essex Catholic Education Centre

1325 California Avenue, Windsor

John Paul II Board Room

### MINUTES

Present:	Lisa Soulliere	Trustee Member (Chair)
	Bev Clarke	Learning Disabilities Association (Vice-Chair)
	Claudio DelDuca	High School Council
	Cathy Geml	Superintendent, Learning Support Services
	Cas Graham-Stuart	Autism Ontario Windsor-Essex
	Tom Aymar	Maryvale
	Sonia Sovran	Learning Disabilities Association
	Anne Marie Drukulec	Integration Action for Inclusion

1. Call to order – Lisa Soulliere, Chair
2. Opening Prayer
3. Welcome/Introductions to the CYW – 3<sup>rd</sup> year students and students from the Principal's Course
4. Recording of Attendance  
Regrets from Rita Raniwsky, Mary DiMenna
5. Approval of Agenda  
**Motion by Cas Graham-Stuart and seconded by Bev Clarke that the Agenda be approved as printed and circulated. Carried**
6. Agenda Questions from Observers – None
7. Disclosure of Pecuniary Interest – None
8. Approval of Minutes – Sept. 28, 2008  
**Motion by Bev Clarke and seconded by Cas Graham-Stuart that the Minutes be approved. Carried**
9. Business Arising from Minutes – None
10. Information Items –
  - The Chair presented, a letter from the GECDSD to the Ministry of Education and the Ministry of Child and Youth Services. The letter was signed by various Windsor-Essex community Partners or provider groups, including the WECDSD,

the GECDSB, Respite Services, Help Link and Children's Health Care Network, Maryvale and the Windsor-Essex Children's Aid Society. The letter states that these individual groups are committed to providing services for the needs of all students in the community. It is a request for continued support for a pilot program at Maryvale, which will help with treatment and educational components of the treatment programs. The letter thanks the Ministries for granting the funding to provide additional teaching staff in order to assist children and youth with mental health and educational issues.

11. Report from Chair – Not at this time

Report from Trustees

- Trustee Soulliere reported for Trustee DiMenna on the October 14<sup>th</sup> Board Meeting.
- Trustees received Enrolment and Staffing School Organizational information for both elementary and secondary schools as of September 2008.
- The Board was given the 2008 Capital Plan, which must be submitted to the Ministry of Education, along with supporting business cases by October 31. Regular reports on the progress in implementing the Plan will be provided to the Board.
- The SEAC Meeting Minutes of June 12, 2008 were accepted as information.
- The following notice of motion from the September 23, 2008 Regular Board meeting was approved:

“That the subject of nutrition and healthy eating in our schools be referred to the Policy Coordinator to be considered as a policy development proposal. Such a policy would include our obligation as a school board under the new government legislation and would not be created until an opportunity for input was received from all stakeholders in education.”

(The process for policy development and provisions for stakeholder input can be found on the Policy Section of the Board website.)

- The following notice of motion was presented for discussion at the October 14 meeting:
- “At the next regular scheduled meeting of the Board, I will move or cause to be moved, that the Board establish a multi-disciplinary committee to review current programs, practices and procedures existing within our school communities regarding prevention of smoking, and alcohol and drug abuse and to provide feedback to the Board on current best practices with recommendations for Improvements by the end of April 2009.”

13. Report from Superintendent

- Cathy Geml welcomed the CYW students from St. Clair College, some of whom work in our Back on Track rooms in our schools, who were in attendance at tonight's meeting.

14. New Business - None

15. Association Reports

- Tom Aymar, representative on SEAC from Maryvale reported that he would like to be more proactive on the committee by attending the meetings at Maryvale and reporting on positive information from that organization.
- Anne Marie Drkulec from Integration Action for Inclusion handed out to the

committee two flyers; *Resources for Inclusion* – regarding a Conference in Toronto on Nov. 15, 2008 for people who care about inclusion in school and community, with guest speaker Susannah Joyce. The second flyer is from the Trillium Foundation entitled *Enhancing Family Support for Education – Partnering & Planning for Inclusion*, which outlines the vision, goals and activities for this service organization

- Anne Marie reported on a presentation and discussion sponsored by the Windsor Essex Family Network, which took place on October 9, 2008 regarding the Individual Education Plan (IEP) process. Both the WECDSB and the GECDSB were involved in advising parents on how to access the IEP process. Cathy Geml was a presenter at the event.
- Anne Marie made a pitch to the CYW students present that Integration Action for Inclusion could always use volunteers.

16. Closing Prayer  
Hail Mary

17. Adjournment  
The meeting adjourned at 6:35 p.m.

Date of the next meeting is Thursday, November 13, 2008 in the Blessed Marie Rose Durocher Meeting Room. (We have since had to change the date of the next meeting to Thursday, December 11, 2008, due to contract negotiations.)

/sl



## Windsor-Essex Catholic District School Board

1325 California Ave., Windsor, ON N9B 3Y6

Phone: (519) 253-2481

Fax: (519) 253-0620

### SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, December 11, 2008 – 6:00 P.M.

Windsor Essex Catholic Education Centre

1325 California Avenue, Windsor

Blessed Marie Rose Durocher Meeting Room

### MINUTES

Present:	Lisa Soulliere	Trustee Member (Chair)
	Mary DiMenna	Trustee
	Cathy Geml	Superintendent, Learning Support Services
	Bev Clarke	Learning Disabilities Association (Vice-Chair)
	Melanie Allen	VIEWES
	Claudio DelDuca	High School Council
	Anne Marie Drkulec	Integration Action for Inclusion
	Rita Raniwsky	Principals' Association (ex-officio)
	Lana Vince	From Ensemble
	Fred Alexander	Chairman of the Board
	Simone Lira	Recording Secretary

1. Call to order – As the Chair, Trustee Soulliere was arriving late, Trustee DiMenna, and newly elected Vice-Chair of the Board called the meeting to order.
2. Opening Prayer
3. Welcome/Introductions – Trustee DiMenna introduced a new member to SEAC, Melanie Allen from VIEWES – Support for the Families of Blind & Visually Impaired Children
4. Recording of Attendance  
Regrets from Cas Graham-Stuart, Paula Nantais-Murphy and Sonia Sovran
5. Approval of Agenda  
**Motion by Bev Clarke and seconded by Anne Marie Drkulec that the Agenda be approved as printed and circulated. Carried**
6. Agenda Questions from Observers – None
7. Disclosure of Pecuniary Interest – None
8. Approval of Minutes – October 23, 2008  
**Motion by Anne Marie Drkulec and seconded by Bev Clarke that the Minutes be approved. Carried**
9. Business Arising from Minutes – None
10. Information Items –

- Lana Vince, a member from Ensemble did a presentation on the organization. The Ensemble (meaning “all together”) tag line is – “Making Connections, Inspiring Strength”. Lana has utilized the support of Ensemble in the past in regard to her own son and has since become a parent consultant for the organization.
- Lisa Raffoul and Marilyn Godard, both parents of children with disabilities, established Ensemble eight years ago. The organization is funded and supported by Community Living Essex County, although they are completely independent.
- Ensemble empowers parents and families with children who have disabilities by making available to them resources and tools that provide ideas, coping mechanisms and guidance. The premise is one of parents mentoring other parents who have been or are in a similar situation, creating a condition where parents can speak openly and honestly with one another and share in their experiences.
- Some Ensemble resources include an informative website, with free downloads such as *Tips for Positive School Experience*, various projects including *Create a File (for organizing child records)* and *Project High Five*. Some of the books available for purchase or borrowing include *Ring of Friendship* and *Special Kids, Special Parents*. Ensemble is a parent mentoring service for parents of various cultures, with the hope of translating their literature into 10 different languages. As well, they organize presentations, one of which was entitled *Preparing for Change* geared toward preschool aged children and preparing them for transition into school.

#### 11. Report from Chair

- Trustee Soulliere reported on the Auditor General’s Report, which came out on Monday. In it was a section on Special Education, which seemed to focus on communication with parents, the IPRC and IEP Processes and report cards.
- Trustee Soulliere asked that it be put on our Agenda for the next meeting once Simone sent the document to the SEAC members.

#### Report from Trustees

- From the Board Meeting of November 25, Trustee DiMenna reported on the ratification of four-year collective agreements with the OECTA - Elementary, Secondary and Occasional Teachers, the CUPE - Educational Assistant Group and Special Services Unit and the CAW - Custodians and Maintenance, and Office, Clerical and Technician units.
- At the meeting in November, Trustees received the Principal and Vice-Principal Placements, effective January 1, 2009.
- The Trustees are pleased to announce the following: Payment of \$3,332.00 on behalf of the Board’s School Advisory Committees, annual membership fees with the Ontario Association of Parents in Catholic Education
- Payment in the amount of \$572,481.16 for the Ontario School Boards’ Insurance Exchange (OSBIE) for the 2009 school year.
- The Board approved the appointment of Melanie Allen, representing the community agency VIEWS – Support for the Families of Blind and Visually Impaired Children, to the Special Education Advisory Committee for the balance of the four year term ending November 30, 2010.
- Therese Barichello has been seconded to the position of Elementary Principal, Special Assignment for the period of December 1, 2008 to August 31, 2009 for the purpose of studying the optimal provision of elementary French Immersion in the County.



13. Report from Superintendent
  - Superintendent Geml reported on the PALS Program as having very positive results. She advised that she would come back to SEAC with presentations at the February meeting.
  - There have been significant gains to grade 3. As a Board, we have been asked to present at the AERO Conference, the CASA Conference in Halifax, the Regional Coordinator's Conference and the Regional Curriculum Superintendents in February 2009. The London Catholic District School Board and the Thunder Bay Catholic District School Board have both visited our Board to observe PALS. As a result of monitoring the program system-wide, we are getting measurable stats so that we can see the gains made. The PALS program has been recognized as a best practice. Rita Raniwsky gave testimony to the positive results of her students working with their peers, and showing not just positive reading change, but self-esteem improvement.
  - Cathy reported that we have initiated a new system audit of our IEPs that involves monthly meetings with school personnel and various Learning Support Staff at the Catholic Education Centre. The school staffs bring to the table what they are struggling with and spend time with Board staff to review IEPs.
14. New Business - None
15. Association Reports - None
16. Closing Prayer

Fred Alexander was asked to say the closing prayer. Trustee Alexander thanked everyone from SEAC and advised that the Board is grateful for all that the members do for the students with special needs. He wished everyone a blessed Christmas. The Our Father was recited.
17. Adjournment

The meeting adjourned at 6:50 p.m.  
Date of the next meeting is Thursday, January 15, 2009 in the Blessed Marie Rose Durocher Meeting Room



## Windsor-Essex Catholic District School Board

1325 California Ave., Windsor, ON N9B 3Y6

Phone: (519) 253-2481

Fax: (519) 253-0620

### SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, January 15, 2009 – 6:00 P.M.

Windsor Essex Catholic Education Centre

1325 California Avenue, Windsor

Blessed Marie Rose Durocher Meeting Room

### MINUTES

Present:	Lisa Soulliere	Trustee Member (Chair)
	Bev Clarke	Learning Disabilities Association (Vice-Chair)
	Melanie Allen	IEWS
	Claudio DelDuca	High School Council
	Anne Marie Drkulec	Integration Action for Inclusion
	Cas Graham-Stuart	Autism Ontario Windsor-Essex
	Paula Nantais-Murphy	Down Syndrome Parents
	Rita Raniwsky	Principals' Association (ex-officio)
	Cathy Geml	Superintendent, Learning Support Services
	Simone Lira	Recording Secretary

1. Call to order
2. Opening Prayer
3. Welcome
4. Recording of Attendance  
Regrets from Mary DiMenna
5. Election of Officers  
Nominations were called for the position of Chair. Lisa Soulliere was nominated and declined the nomination. Bev Clarke was nominated and accepted the nomination. There were no other nominations. Bev Clarke was acclaimed as Chair of SEAC for the 2009 calendar year.  
  
Nominations were called for the position of Vice-Chair. Lisa Soulliere was nominated and accepted the nomination. There were no other nominations. Lisa Soulliere was acclaimed as Vice-Chair of SEAC for the 2009 calendar year.
6. Approval of Agenda  
**Motion by Paula Nantais-Murphy and seconded by Cas Graham-Stuart that the Agenda be approved as printed and circulated. Carried**
7. Agenda Questions from Observers – None
8. Disclosure of Pecuniary Interest – None

9. Approval of Minutes – December 11, 2008  
**Motion by Lisa Soulliere and seconded by Claudio Del Duca that the Minutes be approved. Carried**
10. Business Arising from Minutes – None
11. Report from Chair
  - Having been e-mailed to the members earlier and distributed as a handout for the meeting, Trustee Soulliere asked if everyone had read the Auditor General's Document on Special Education or had any questions on the information. There were no questions and no further discussion ensued.
12. Report from Trustees
  - In Trustee DiMenna's absence, Trustee Soulliere reported to the committee on a few issues from what she described as a hectic month for the Board. The Ad Hoc French Immersion Committee is currently still in consultation meetings to come up with a final recommendation for French Immersion in the County to the Board on January 27.
  - The Board received the audited financial report from the Ministry of Education. She reported a Board surplus and a surplus in Special Education. The full report will be brought to the Board the first meeting in February. Further information is to follow at subsequent SEAC meetings. Funding must be finalized before the Board is able to spend monies in the budget.
  - Lisa reported on the Trustees Governance Review. The Ministry has started the review of Trustees, their responsibilities and the rewriting of the Education Act. Information on the Trustees Governance Review can be accessed on the Ministry of Education website, for details on the number of forums and round table discussions which will ensue.
  - Trustee Soulliere reported that there were various Principal and Vice-Principal changes in the schools for January and February of 2009, due to retirements.
13. Report from Superintendent
  - As a result of the discontinuation of funding for many of the special initiatives from the Ministry, Superintendent Geml mentioned the need to sustain them without the Ministry grant funding and keep the initiatives going so that the gains made are not lost. These include OPA and CODE Projects. A presentation will be made of all of the initiatives as an update to SEAC at an upcoming meeting.
  - Numeracy PALS will be piloted in four schools in February.
  - A Ministry of Education Memo was distributed concerning Parents/Student access to the electronic Individual Education Plan (IEP) template to be used as a model. Parents and students can access the electronic read-only version of the IEP template utilizing the URL, Username and Password identified in the memo. The template will be uploaded to the Board Website.
  - Regarding the Board's Special Education Plan, the Ministry has advised us that we will again submit only amendments this year. A mid-year report will be done and it will be shared with SEAC.
  - Thames Valley Children Centre acknowledged the work of our Principals, teachers and support staff for their efforts and positive results in working with children with autism.
  - The Peer PALS Program is about peers establishing and enhancing social skills and focuses on students with autism. This is a Pilot project through Thames Valley utilizing Ministry funds. Training begins February 26 and the program is to begin right after the March Break and if possible, again in the Fall. There will

be a Peer PALS presentation made at the next SEAC meeting.

- Regarding Special Olympics, there will be a fundraiser on February 19, 2009 hosted by the Windsor Police Services. The price of the tickets is \$40 and they are available at Devonshire Mall Customer Care Centre. Other fundraisers include the *Cops and Rockers Event*, which will involve grade 7 and 8 students and *Adopt an Athlete* after the March Break. The Special Olympics will take place July 23 – 26, 2009. We will send SEAC members the contact link for those interested in working as volunteers. Cathy was pleased to mention that students from Holy Name Elementary designed the Logo being used for Special Olympics. It is visible on everything printed for the Special Olympics. We would like to tie-in our Elementary and Secondary Day of Champions with the Special Olympics, and encourage our students to sign up as athletes for the Special Olympics.

14. New Business - None

15. Association Reports

- Bev Clarke reported that the winter programs are beginning at the LDAO. They have always provided subsidies for families requiring programs on a first come – first serve basis because of limited funding. Unfortunately there is not enough revenue being raised to accommodate numbers requiring assistance, thus necessitating a waiting list. The LDAO is trying to obtain funding for the Math Tutoring Program. They have made application to Trillium and await response. Students require direct instruction by a good teacher and need a lot more than what can be offered during the day, frequently for basic computation using drills and games.

16. Closing Prayer – Our Father

17. Adjournment

The meeting adjourned at 6:50 p.m.

Date of the next meeting is Thursday, February 12, 2009 in the Blessed Marie Rose Durocher Meeting Room



## Windsor-Essex Catholic District School Board

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### SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, February 12, 2009 – 6:00 P.M.

Windsor Essex Catholic Education Centre

1325 California Avenue, Windsor

Blessed Marie Rose Durocher Meeting Room

### MINUTES

Present:	Bev Clarke	Learning Disabilities Association (Chair)
	Lisa Soulliere	Trustee Member (Vice-Chair)
	Melanie Allen	IEWS
	Claudio DelDuca	High School Council
	Mary DiMenna	Trustee Member
	Anne Marie Drkulec	Integration Action for Inclusion
	Rita Raniwsky	Principals' Association (ex-officio)
	Sonia Sovran	Learning Disabilities Association
	Cathy Geml	Superintendent, Learning Support Services
	Simone Lira	Recording Secretary

1. Call to order
2. Opening Prayer
3. Welcome
4. Recording of Attendance  
Regrets from Paula Nantais-Murphy and Cas Graham-Stuart
5. Approval of Agenda  
**Motion by Lisa Soulliere and seconded by Mary DiMenna that the Agenda be approved as printed and circulated. Carried**
6. Agenda Questions from Observers – None
7. Disclosure of Pecuniary Interest – None
8. Approval of Minutes – January 15, 2009  
**Motion by Claudio DelDuca and seconded by Lisa Soulliere that the Minutes be approved. Carried**
9. Business Arising from Minutes – None
10. Information Items  
Presentation by Mary Broga of Cluster 6 Group – Student Support Leadership Initiative

- Student Support Leadership is a joint initiative of the Ministry of Education and the Ministry of Children & Youth Services, and there are two key drivers to this initiative. They are the new requirements of the Ontario's Safe Schools Strategy and the Ontario's Policy Framework for Child & Youth Mental Health, A Shared Responsibility. Initiated in February of 2008 with a three-year investment from the government, the goal is to foster leadership to build and enhance partnerships between the Windsor and Essex County school boards and community agencies. As a result, the hope is to build capacity and make appropriate and effective referrals for students and their families. By working collaboratively, schools boards and community agencies will integrate services delivery to improve outcomes for students. All 29 clusters in Ontario must meet the three provincial goals as identified by the ministries in order to make the model work. The Windsor-Essex Catholic District School Board is the banker board for Cluster 6, and Mary Broga is the Cluster Leader.
- Plans must be submitted to the Ministry of Education to access funding. The cluster model has community agencies working with school boards to identify and work collaboratively with other community partners to build sustainable partnerships. This would ensure that information is shared and improve joint decision-making through a Case Conferencing Protocol in identifying students and their families who require an intervention plan. Improved access to existing services and supports for students and their families would be the resulting goal. The Case Conferencing Protocol and common consent form will serve as a single point of access to services of cluster members for students. As such, programming can begin right away for the neediest students, not in isolation of each service organization, as they work together for the benefit of the child.

#### Presentation of P.E.E.R. Pals by Diane Tope-Ryan

- In keeping with the mandate of PPM 140 *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD), May 17, 2007*, the Ministry of Education has provided school boards with specialized funding to hire an ABA Specialist.
- Diane Tope-Ryan began working as a Program Specialist for the Windsor-Essex Catholic District School Board on February 9, 2009. Diane comes to our Board with much expertise from the Thames Valley Children's Centre, where she worked as an Autism Specialist.
- As a Program Specialist for our Board, her role is to assist students in utilizing the ABA process, but not specific to children with Autism, for the next two years. She has been well-received by the Principals in our schools.
- Diane will spearhead the Peers Establishing Effective Relationships (P.E.E.R.) Pals Program in our system, a program initiated by Thames Valley. Phase One is a pilot program, involving ten schools. Schools are presently signing up to participate in the first ten-school pilot program. The program has been developed to guide educators in teaching social skills, creating opportunities to use the skills, and generalizing them from the classroom to other environments throughout the school day. The program's objectives are to enhance school-wide disability awareness, encourage leadership skills and promote sustainability from school year to school year.
- Phase Two of P.E.E.R. Pals will include training for an additional ten schools in the Spring of 2009, and Phase Three, pending further funding, training for the remaining elementary schools for the 2009-2010 school year. The program will be a collaboration of trained expertise from the school Principal, Special Education Coordinators, Healthy Active Living teacher and the rest of the school teaching team. Training by Thames Valley staff begins February 26, 2009.

- The P.E.E.R. Pals Program includes two components: a class-wide structured teaching component and an activities segment facilitated by student leaders at recess. Through coaching, peers are then trained in effective interaction skills as they participate in the same social skill lessons as the student with autism. The recess activity facilitators reinforce these same social skills, while the student with autism and his or her peers are engaged in planned activities during that time.
  - The ultimate goal is to build capacity within the schools for the long term, to take ownership of their individual programs and run it for their own school community. The P.E.E.R. Pals Program has proven to be a very powerful approach to enabling students to teach students with exceptionalities, social interaction through specific skills-training. Three times throughout the year, students in the recess and classroom components will be recognized for their dedication to the project through celebrations.
  - Updates will be presented to SEAC at future meetings.
11. Report from Chair
    - None
  12. Report from Trustees
    - The SEAC minutes of December 11, 2008 were received as information by Trustees at the January 27, 2009 Board Meeting
    - A County French Immersion program with a full-time JK/SK will be in place at St. Mary School in Maidstone for September, 2009.
    - The 2009-2010 revised draft budget is scheduled to be presented to SEAC on April 9, 2009. Dates are tentative and subject to change.
  13. Report from Superintendent
    - None
  14. New Business
    - None
  15. Association Reports
    - None
  16. Closing Prayer – Our Father
  17. Adjournment

The meeting adjourned at 7:15 p.m.  
Date of the next meeting is Thursday, April 9, 2009 in the Blessed Marie Rose Durocher Meeting Room



## Windsor-Essex Catholic District School Board

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### SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Thursday, April 9, 2009 – 6:00 P.M.

Windsor Essex Catholic Education Centre

1325 California Avenue, Windsor

Blessed Marie Rose Durocher Meeting Room

### MINUTES

Present:	Bev Clarke	Learning Disabilities Association (Chair)
	Lisa Soulliere	Trustee Member (Vice-Chair)
	Mary DiMenna	Trustee Member
	Melanie Allen	IEWS
	Sonia Sovran	Learning Disabilities Association
	Michelle Friesen	Integration Action for Inclusion
	Cathy Geml	Superintendent, Learning Support Services
	Simone Lira	Recording Secretary

1. Call to order
2. Opening Prayer
3. Welcome
4. Recording of Attendance  
Regrets from Rita Raniwsky and AnneMarie Drkulec
5. Approval of Agenda  
**Motion by Lisa Soulliere and seconded by Melanie Allen that the Agenda be approved as printed and circulated. Carried**
6. Agenda Questions from Observers – None
7. Disclosure of Pecuniary Interest – None
8. Approval of Minutes – Feb. 12, 2009  
**Motion by Mary DiMenna and seconded by Melanie Allen that the Minutes be approved. Carried**
9. Business Arising from Minutes –  
Superintendent Geml brought forth the idea of a joint SEAC meeting with Greater Essex County District School Board to be held at the Regional Children's Centre in the Ozad Room on Tuesday, May 19 at 6:00 p.m. The meeting was suggested as a means of bringing both school board SEAC committees together for Mary Broga's



presentation on the Cluster 6 Group with updates and information from the survey. The Ministry has indicated that the meeting can be counted as one of the monthly SEAC meetings for both Boards, and no agenda is necessary.

There were no concerns about holding this joint meeting and all members present were in agreement.

10. Information Items
  - None
11. Report from Chair
  - None
12. Report from Trustees
  - Trustees received a parent delegation regarding the Notice of Motion with regard to the French Immersion program that will be located at St. Mary Catholic Elementary School beginning in September 2009. The delegation petitioned the Board to ensure clear communication processes and to assist in the smooth transition for the students and families of both school communities. Trustees subsequently approved the notice of motion with the caveat, to be sent to both St. Mary and Holy Name Catholic School Advisory Councils.
  - The Board of Trustees received the following as information:
    - Correspondence from the Ministry of Education advising that the Ministry will be conducting a review of the Windsor-Essex Student Transportation Services this summer, as part of their province-wide Effectiveness and Efficiency Reviews of Student Transportation
    - The appointment of Joanna Wolinski of Catholic Central High School and Nadia Timperio of St. Thomas of Villanova Catholic High School as Student Trustees for the 2009-2010 school year
  - Trustees approved the following:
    - Board Policy H:15 Transfer of Principals and Vice-Principals was given final approval
    - The administrative procedures concerning the Board Policy were also received
  - The next regularly scheduled Board Meeting will be held Tuesday, April 14, 2009
13. Report from Superintendent
 

Superintendent Geml distributed a handout from Participation +Plus. Created by Special Olympics Ontario, this initiative's website enables teachers to increase awareness and enthusiasm for physical activity, education and consideration towards others. Participation +Plus is working with the Windsor Star and other media on opportunities for schools to pick up on the Special Olympics Provincial Summer Games and incorporate the event into school curriculum as the date draws near.
14. New Business
  - None

## 15. Association Reports

- Michelle Friesen from Integration Action reported that their annual meeting will be held on May 2, 2009. Michelle also reported on the Simcoe Community Integration Program at Georgian College for students with developmental issues. It is one of a few colleges in Ontario that have such a program.
- Melanie Allen reported for the VIEWS and the organization's work in getting Windsor more involved with the visually impaired. At their organization's last meeting, there was discussion about organizing a week of morning or afternoon day camps aimed at children with low vision or blindness from ages 6 to 18 years. The local CNIB offered to help organize and find support for this endeavour. Melanie will be at VIEWS general annual meeting in Kitchener on Saturday, May 9 and hopes to have more information for SEAC at a later date.
- Bev Clarke reported for the Learning Disabilities Association regarding Literature Kits for teachers. 150 – 200 packages are being sent to each school board for distribution. The packages include information on learning disabilities, what it is and strategies used in working toward success. The LDAO is receiving a Trillium Grant to be used for math tutoring and the Numeracy PALS beginning this summer, involving grades 3-6 or 7 for at risk students or need-identified children. The grant will also be used for adaptive training for disabled adults who are unable to comply with Ontario Works directives. This will help the community provide better accommodations for the age group of 16 – 24 as this seems to be the group with very little support. Lastly, the grant will be used for a transition planning program to support students transitioning from high school. The program will support students looking for direction in the age group of 16 - 19 who require assistance understanding how their strengths and weaknesses may affect their long-term goals.
- In place of Danny Glover as guest speaker this year, Marlee Matlin has been booked by the LDAO for August 27, 2009 at 7:00 p.m. She will be speaking on Accessibility, Inclusion and Diversity. The WECDSB is a partner for this event, which is being held at the Caboto Club.

## 16. Closing Prayer

Superintendent Geml closed the meeting with a prayer for the families, friends and staff communities of the three children in our school system that recently passed away.

## 17. Adjournment

The meeting adjourned at 6:22 p.m.

Date of the next (joint Board) meeting is Thursday, May 19, 2009 at the Regional Children's Centre, Ozad Room at 6:00 p.m.

-As the joint meeting has since been cancelled, the WECDSB SEAC Committee will meet on the previously scheduled date, which was Thursday, May 14, 2009.



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: John Macri  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

November 18, 2008

Maureen Chafe  
VIEWS  
Support for the Families of Blind &  
Visually Impaired Children  
1789 Fifeshire Crescent  
Mississauga, Ontario  
L5L 2T3

Dear Ms. Chafe:

This is to advise that, at the regular Board meeting of November 11, 2008, the trustees approved the appointment of Melanie Allen as the VIEWS representative to the Board's Special Education Advisory Committee (SEAC) for the remainder of the four-year term that began December 1, 2006.

We welcome Melanie, and look forward to working with her on the Committee.

Sincerely,



Cathy Geml  
Superintendent of Education  
Learning Support Services

/sl



## Windsor-Essex Catholic District School Board

# Board Events/ Initiatives

2009

# Day of Champions - 2008



A Celebration of Excellence. A Sense of Community.  
Raising Awareness of Capabilities.

## Another Spectacular Day of Champions

### *Fifth Annual Day of Champions Brings Fun, Smiles, Cheers, and Champions*

This was it. With 134 student participants in 18 teams, 55 staff members, and 51 student volunteers, representing all eight Catholic Secondary Schools in Windsor and Essex County, the 2008 edition of the Day of Champions was the largest in its five-year history. The Day of Champions is a fun-filled day in which the Community Living students travel to Cardinal Carter Secondary School in Learnington for a friendly competition and to vie for the coveted Cougar Cup. The Stanley Cup, after which the Cougar Cup is modeled, was never carried so high as was the Cougar Cup this day when it was lifted by the students from Catholic Central who successfully defended their title from last year.

Day of Champions, hosted every year by Cardinal Carter Secondary, is made possible thanks to the hard work of the Community Living and Resource staff, the school administration, and student helpers, as well as the Windsor Essex Catholic District School Board. The participation of the students is not possible without the help and dedication of the teachers, Education Assistants, and parent volunteers from all of the schools. The success of the day is also dependent on the many sponsors who contribute

food, money, and special items for the students. It is a huge undertaking for a three and a half hour event but the organizers could not be happier with the day. Everyone has fun beyond expectations.

Student helpers who get involved often are amazed with the student participants and are somewhat surprised at the satisfaction they get from working with the Community

Living students. One student from the Fit4Life Program, a student leadership course at Holy Names, explained that they work with the Community Living students regularly. He was surprised that the students he has been working with have been talking about the Day of Champions since he first met them in February. There is no doubt that the Day of Champions is a day worth doing.



*It's a Fairy Tale Day: Collin Stanczak, St. Anne's, is welcomed to the Day of Champions by Cardinal Carter's Balleena (Bianca Alongi), Pirate (Jennifer Wittine), Clown (Linda Faddoul), and Hippy (Lenka Escobar).*



## The Eyes Have It!

Just how much fun is the Day of Champions? The sheer volume of the students' cheers might tell you. The ear-to-ear smiles on their faces might be a big indicator. But nothing tells the story like the look in their eyes. The eyes say what the voice sometimes cannot. The eyes show the intensity of the feelings even when the body cannot. The eyes tell it all. When you look into their eyes, the intensity of their excitement is obvious, the depth of their enjoyment is evident, and, it is all contagious for those who see it.

When the Community Living Students from all of the secondary schools of the Windsor Essex Catholic District School Board came together at Cardinal Carter Secondary School in Leamington on June 12 for the Fifth Annual Day of Champions, they brought with them an excitement level that is surpassed by no other students in their schools. They knew that they were here to compete. But they recognized, most of all, that they were here to have fun . . . and that they did.

The competition was intense . . . well, intensely fun. The games were challenging and varied. The opportunities for fun were many. The students wanted to win, there was no doubt. But then, losing was not a concern. This was the Day of Champions. It proved that everyone is a Champion, when being a Champion means being your best.

By the end of the day, the participants had accomplished their primary goal. They had "done themselves proud" and they had a great time. Judging by the cheers that went up as the top teams were announced, everyone felt like winners. When the winning team from Catholic Central paraded the trophy around the cafeteria, it was like they were in front of their "hometown crowd." Everyone was excited and for the winners.

When it was over and the students streamed from the Cardinal Carter cafeteria, each of them sporting a medallion, some of them hoisting the Cougar Cup Trophy, they wore smiles on their faces and they had pride in their hearts. It was the twinkle in their eyes, though, that spoke the loudest of their feelings for this Day of Champions.





## The Games We Play

Each team plays a circuit of 9 games or activities. At each location, they earn points for their performance. Thanks to the student helpers for running the events. (Named in brackets)

**Elevated Target Practice:** Using a giant slingshot, shoot a bean bag into a large target area. Earn points for distance and accuracy. (Michael Domingues, Mark Wigfield, Sinead McNeilly, Taylor Ribble)

**Rest Area / CHAMP:** A game like Bingo but, "Under the C . . ." (Tabitha Klein, Jason Laramie, Ryan Iles, Jessica Wenzel)

**Bowling:** Using a giant exercise ball, knock down the bowling pins. (Coty-Lynn Dunne, Amber Ermond, Marc Beneteau, Crystal Dunkelberger)

**Bring in the Ringers:** Toss the rings over the pegs and earn points for your team. (Kyle Windibank, Stephanie Moscuza)

**Face-Off:** Using hockey sticks, shoot the ball past your opponent. (Jasmyne Ferguson, Mike Lapin)

**Disco Dancing Challenge:** Dance to country music in the barn. (Jennifer Beletz, Jessica Jubenville)

**Grocery Run:** Push the shopping cart to the grocery counter and select the best items. (Julia Fleming, Chantelle Martins, Mercedes Departeira)

**Get Cubby:** Pass the beach ball over and under then hit Cubby, The Cardinal Carter Mascot, with a water balloon. (Joel Salive, Ashley Thurston, Vanessa Manery)

**Down The Tubes:** Everyone gets a flex-hose. Join them end-to-end to make a long tube then roll the marble from one end to the other. (Sara Pearce, Stephanie Gagnier)

**And the Crowd Goes Wild Parade:** Each team performs their team cheer for the crowd. Judges select the best cheers.

## Thank You Volunteers

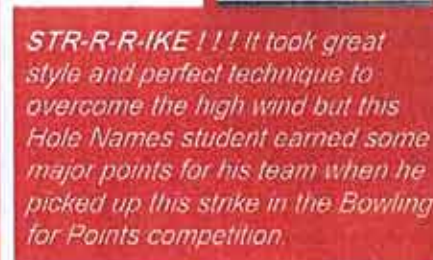
**Branson Foldesi**, the D.J. for the day.

Helpers **Shawn Dabetsberger, Jody Bastien, and Kelly Harrison.**

Student photographer **Nicole Torres.**

**FITLife** students from Holy Names.

College Co-op Students with **Brennan.**



*Dig the Beat: Jacob and friends from St. Joseph's, "get down" at the Disco. Sharing the fun is E.A. Charlene Lamb*



*STR-R-R-IKE !!! It took great style and perfect technique to overcome the high wind but this Holy Names student earned some major points for his team when he picked up this strike in the Bowling for Points competition.*

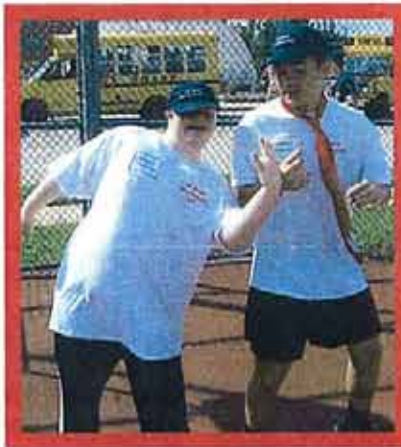
*He Shoots . . . : Team Assumptions shoots against Team Catholic Central in the hockey game, the first ever head-to-head competition at Day of Champions*





## *We Can Dance . . .*

*Between the Dance Disco competition and the Team Cheer competition, the students had a lot of opportunities to show off their dance skills. They proved to be very adept at it and, without question, they loved the dance.*





*We are the Champions: The Students from Catholic Central hoist the Cougar Cup after successfully defending their title from 2007.*



*I'd Rather Help: Marc Beneteau left a Student at Cardinal Carter and a veteran Day of Champions competitor chose to work as a volunteer this year. Proud to be a helper this year, Marc said. I thought I'd have fun helping. During a break in the action, Marc posed with the other volunteers from the Bowling event.*



*Thank You So Much: Sam Aids Catholic Central enjoyed the Disco so much that he had to give a special thanks to the lead dancer, Jennifer Beletz.*

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# Windsor-Essex Catholic District School Board

## MEDIA ADVISORY



1325 California Ave, Windsor, Ontario N9B 3Y6 ph: (519) 253-2481 fax: (519) 253-0620

**For Immediate Release  
May 13, 2009**

### **2nd ANNUAL ELEMENTARY DAY OF CHAMPIONS**

On Thursday, May 21, 2009, Windsor-Essex Catholic District School Board will host the 2<sup>nd</sup> Annual Elementary Day of Champions for students in grades 6, 7 and 8 who will be entering the Life Skills programs in high school. This "crazy Olympics" style event promotes a sense of community among elementary students, staff members, and volunteers from our Life Skills programs in local Catholic high schools. Participating elementary schools this year include Holy Cross, Holy Name, Immaculate Conception, W.J. Langlois, H.J. Lassaline, L.A. Desmarais, Notre Dame, Our Lady of the Annunciation, Our Lady of Perpetual Help, Queen of Peace, Sacred Heart, Stella Maris, St. Angela, St. Bernard (Windsor), St. Christopher, St. Francis, St. Gabriel, St. Gregory, St. John, St. John the Baptist, St. John Vianney, St. Joseph (River Canard), St. Louis, St. Maria Goretti, St. Peter, St. Pius X, and St. Theresa.

All media are welcome to attend this event. Students and staff will be available for interviews.

**DATE:** May 21, 2009

**SCHEDULE:** 10:00 – 10:15 Registration  
10:15 – 10:30 Opening Ceremonies  
10:30 – 11:45 Team Games  
11:45 – 12:10 Parade of Banners and Cheers  
12:10 – 12:40 Lunch  
12:40 – 1:00 Presentation of Medals and Dismissal to Buses

**LOCATION:** Novelletto Rosati Sports & Recreation Complex, 3939 Carmichael (MicMac Park), Windsor

Thank you for your consideration.

**For further information contact:**

Karen Kessler, Special Education Coordinator, 519-253-2481 ext. 1113

*"Learning together in faith and service"*



# Windsor-Essex Catholic District School Board

## MEDIA ADVISORY



1325 California Ave, Windsor, Ontario N9B 3Y6 ph: (519) 253-2481 fax: (519) 253-0620

**For Immediate Release  
May 26, 2009**

### **6th ANNUAL SECONDARY DAY OF CHAMPIONS**

On **Thursday, June 4th, 2009**, Cardinal Carter Catholic Secondary School will host the 6th Annual Elementary Day of Champions for students in secondary school Life Skills programs. This "crazy Olympics" style event promotes a sense of community among students and staff members of the Life Skills programs in local Catholic high schools. Participating schools this year include Assumption College Catholic High School, F.J. Brennan Catholic High School, Cardinal Carter Catholic Secondary School, Catholic Central High School, Holy Names Catholic High School, St. Anne Catholic High School, St. Joseph's Catholic High School and St. Thomas of Villanova Catholic Secondary School.

All media are welcome to attend this event. Students and staff will be available for interviews.

**DATE:** June 4, 2009

**SCHEDULE:** 9:00 – 9:30 Registration  
9:30 – 9:45 Opening Ceremonies  
9:45 – 11:30 Team Games  
11:30 – 12:00 Parade of Banners and Cheers  
12:00 – 1:00 Lunch, Prizes and Awards  
1:15 Banner Procession to Buses

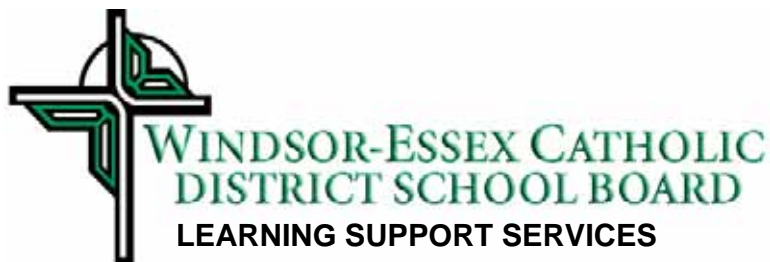
**LOCATION:** Cardinal Carter Catholic Secondary School, 120 Ellison Avenue, Leamington, ON

Thank you for your consideration.

**For further information contact:**

Ryan Coristine, Special Education Department Head, Cardinal Carter Catholic Secondary School, 519-322-2804 ext. 37

*"Learning together in faith and service"*



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Fred Alexander  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

## Board Numbered Memorandum: 2008 – 2009 School Year - #50

**DATE:** January 6, 2009

**TO:** WEPVPA

**FROM:** Cathy Geml, Superintendent of Education  
Kelly Power, Assessment & Evaluation Consultant

**RE:** “With Student Learning in Mind...”

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In an effort to continue the sharing of valuable information regarding student learning, we are happy to announce the release of our FIRST Edition of “With Student Learning in Mind...”. The overall focus of this newsletter is to help provide our elementary teachers and students with the best learning opportunities based on current Ministry initiatives. Our goal is to release a monthly publication focusing on various areas of curriculum planning.

The newsletters will be shared electronically as well as posted on our Board website. Please share them with your staff and parents. The information enclosed in the newsletters may be copied and shared in your existing communications as well.

We hope you will utilize these publications in our ongoing efforts to move our students forward.

We look forward to your feedback.

/sl

*“What you heard from me, keep as the pattern of sound teaching, with faith and love in Christ Jesus.”*

*(2 Timothy 1:13)*

# With *Student Learning* in Mind...

## Our First Edition!

Welcome to the first edition of *With Student Learning in Mind*. The overall focus of this newsletter is to help provide our elementary teachers and students with the best learning opportunities each and every day. It will also serve as a method of:

- Ensuring that curriculum planning, assessment, evaluation, grading and reporting practices in all of Windsor-Essex Catholic elementary schools are consistent with the Ministry of Education guidelines
- Complementing Ministry Curriculum Expectations and providing teachers with detailed direction and support in various subject areas
- Supporting teachers in embedding effective Assessment & Evaluation strategies into current classroom practice
- Ensuring all students will receive a comprehensive assessment of achievement throughout their grade school years

In each issue, we will strive to focus on:

- Curriculum Expectations
- Learning Skills
- Special Education Learning Needs
- Communication to Parents
- On-going Assessment & Evaluation

### Special points of interest:

- ✓ Curriculum Expectations
- ✓ Learning Skills
- ✓ Special Education Learning Needs
- ✓ Communication to Parents
- ✓ On-going Assessment & Evaluation
- ✓ Frequently Asked Questions
- ✓ Contact us!

## Ministry Resources

The Ministry has provided excellent resources over the last few years to complement programming in the classroom. If you haven't had a chance to look through the resources yet, you may want to find some time to do so. All of these are excellent resources which contain many ideas you would be able to implement immediately in your planning. All Ministry resources are delivered directly to the schools. Unfortunately, we are not provided with extra copies at the Catholic Education Centre. All resources are available electronically from either of these sites: [www.eworkshop.on.ca](http://www.eworkshop.on.ca) or [www.edu.gov.on.ca](http://www.edu.gov.on.ca)





# Curriculum Expectations

## Specific Expectations vs. Overall Expectations

When considering classroom instruction, teachers must account for all specific expectations outlined in the Ontario Curriculum. However, **when it comes to “evaluating and reporting”, teachers must evaluate and report on OVERALL EXPECTATIONS only.** Some *specific expectations* may be covered in instruction and formatively assessed, however summative evaluation is based on *overall expectations*. Teachers are able to use their professional judgement to determine which *specific expectations* should be used to evaluate achievement of *overall expectations*.

*Please note that published programs (eg. Math Makes Sense) may not cover all expectations as outlined in the Ontario Curriculum. When planning, teachers should refer to the Ontario Curriculum documents FIRST and then refer to the program to see what applies to their planning of programs.*

**Accommodations**—An accommodation to the curriculum is a change in materials, the use of assistive devices, a change in teaching strategies and/or change to the Ministry of Education methods of evaluation.

**An accommodation does not involve a change in the grade level expectations of the Ontario Curriculum.**

Examples of accommodations are:

- Large print materials
- Additional time on task
- Scribing responses
- Oral testing
- Oral instructions
- Fewer questions
- Chunking work (tasks) into manageable pieces
- Re-teaching
- Alternative work environment
- Use of a calculator or spelling device

### Students requiring Accommodations:

Many students who require accommodations do not require an IEP. For students (without an IEP) receiving accommodations on a consistent basis, an A-LOG is created.

In this case, classroom teachers may wish to refer to the A-LOG and comment on consistent accommodations when reporting on the report card.

**Modifications**—A modification to a curriculum program **involves a change from the grade level expectations** in the individual programming for a student. Modifications take place when a student is unable to achieve the grade level expectation even with accommodations. An individualized set of expectations is then designed to meet the current needs of the student. These expectations will be taken from the Ontario Curriculum at a different grade level.

**When a student’s program is *modified*, an IEP must be developed for that student.**

## Learning Skills

As stated in the elementary Assessment & Evaluation document, and throughout our in-service sessions, the position of the Ministry is that evaluation of the achievement of the curriculum expectations should be kept separate from the development of learning skills.

Learning skills describe work and study habits demonstrated by the student in daily routines at school (inside and outside the classroom walls).

All of the nine areas of Learning Skills must be assessed each term:

Independent Work	Use of Information	Class participation
Initiative	Cooperation with others	Problem Solving
Homework Completion	Conflict resolution	Goal setting to improve work

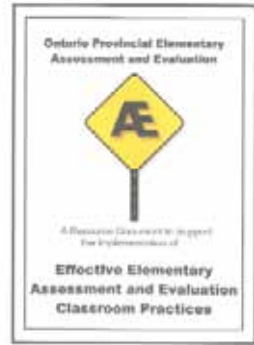
Students benefit when teachers model these skills and work with them to determine how these skills will be assessed and evaluated.

The assessment and evaluation of learning skills is distinct from, and should not influence, the determination of grades, apart from any that may be included as part of curriculum expectations.

For example, the Physical Education curriculum expectations state that students will “participate on a regular basis...”. Therefore it would be appropriate to *evaluate* “participation” in this subject area.

Students with Special Education Needs

# On-going Assessment & Evaluation



Throughout our Assessment & Evaluation in-service sessions, each teacher has been provided with our “CODE document” - Effective Elementary Assessment & Evaluation Classroom Practices. The Ministry is currently focusing on renewing Assessment & Evaluation by providing a policy document, however, for now, we will continue to use this CODE resource as our guideline.

**Table of Contents:**

- Part 1—Introduction & Overview
- Part 2—Guiding Principles of Effective Assessment & Evaluation
- Part 3—Frequently Asked Questions
- Part 4—Classroom Practices
- Part 5—Glossary & Resources

## Types of Assessment

- **Assessment FOR learning**—*diagnostic* and *formative*—to guide learning and teaching
- **Assessment AS learning**—to engage in peer and self-assessment as they are learning
- **Assessment OF learning**—evaluation & *summative* assessment—to confirm what students know and can do and to demonstrate the extent to which they have achieved the curriculum expectations

Balanced Assessment Methods:

- Personal Communication Tasks—assessment activities that require the verbalization of thinking by students to demonstrate depth of understanding
- Performance Tasks—assessment activities that require a specific student performance to show what students can do with their knowledge, skills and values
- Paper/Pencil Tasks—assessment activities that require students to present information on paper to demonstrate what they know, feel and can do

## Achievement Chart

The achievement chart is a standard province-wide guide to be used by teachers which identifies **how well students know or are able to do something**. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the following four categories outlined in the Achievement Chart below. All four categories will be assessed and/or evaluated over time (eg. Unit, term, year).

Achievement Chart Category & Descriptions
Knowledge & Understanding <ul style="list-style-type: none"> <li>• Knowledge of content</li> <li>• Understanding of content</li> </ul>
Thinking Skills <ul style="list-style-type: none"> <li>• Use of planning skills</li> <li>• Use of processing skills</li> <li>• Use of critical / creative thinking processes</li> </ul>
Communication <ul style="list-style-type: none"> <li>• Expression and organization of ideas &amp; information in oral, visual and written forms</li> <li>• Communication for different audiences and purposes in oral, visual and written forms</li> <li>• Use of conventions, and terminology of the discipline in oral, visual and written forms</li> </ul>
Application <ul style="list-style-type: none"> <li>• Application of knowledge &amp; skills in familiar contexts</li> <li>• Transfer of knowledge &amp; skills to new contexts</li> <li>• Making connections within &amp; between various contexts</li> </ul>

Evaluation	Description
Level 4	The student demonstrates the specified knowledge and skills with a high degree of effectiveness (for current grade level expectations).
Level 3	The student demonstrates the specified knowledge and skills with considerable effectiveness. This is the “provincial standard”.
Level 2	The student demonstrates the specified knowledge and skills with some effectiveness.
Level 1	The student demonstrates the specified knowledge and skills with limited effectiveness.
R	The student requires additional learning. There is a need to develop strategies to address the student’s specific learning needs. Parents will be involved in this

The achievement chart remains constant regardless of the program modifications for students with Special Needs.

Students with  
Special Education  
Needs

## Communication to Parents

One of the most important elements in education is the communicating of achievement to both the student and the parent. Reporting student achievement should be an **on-going** process. Contact with parents should take place starting early in the year and continuing throughout each term. This might include any of the following:

- notes in the agenda
- classroom newsletters
- school newsletters
- phone calls
- meetings

Whenever there are serious concerns about student achievement or significant changes in performance or behavior, parents should be consulted immediately.



## Frequently “E-mailed” Questions —How many math strands am I required to report on?

Ministry Policy indicates that a **grade/mark must be filled in for each strand for at least two reporting periods and each reporting period must show a grade/mark for at least two strands.**

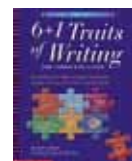
*Math Makes Sense* provides an organized overview for each grade which highlights the strands addressed for each unit. It is understood that all strands are usually interwoven and addressed in each term. It would make most sense (due to time available) to cover 3 strands first term, 4 strands second term, and 3 strands in the third term (5 strands twice throughout the year).

When a strand has not been taught in a given term, the grade/mark column will be left blank and a notation made in the comment section indicating that the strand was not part of the student's program during the term. Teachers are encouraged to use the Mathematics Exemplars provided by the Ministry of Education in evaluating student achievement in mathematics. All exemplars can be accessed at <http://www.edu.gov.on.ca/eng/curriculum/elementary/math.html>

Contact us! - Email your questions anytime—we'll try our best to include answers in upcoming issues!

- Kelly Power—Consultant  
[kelly\\_power@wecdsb.on.ca](mailto:kelly_power@wecdsb.on.ca)
- Suzanne Garneau—Consultant  
[suzanne\\_garneau@wecdsb.on.ca](mailto:suzanne_garneau@wecdsb.on.ca)
- Cathy Geml—Superintendent
- Emelda Byrne—Assistant Superintendent

**SPECIAL  
OFFER**



Just email us (Kelly & Suzanne) with something new you've tried from our newsletter and we'll enter you into our monthly draw for exciting educational resources for your classroom! Please be specific when sharing your ideas—maybe we'll include you in a future newsletter!



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Fred Alexander  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

## Board Numbered Memorandum: 2008 - 2009 School Year: #95

**TO:** Elementary Principals

**FROM:** Cathy Geml, Superintendent of Education  
Brian Steer, DPA/ Healthy Active Living Consultant

**DATE:** May 11, 2009

**RE:** Special Olympics in Our Elementary Schools

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The Special Olympics track and field day that has taken place in the past, will not take place this year.

The students will participate in our regular track and field day according to their school divisions. These students will also be at our Elementary Day of Champions, which will take place on Thursday, May 21.

As stated in the philosophy of sport, “The Windsor-Essex Catholic District School Board believes that elementary, interschool activities should provide to **as many students as possible**, the opportunity to participate at a higher level than intramurals where physical fitness, team work, game skills, socialization and fair play are stressed in a learning environment, in accordance with the Board’s mission and goals”.

Coaches, teachers and educational assistants should make every effort to include **as many students as possible** on their respective teams regardless of their level of ability, as long as they show an interest and a commitment to training.

Packages regarding further involvement in individual Special Olympic qualifiers were provided to you at the November 20<sup>th</sup> Principals’ Meeting.

*“It’s not about being the best; it’s about doing your best”*

/sl



## Windsor-Essex Catholic District School Board

# Community Partnerships

2009



*Together We Triumph*

## The 2009 Special Olympics Ontario Summer Games Windsor July 23-25<sup>th</sup> 2009

Collaborative Agreement Plan  
Ontario Trillium Foundation

### **The Games and Beyond Coalition Group (GBC)**

A partnership and collaboration meeting took place and all parties agreed to support and commit to the proposed Trillium application and join the lead organization, **Special Olympics Ontario** in the initiatives and projects relating to the upcoming 2009 Windsor Provincial Summer Games and more specifically events and activities following the games.

#### **Our Partner Group**

Joining the partnership group are the management and staff from the following organizations.

##### **Special Olympics Ontario – Lead Organization**

Jennifer Goosen – Manager of Programs

1-888-333-5515 – ext 235

[jenniferg@specialolympicsontario.com](mailto:jenniferg@specialolympicsontario.com)

##### **Greater Essex County District School Board**

Steve Snider

Superintendent of Education

1- 519-255-3200 ext 10223

##### **Windsor-Essex Catholic District School Board**

Cathy Geml

Superintendent of Education

Learning Support Services

Windsor-Essex Catholic District School Board

[cathy\\_geml@wecdsb.on.ca](mailto:cathy_geml@wecdsb.on.ca)

##### **Leadership Windsor-Essex**

Lisa Kolody

(519) 258-1883

[lkolody@leadershipwindsor-essex.org](mailto:lkolody@leadershipwindsor-essex.org)

### **Collaborative agreement:**

In our initial partnership meeting(s), we have agreed to work in collaboration together to ensure that all related activities in support of the Games and Beyond Coalition projects are fulfilled.

### **Purpose:**

*The purpose of this collaboration agreement is to ensure that at every opportunity volunteers and people with an intellectual disability have full participation in events leading up to the games and that we build on these connections for an after-games involvement with Special Olympics Ontario-Windsor.*

### **Our three key commitments are:**

- a. **Retain our games volunteers:** The recruited 1,000 games volunteers will be orientated, trained and recognized for their dedicated volunteer contribution over the three days of this Olympic level competition for 900 athletes/coaches and the 500 families.
- b. **Stimulate new programs:** We will offer a series of events and activities that will promote and maintain involvement to local sport programs, competitions and SOO activities.
- c. **Create an infrastructure that will support new development:** Following the games we will create a committee that will maximize new opportunities and connections for volunteers and for new Special Olympics athletes to join and participate in Special Olympics Ontario programs in the Windsor and district.

### **1. Our VOLUNTEER focus will be:**

#### **Pre and During Games Development**

1. Assist the provincial games organizing committee with recruiting, training, orientating and placing volunteers throughout the games.
2. Develop resources and materials that educate the role and function of volunteering at the games
3. Host 4 volunteer orientation sessions 5 days prior to the games
4. Host a recognition event for volunteer involvement that capitalizing the good work, the experiences and the need to keep the dreams alive to take place following the games.
5. Create and distribute a survey of interest for future volunteer involvement.

## **Post Games Development**

1. Identify potential volunteer interest and assist with placement of long term volunteer involvement with SOO in the Windsor Area.
2. Host a series of "how to stay involved with Special Olympics" sessions
3. Work with the Games and Beyond Coalition (GBC) to create a legacy plan that will ensure that games volunteers and youth athletes will be introduced into the Special Olympics community of Windsor.
4. Work with the GBC to develop a volunteer committee and infrastructure that will develop and support Special Olympics programs for the Windsor community.
5. Recruit specialized volunteers to assist with school to community links such as
  - a. a school to community transitions coordinator who will liaise between schools and community programs
  - b. a family network coordinator who will link these program initiatives to the GBC

2. Our YOUTH focus will be:

## **Pre Games Development**

1. Introduction of resources relating to diversity and awareness of people with intellectual disability
2. Active participation in physical activity that ties students and their experience to the importance of keeping fit. Increase students recognition that all people should have access to sport and fitness
3. Assist with fund raising and special events to support the games
4. Increase community awareness and connection to people with disabilities and the games.

## **Post Games Development**

1. A series of Special Olympics Days and information forums will be held to increase awareness and volunteer involvement with Special Olympics. – We plan on hosting 8 Special Olympics Windsor Days during the months of September 2009 to June 2010.
2. Host 4 school Special Olympics competitions during the months of October 2009 and June 2010
3. Create opportunities to link and involve high school leadership classes in volunteering and coordinating competitions for Special Olympics athletes.
4. Develop a school to community transitions program to ensure that 70 school aged athletes will join the community based sport programs (after school) by June 2010.
5. 100 youth athletes will register with SOO as a result of their involvement with the games and this OTF project.



### Roles and Responsibilities of Collaborative members

GOALS	ACTIONS	RESPONSIBILITY	TIMEFRAME	SUCCESS INDICATORS
Creation of the GBC	<p>Create terms of reference</p> <p>Assign key reps from each Partner group</p> <p>Review key goals and objectives – develop work plan</p> <p>Establish key positions and roles and responsibilities</p>	<p>All members of the partnership</p> <p>Chaired by SOO rep</p> <p>New members rep community stakeholders</p> <p>Games volunteers interested in committee work</p>	<p>Immediately following grant approval – to Sept 2010</p>	<p>OTF Grant awarded</p> <p>Terms of reference and operational guidelines</p> <p>Member portfolio</p> <p>Established work plan and event calendar for 12 months</p> <p>Committee structure and positions filled</p>
Implementation of volunteer retention initiatives	<p>Review of pre games achievements and successes</p> <p>Review of post games strategies</p> <p>Revise and adapt as needed</p> <p>Develop and implement work plan to meet legacy goals and objectives</p>	<p>GBC &amp; Provincial Games Organizing committee &amp; LeadershipWindsor</p> <p>GBC, SOO stakeholders,</p> <p>GBC, LeadershipWindsor</p> <p>Subcommittees of GBC LeadershipWindsor</p>	<p>September 2009</p> <p>September 2009</p> <p>Sept - Dec 2009, on going</p> <p>Sept 2009 – June 2010</p>	<p>Confirmed strategies and work plan in place for next 12 months</p> <p># volunteers retained to assist in sport clubs, committees and activities for SOO-Windsor</p>
Implementation of Youth Focus Initiatives	<p>Review of pre games achievements and successes</p> <p>Review of post games strategies</p> <p>Revise and adapt as needed</p> <p>Develop and implement legacy goals and objectives</p>	<p>GBC &amp; Provincial Games Organizing committee &amp; School Boards reps</p> <p>GBC, SOO stakeholders,</p> <p>GBC, School boards reps</p> <p>Subcommittees of GBC School boards reps</p>	<p>September 2009</p> <p>September 2009</p> <p>Sept - Dec 2009, on going</p> <p>Sept 2009 – June 2010</p>	<p>Confirmed strategies and work plan in place for next 12 months</p> <p># new athletes connected to sport clubs,</p> <p># activities for SOO-Windsor</p>

**Time frame:**

The developmental elements relating to the **Games and Beyond Coalition** will be in effect during the months of July 2009 to June 2010. The majority of the work will take place following the provincial summer games which will be held July 23-25<sup>th</sup> 2009. The activities and events will focus around school calendars and local Special Olympics sport seasons through September to June 2010.

**Decision-Making Process**

A steering committee representative of all the partners will be in place immediately following OTF grant approval. During the planning and meeting process, we will adopt a consensus and collaborative decision-making process as we implement the goals and strategies for the Games and Beyond Coalition.

Once the Trillium grant application is approved, the allocated budget for this project and all grant accountability requirements will be followed and implemented by the lead organization – Special Olympics Ontario.

**This is the agreement amongst the Partnership Group**

**Special Olympics Ontario**

Jennifer Goosen – Manager of Programs

1-888-333-5515 – ext 235

[jenniferg@specialolympicsontario.com](mailto:jenniferg@specialolympicsontario.com)

James Noronha – Manager of Program Development

1-888-333-5515 ext 239

[jamesn@specialolympicsontario.com](mailto:jamesn@specialolympicsontario.com)

Signed \_\_\_\_\_

**Greater Essex County District School Board**

Steve Snider

Superintendent of Education

1- 519-255-3200 ext 10223

Signed \_\_\_\_\_

**Windsor-Essex Catholic District School Board**

Cathy Geml

Superintendent of Education

Learning Support Services

[cathy\\_geml@wecdsb.on.ca](mailto:cathy_geml@wecdsb.on.ca)

Signed  \_\_\_\_\_

**LeadershipWindsor-Essex**

Lisa Kolody

(519) 258-1883

[lkolody@leadershipwindsor-essex.org](mailto:lkolody@leadershipwindsor-essex.org)

Signed \_\_\_\_\_

You are invited to hear a presentation and discussion on...

# Individual Education Plans (IEPs) and More

Thurs. October 9, 2008 • 6:45 p.m., Registration • 7-9 p.m., Presentation

## Where?

### Place Concorde

"La Canadienne" Room

7515 Forest Glade Drive, Windsor  
(corner of Lauzon Pkwy & Forest Glade Dr.)

## Presenters:

### Cathy Geml

Superintendent of Education - Learning Support Services  
Windsor-Essex Catholic District School Board

### Dr. Sharon Pyke

Superintendent of Education - Special Education Programs and Services  
Greater Essex County District School Board

## Topics to be covered includes:

- What is an IEP?
- Reasons for developing an IEP?
- Who is part of the IEP team?
- Identifying needs and strengths
- Setting goals: What are alternate goals vs. curriculum board goals?
- Roles and Responsibilities
- What is an IPRC?
- Ministry Standards
- Opportunity for Questions & Answers

**PRE-REGISTER** by contacting Windsor Essex Family Network no later than October 6, 2008

Phone 519-974-1008 -or-  
Email [info@windsoressexfamnet.ca](mailto:info@windsoressexfamnet.ca)  
Provide your name, address, & phone no.

**Cost for those who Pre-register is \$5.00 payable at the door.**

Registrations received after October 6<sup>th</sup> will be \$10 (payable at the door).

## Why Come?

This presentation will provide an understanding of the importance of your child's Individual Education Plan (IEP) . . . and more.

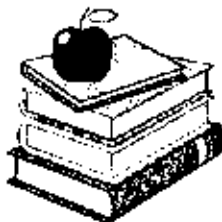
Information will be presented by experienced and knowledgeable educators. There will be time for questions and answers.

Participants will receive an information package to take home.

Sponsored by the:

## Enhancing Family Support for Education

C/o Windsor Essex Family Network  
7025 Enterprise Way, Windsor ON N8T 3N6  
Phone: 519-974-1008  
Email: [info@windsoressexfamnet.ca](mailto:info@windsoressexfamnet.ca)



Listen, learn, ask questions, meet others and enjoy some refreshments



1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Fred Alexander  
DIRECTOR OF EDUCATION: Joseph Berthiaume  
Telephone: (519) 253-2481 FAX: (519) 253-0620

## **Memorandum: 2008 – 2009 School Year**

**DATE:** February 3, 2009

**TO:** All Principals

**FROM:** Cathy Geml,  
Superintendent of Education  
Learning Support Services

**RE:** IEP Presentation and Discussion

---

Please distribute to the students in your school whose parents would benefit from this presentation.

Please keep in mind that the event takes place Monday, February 23, 2009.

Thank you for your cooperation in this matter.

/sl

You are invited to hear a presentation and discussion on...

# Individual Education Plans (IEPs) and More

Monday, February 23, 2009 • 6:45 p.m., Registration • 7- 9 p.m., Presentation

## Where?

**Essex County Civic & Education Centre**  
Room "C"

360 Fairview Drive W. Essex

(Directions: Turn north off Highway #3 at Victoria Road, and then make a quick right and follow beside the highway to the Civic Centre)

## Presenters:

### Cathy Geml

Superintendent of Education - Learning Support Services  
Windsor-Essex Catholic District School Board

### Dr. Sharon Pyke

Superintendent of Education/Special Education  
Greater Essex County District School Board

## Topics to be covered include:

- What is an IEP?
- Reasons for developing an IEP?
- Who is part of the IEP team?
- Identifying needs and strengths
- Setting goals: What are alternate goals vs. curriculum goals?
- Roles and Responsibilities
- What is an IPRC?
- Ministry Standards
- Questions and answers throughout the evening

**PRE-REGISTER** by contacting Windsor Essex Family Network by February 18, 2009

Phone 519-974-1008 -or-  
Email [info@windsorsexfamnet.ca](mailto:info@windsorsexfamnet.ca)  
*Provide your name, address, & phone no.*

**Cost for those who Pre-register is \$5.00 payable at the door.**

Registrations received after Feb 18th will be \$10. – also payable at the door.

## Why Come?

This presentation will provide an understanding of the importance of your child's Individual Education Plan (IEP) . . . and more.

Information will be presented by experienced and knowledgeable educators. There will be time for questions and answers.

***Participants will receive an Information package to take home.***

Sponsored by the:

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THE ONTARIO TRILLIUM FOUNDATION



LA FONDATION TRILLIUM DE L'ONTARIO



United Way/Centraide  
Windsor-Essex County

Listen, learn, ask questions, meet others and enjoy some refreshments

# THE NETWORK NEWS

November 2008 • A Publication of Windsor- Essex Family Network

2/13

## Inclusion: It's all about Team Work

By Brooke Pierozynski

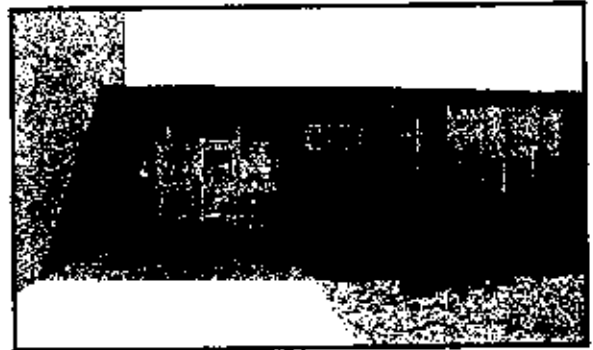
From the outside, St. Alexander School in the Fontainebleau neighbourhood of Windsor looks small and nondescript. Step in through the front doors however and enter a place filled with warmth and acceptance, a true community. The hallways are covered with beautiful artwork from all the students and everyone in the halls and classes especially welcoming.

When Windsor Essex Family Network (WEFN) approached Joni Ouellette, Principal, about speaking to one or two of her staff about inclusion, her enthusiasm was prominent and her staff so eager to talk about inclusion in the school that five staff made themselves available during their own time. As Principal, Ms. Ouellette oversees the programs of all the children at her school and makes a point of personally getting to know each and every student.

Throughout my time spent at St. Alexander's, three strong common themes came through – acceptance, communication and team work. As Julie Murphy, LSST phrased it "We are here to work in the best interests of the students, if something isn't working for a student the team needs to get together and figure it out and make changes so that they can experience success". Without the amount of communication and team work they have, the students would not be able to function in the classroom to the best of their ability and attain goals that have been set for each school year. As one staff member pointed out, no matter how good a team is, it will not work unless the teacher is willing to work with the plan. The teacher must want to participate and ensure the success of the student.

One may think that adding an Educational Assistant (EA) to the classroom might pose as a distraction for the other students or even the teacher. I posed this question to Noelle Mayea, Grade 4 teacher, "The other students adapt to the distractions a student and their EA might create." She said, "If the teacher seems distracted, the other students will feed off that energy; if the teacher stays focused, the other students will do the same." Ms. Mayea went on to say that she has noticed that the students are no longer disrupted because they have been classmates for so long. "Having a student with certain needs in the classroom is more work for the teacher but that is something that comes with being a teacher. Each student has specific needs, not just those with a disability."

All students at St. Alexander's are encouraged to help out around the school, with other students and in the community. Community is important at St. Alexander and what better way to teach such an important skill to the students than to see it demonstrated every day by the dedicated adults around them. The staff members at St. Alexander School have really learned to work together in order to truly support students to allow for the best opportunity for education and learning for all.



**Windsor Essex Family Network**

7025 Enterprise Way  
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Phone: 519-974-1008  
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Email: [info@windsoresexfamnet.ca](mailto:info@windsoresexfamnet.ca)



Ministry of Children and Youth Services	Ministère des Services à l'enfance et à la jeunesse
Assistant Deputy Minister's Office Policy Development and Program Design Division	Bureau du sous-ministre adjoint Division de l'élaboration des politiques et de la conception des programmes
56 Wellesley St. W., 14th Floor Toronto, ON M5S 2S3	56, rue Wellesley ouest, 14 <sup>e</sup> étage Toronto, ON M5S 2S3



Ministry of Education Instruction and Leadership Development Division	Ministère de l'Éducation Division de l'enseignement et du développement du leadership
Mowat Block 900 Bay Street 15 <sup>th</sup> Floor Queen's Park Toronto ON M7A 1L2	edifice Mowat 900 rue Bay 15 <sup>e</sup> étage Queens Park Toronto ON M7A 1L2

**MEMO TO:** Directors of Education  
Secretary-Treasurers and Supervisory Officers of School Authorities  
Executive Directors, Child and Youth Mental Health Agencies

Student Support Leadership Cluster Leaders

**FROM:** Aryeh Gitterman  
Assistant Deputy Minister  
Policy Development and Program Design Division  
Ministry of Children and Youth Services

Barry Pervin  
Assistant Deputy Minister (A)  
Instruction and Leadership Development Division  
Ministry of Education

**DATE:** March 11, 2009

**SUBJECT:** Update on the Student Support Leadership Initiative

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The purpose of this package is to provide you with an update on the Student Support Leadership (SSL) initiative and introduce to you the role of SSL Cluster Consultants that the Ministry of Children and Youth Services (MCYS) and the Ministry of Education (EDU) are implementing to further support the work of your Clusters.

As you know, EDU and MCYS identified twenty-nine geographic clusters of neighbouring school boards/authorities and community agency/agencies based on their alignment with each other and/or their existing working relationships to participate in the implementation of this initiative.

We commend the dedication and commitment of the school communities and service providers within education and mental health, and the broader child and youth serving sectors in not only implementing this initiative, but also taking a lead in promoting and prioritizing partnership and collaborative service delivery as vehicles to better meet the needs of Ontario's children and youth. Attached see Appendix A: Status Update for some highlights of the implementation of the SSL initiative to date.



### **Student Support Leadership Cluster Consultants**

MCYS and EDU are introducing a team of Cluster Consultants to support Clusters in their continued implementation of the SSL initiative. These Cluster Consultants have been retained through the Provincial Centre of Excellence for Child and Youth Mental Health at the Children's Hospital of Eastern Ontario (Centre of Excellence). From February 2009 to March 2010, the Cluster Consultants will work directly with a sample of Clusters from across the Partnership Continuum. Cluster Consultants will also interact regularly with clusters outside of their immediate sampling to investigate best practices, enhance effective and sustainable leadership practices and partnerships within and across sectors, and to support enhanced communications across sectors.

### **Role of the Student Support Leadership Cluster Consultants**

With your support, the Cluster Consultants will work to build sector/service knowledge of Cluster members by sharing relevant resources and evidence-based practices between clusters. The Cluster Consultants will help build capacity within Clusters, provide a mechanism for reflection on issues raised by you, and engage and connect with Clusters not immediately connected with a Consultant to promote knowledge transfer and learning.

To support Clusters in achieving their goals, the Cluster Consultants will: provide Clusters with strategic advice on implementation issues and next steps; develop and share compendiums of effective Cluster practices in partnership building and collaborative cross sector service planning, including supporting tools, protocols and mechanisms; recommend processes for monitoring achievements; and develop recommendations and highlight effective practices for sustaining cross sector partnerships and collaborative service planning/provision.

The Cluster Consultants will report directly to the Centre of Excellence and will provide reports on an ongoing basis to MCYS and EDU. They will collaborate with Regional Directors in ministries and the work of the Clusters in ways that enhance provincial understanding and knowledge of system needs and opportunities for improvement in leadership and partnership development across sectors.

We are pleased to introduce our Cluster Consultants and where they will be working:

1. Dr. Mona Kornberg has over twenty-five years experience working with diverse communities, in different cultures, to plan and implement effective service delivery. She brings to this project a range of relevant knowledge and skills including expertise in project management, planning and organizational change, and promoting teamwork and partnerships. Mona has a background in clinical psychology and education and has worked extensively with children, youth and their families. Mona will work directly with the following Clusters:

#### Southwestern

- 6 — Windsor-Essex/Huron
- 7 — London

#### Central

- 2 — Durham Region
- 3 — York Region
- 10 — Hamilton
- 24 — Toronto
- 26 — Dufferin-Peel

2. Keith McPhee has extensive experience in the education, community and child welfare sectors. Following his retirement from a career with Peel County and the Catholic District School Board of Eastern Ontario, Keith was an educational consultant for Family and Children Services of Leeds and Grenville, working to improve academic outcomes for students supported by the Children's Aid Society. He is co-Chair and founding member of *Every Kid in*

*Our Communities of Leeds and Grenville*, recently served as Chair of Best Start, and is actively involved in the work of *Triple P* – a population health approach to supporting parents. Keith brings to his role a wealth of understanding of the issues facing communities collaborating to improve outcomes for children, youth and their families. Keith will work directly with the following Clusters:

Northern (remote/rural)

- 14 – North Eastern Ontario
- 21 – Superior/Greenstone
- 22 – Keewatin Patricia/Rainy River

Northern (Urban)

- 16 – Sudbury
- 23 – Lakehead/Thunder Bay

Eastern

- 20 – Limestone/Hastings/Prince Edward

3. Rollande Lavictoire will work directly with the Francophone Clusters. Rollande comes to us with 40 years experience as a teacher, a consultant and a principal in both elementary and secondary panels and an Education Officer for the Ministry of Education. For several years she helped schools across the province improve the effectiveness of their early reading programs. She has also worked with the Ministry's Literacy and Numeracy Secretariat as a Student Achievement Officer for the Ontario Focused Intervention Partnership. Rollande holds a Master's degree from University of Ottawa, is fluently bilingual, and will work directly with the following Clusters:

Northern (remote/rural and urban)

- 27 - Northern Ontario
- 28 - Southwestern Ontario
- 29 - Eastern Ontario

The above Clusters were chosen based on geographical and linguistic considerations, and to ensure a cross section of Clusters from across the Continuum. It is our intention that all Clusters in the initiative will be in communication with Cluster Consultants (and/or neighbouring Clusters) to also promote knowledge dissemination, transfer and translation of effective practices.

Success of this initiative, and sustainability of the goals achieved will continue to depend on multi-level collaboration and leadership across communities, sectors and ministries. We will look forward to your continued engagement and support of such an important and innovative initiative.



Aryeh Gitterman



Barry Pervin

Attachment

- c. Patrick Mitchell, Executive Assistant, Deputy Minister's Office, MCYS
- Denys Giguère, Executive Assistant, Deputy Minister's Office, EDU
- Gilbert Tayles, Assistant Deputy Minister, Youth Justice Services Division, MCYS
- Grant Clarke, Assistant Deputy Minister/A, Strategic Planning and Elementary/ Secondary Programs Division, EDU
- Trish Moloughney, Director, Community Development and Partnerships Branch, MCYS
- Marian Mlakar, Director, Children and Youth at Risk Branch, MCYS
- Liz Harding, Director, Policy and Program Branch, EDU
- Barry Finlay, Director, Special Education Policy and Programs Branch, EDU
- Program Management Division Regional Offices, MCYS
- Youth Justice Services Division Regional Offices, MCYS
- Ministry of Education Regional Offices, EDU
- Ian Manion, Executive Director, the Provincial Centre of Excellence for Child and Youth Mental Health at the Children's Hospital of Eastern Ontario (CHEO)
- Colleen Hannewyk, Acting Director, Strategic Planning and Operations, the Provincial Centre of Excellence for Child and Youth Mental Health at CHEO

## Appendix A: Status Update

### Highlights

Outlined below are some highlights of SSL implementation activities across the province to date:

- Since the spring 2008, school boards and community agencies have been working together to establish or enhance local partnerships within Clusters across the province. MCYS and EDU regional offices have been working collaboratively to support the development of plans, building partnerships and leadership models between the ministries' office representatives as well;
- Clusters have submitted a three-year cluster plan to address how they will build or enhance leadership and partnerships to improve child and youth access to appropriate services;
- Of the 29 plans, 10 plans have identified agencies leading their Cluster and 19 Clusters are school board led;
- Many boards and agencies across the province have mechanisms in place for sharing and communicating information about their relevant programs and use this knowledge by implementing various mechanisms/tools to some degree to support students and families in accessing the most appropriate service.

### Overview of Mechanisms to Build Leadership/Partnerships and Improve Access to Services

Clusters have outlined their strategies for building/enhancing leadership and partnership to support the development/implementation of mechanisms to improve child and youth access to appropriate services. The strategies correspond with the provincial goals of the initiative as follows and include activities such as:

- Expand/formalizing partnerships across sectors through: *project charters/terms of references; case conferencing protocols;*
- Increase awareness through development of: *service inventories; resource guides; best practices compendiums (e.g., including web-based data systems); e-forums; cross-cluster outreach;* and
- Improved access to existing services through development of: *case coordinating, joint referral protocols; common intake tools (e.g., single point of access).*

Based on a review of the plans it is evident that support to school boards and agencies on a provincial level, through the implementation of SSL, is a critical factor and will be a key driver in further building/enhancing cross-sector collaborative partnerships and in implementing innovative strategies that will have meaningful impact on children and youth.

# Student Support Leadership Initiative

Cluster 6  
Project Model

# Background

- Student Support Leadership is a joint initiative of the Ministry of Education and the Ministry of Children & Youth Services.
- There are two key drivers to SSL:
  1. Ontario's Safe Schools Strategy
    - Including new requirements for school boards to provide non-academic supports of student
  2. A Shared Responsibility: Ontario's Policy Framework for Child & Youth Mental Health

# Overview

- Launched in February of 2008
- The government is investing \$9M over three years beginning in 2007-08
- The goal is to foster leadership to build and enhance partnerships between school boards and community agencies that will build capacity to make appropriate and effective referrals for students and their families

# Leadership

- Why is leadership important?
  - A key factor in building or enhancing integrated service delivery
  - Integrated service delivery is one of the most effective approaches to improve outcomes for students
- School boards and community agencies can show leadership by working collaboratively
- Leadership within and across school boards and community agencies will foster and guide partnership building in their communities



# Provincial Goals

- Planning Templates require clusters to identify their approach and activities to meeting the three provincial goals identified by the ministries:
  1. Improved understanding of each cluster members' services
  2. Improved joint decision-making processes
  3. Improved access to existing services/supports for students and their families

# The Model

- 29 clusters made up of school boards and coordinating community agencies
- Each cluster will contain:
  - A Lead School Board who participates and also serves as the banker
  - A cluster Leader who serves as a project manager to oversee and coordinate the work of the cluster
- All cluster members will sign a Letter of Intent
- Additional community agencies could be added to the cluster as “coordinating community agencies”

# The Model (cont'd)

- Coordinating community agencies will work with school boards to identify and engage potential partners
- Role of coordinating community agencies is to provide a community perspective and to work collaboratively with school boards to identify and engage other community partners, planning tables, and networks
- Clusters are able to add other community agencies to ensure a broader community perspective, providing that all cluster members agree
- Clusters can focus on working with their local planning tables, networks, and/or other community partners to engage the broader community

## The Model (cont'd)

- Each cluster will determine their approach to building or enhancing partnerships
- Clusters should build on existing networks where possible
- Funding to support collaborative planning and coordination of services – NOT TO BE USED FOR PROGRAMMING OR SERVICES
- Cluster Leaders will submit plans for 2008-09 and 2009-10 to the Ministry of Education to access funding

# The Model (cont'd)

- Planning Templates provided to cluster seek to identify the following:
  - How and to what extent do school boards and community agencies currently work together in their communities, including formal and informal linkages
  - Successful practices and assets available in the cluster
  - Issues and challenges of partnership building in the cluster
  - Approach to and activities for building effective and sustainable local partnerships in the cluster, including engagement strategy

# Timelines

- Regional training sessions May 5-16, 2008
- Planning Templates due May 30, 2008
- Decision to Approve Plans Summer 2008
- 2008-09 Agreements Fall 2008
- 2009-10 Plans due Spring 2009
- 2009-10 Agreements Fall 2009

# Cluster 6 Proposal

- 1. Improved Understanding of Each Cluster Members' Services:
  - Conduct an analysis of the level of awareness of both school boards services and community services for both school boards, including all levels of the education system and community agencies
  - Develop and provide training to meet the needs of the various target groups based on the analysis
  - \* – Develop a catalogue of community services and their intake procedures
  - \* – Develop a web-site for Cluster 6 to improve sharing of information

*Get one*

# Proposal cont'd

- 2. Improve Joint Decision-Making Processes
  - Develop a Case Conferencing protocol which would enable school boards to identify students who require the involvement of coordinated intervention plan. The protocol would identify the process for calling community partners to the table to develop an integrated and collaborative plan to address the needs of the child/youth, and family. It would identify the expectations of all parties to the case conferencing process and it would include mechanisms for evaluation of the process.



# Proposal cont'd

- 3. Improve Access to existing Services and Supports for Students and Families
  - Development of a common consent form which would allow all participants of the Case Conference to receive and provide relevant information. The consent would need to respect all privacy laws.
  - Implementation of the Case Conferencing protocol
  - The Case Conferencing protocol would serve as a single point of access to services of cluster members for students

# Plan to Achieve Goals

- 1. Hire one or more part-time consultants who have knowledge and experience with both the local school systems and the community agencies to:
  - Conduct the needs assessment of the level of awareness of services offered through the boards of education and the community for board and community agency personnel in order to increase the navigation skills in both sectors
  - Develop Training Modules based on the needs assessment

# Plan cont'd

- Deliver the Training Modules to target audiences
- Develop the common consent form that respects all privacy laws
- \*– Develop the Case Conferencing Protocol to be used to develop collaborative intervention plans for students between the education sector and community providers
- Ensure the Case Conferencing protocol functions as a single point of entry for access to services identified through the case conferencing protocol
- Develop an Evaluation process of the Case Conferencing Protocol

# Plan Cont'd

- 2. Hire an IT consultant
  - To assess the best host for the Cluster Web-site
  - Develop the Cluster Web-site
  - Ensure all Cluster members have access to the Web-site
  - Develop protocols for the use of the Web-site

# QUESTIONS

- Thank you for this opportunity to share with you the status of the Student Support Leadership Initiative
- Happy to answer any questions you might have

**SSLI Questionnaire***Draft*

We are considering collecting data using a variety of types of questions.

- Two choice (true/false, yes/no)
- Multiple choice
- Lickert scale
- Comment or fill in the blank

When the questionnaire is finalized, we will include an introductory letter that will explain the purpose of the survey and the type of student/child this initiative is addressing.

Obviously, not all of the suggested questions will be included in both questionnaires for the agencies and school board personnel. Once the questions are revised, approved or deleted, we will incorporate them appropriately in two separate questionnaires.

Below you will find a collection of questions that we have determined will provide the cluster group with the necessary information for future training planning.

Our initial questions are intended to help us understand the perception of the critical need for mental health services, not only locally, but also province wide.

*Questions denoted as a) are intended for agencies and those denoted as b) are intended for education.*

1. 18% of Ontario's children under 19 have a diagnosable mental health disorder.

True \_\_\_\_

False \_\_\_\_

2. Mental disorders are the 3<sup>rd</sup> highest source of direct health care costs in Canada.

True \_\_\_\_

False \_\_\_\_

3. The 2<sup>nd</sup> leading cause of death (after accidents) among 10 to 19 year olds is suicide.

True \_\_\_\_

False \_\_\_\_

4. Hospitalization rates for suicide attempts by 15 to 19 year old Canadians are 73% above the average for all age groups.

True \_\_\_\_

False \_\_\_\_

5. Children whose mental health problems are untreated disrupt classes, bully other students etc.

True \_\_\_\_

False \_\_\_\_

6. Poor grades and dropping out are strongly correlated with mental health problems.

True \_\_\_\_

False \_\_\_\_

7. Do you believe school boards and community agencies work well together?

Y \_\_\_\_

N \_\_\_\_

8a). How aware of education services are you?

1. unaware \_\_\_\_

2. somewhat aware \_\_\_\_

3. aware \_\_\_\_

4. very aware \_\_\_\_

8b). How aware of agency services are you?

1. unaware \_\_\_\_

2. somewhat aware \_\_\_\_

3. aware \_\_\_\_

4. very aware \_\_\_\_

9a) Are you familiar with school board protocols and referral processes that benefit children and youth with mental health issues?

Yes \_\_\_\_

No \_\_\_\_

If no, please comment:

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9b). Are you familiar with agency protocols and referral processes that benefit children and youth with mental health issues?

Yes \_\_\_\_

No \_\_\_\_

If no, please comment:

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---

10a). Are you familiar with the education practices, programs and resources that benefit children and youth with mental health issues?

Yes \_\_\_\_

No \_\_\_\_

If no, please comment:

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10b). Are you familiar with the agency practices, programs and resources that benefit children and youth with mental health issues?

Yes \_\_\_\_

No \_\_\_\_

If no, please comment:

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11a). Have you experienced challenges in partnering with school boards?

Yes \_\_\_\_

No \_\_\_\_

If yes, please identify:

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11b). Have you experienced challenges in partnering with community agencies?

Yes \_\_\_\_

No \_\_\_\_

If yes, please identify:

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12a). Does compliance of parents with your agency impact your involvement?

Yes \_\_\_\_

No \_\_\_\_

If yes, please explain:

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12b). Does compliance of parents with school personnel impact your involvement?

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13. When children are acting out in your school, how do you determine your response with regard to further intervention?

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14. Do you believe that all students with behavioural or mental health issues are entitled to mainstream education opportunities?

Yes \_\_\_\_

No \_\_\_\_



Please explain your answer:

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15a). In your experience working with education, what factors contribute to a positive partnership?

Please identify:

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15b) In your experience working with mental health agencies, what factors contribute to a positive partnership?

Please identify:

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16. How do you identify students to be concerned about in your school who may be at risk but do not outwardly exhibit behaviours?

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17. Do you believe access to services occurs in a timely manner?

Yes \_\_\_\_\_

No \_\_\_\_\_

Somewhat \_\_\_\_\_

Please explain:

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18. What do you consider to be a timely manner?

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19a) When children are being returned to the community school, are school personnel included in the discharge planning meetings?

Yes \_\_\_\_\_

No \_\_\_\_\_

Sometimes \_\_\_\_\_

Comments:

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19b) When children are being returned to the community school, are you included in the discharge planning meetings?

Yes \_\_\_\_  
No \_\_\_\_  
Sometimes \_\_\_\_  
Comments:

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20a). In discharge planning meetings, are school personnel given the opportunity to provide input?

Yes \_\_\_\_  
No \_\_\_\_

Do you find this valuable?

Yes \_\_\_\_  
No \_\_\_\_

Comments:

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20b). In discharge planning meetings, are you encouraged to provide input for the transition to school?

Yes \_\_\_\_  
No \_\_\_\_

Do you find this valuable?

Yes \_\_\_\_  
No \_\_\_\_

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21a). Are you satisfied with the communication between your agency and the school with regard to information about incoming clients, treatment planning and transition and discharge planning?

Yes \_\_\_\_  
No \_\_\_\_  
Somewhat \_\_\_\_

Please explain:

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21b). Are you satisfied with the communication between your school and the agencies with regard to information about students in treatment and transition and discharge planning?

- Yes \_\_\_\_\_
- No \_\_\_\_\_
- Somewhat \_\_\_\_\_

Please explain:

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22. For secondary personnel, if a student with known mental health issues drops out of your secondary school, what steps do you follow?

- Maintain contact \_\_\_\_\_
- Remove from the roll \_\_\_\_\_
- Don't know \_\_\_\_\_

Please explain:

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23. As an agency, how would you rate your collaboration with other agencies and school boards?

- 1. Poor \_\_\_\_\_
- 2. Satisfactory \_\_\_\_\_
- 3. Good \_\_\_\_\_
- 4. Very Good \_\_\_\_\_

Please explain:

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24a) How does your agency engage parents of children in crisis, establish a collaborative relationship, and build a level of trust?

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24b). How do you, in schools, engage parents of children in crisis, establish a collaborative relationship and build a level of trust?

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25a). How does your agency demonstrate sensitivity and respect for cultural diversity, including aboriginal people and new Canadians?

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25b). How do you, in your school, demonstrate sensitivity and respect for cultural diversity, including aboriginal people and new Canadians?

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26. Do you believe that school-based programming has a role in mental health prevention?

Yes \_\_\_\_\_

No \_\_\_\_\_

If yes, to what extent: \_\_\_\_\_

If no, why not? \_\_\_\_\_

27. Do you believe that school personnel have the responsibility for identifying and referring children at risk for mental health issues?

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28a). Are you aware of programs and services available in schools that support children with mental health issues?

Yes \_\_\_\_\_

No \_\_\_\_\_

Somewhat \_\_\_\_\_

Please explain:

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28b). Are you aware of the services provided by agencies in your community?

Yes \_\_\_\_\_

No \_\_\_\_\_

Somewhat \_\_\_\_\_

Please explain:

---

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Have you referred families to community agencies for services?

Yes \_\_\_\_\_

No \_\_\_\_\_

29. As a school administrator, do you consider mitigating circumstances when disciplining a student with recognized or suspected mental health needs?

Yes \_\_\_\_

No \_\_\_\_

Sometimes \_\_\_\_

Please explain:

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30. As a school administrator, do your progressive discipline strategies take into consideration mental health factors?

Yes \_\_\_\_

No \_\_\_\_

Sometimes \_\_\_\_

Please explain:

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31. Children with mental health issues can threaten the safe environment of a school? Do you have a protocol or safety plan in place to address concerns of this nature?

Yes \_\_\_\_

No \_\_\_\_

32. Do you believe that community agencies have a role in developing safety plans for schools?

Yes \_\_\_\_

No \_\_\_\_

Comments:

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33a). As an agency, what qualities do you see in schools that contribute to making you feel valued as a partner?

Please identify:

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33b). As an educator or representative of the school board, what qualities do you see in agencies that contribute to making you feel valued as a partner?

Please identify:

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34. Do you believe that the incidence of children with mental health issues is on the rise?  
Yes \_\_\_\_  
No \_\_\_\_  
Unsure \_\_\_\_

35. If you are provided with an opportunity for information workshops regarding children and youth with mental health issues, which topics would you like to see included?

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## Our Mission...

The John McGivney Children's Centre provides rehabilitative services to the Windsor and Essex County community, enriching the lives of children and youth with disabilities and special needs by helping them reach their full potential.

## Our Vision...

The centre of hope, support and inspiration for children with disabilities and their families. Working together toward a future of participation, acceptance and opportunities.

## Our Beliefs...

- That we can make a difference in the quality of life (of our clients and families).
- In the value, uniqueness and diversity of the family.
- That each child has self worth and value, and should be treated with respect and dignity.
- That children have a right to live and be cared for in a safe environment.
- That the Centre is just one component of the broader community of organizations working together in a collaborative partnership to provide a continuum of services to children and families.
- In the right for staff to work in an environment that promotes respect, encouragement and professional development.



John McGivney Children's Centre  
12050 Arbour Street (Former St. Anne High School)  
Tecumseh ON N8N 1N8  
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[www.jmccentre.ca](http://www.jmccentre.ca)

A Registered Canadian Charitable Organization  
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Page 147 of 171

# "KIDS ARE KIDS" DISABILITY AWARENESS PROGRAM



# "KIDS ARE KIDS" DISABILITY AWARENESS PROGRAM

## ALL KIDS WANT TO HAVE FRIENDS

It can be difficult for young children to make new friends. For children with physical disabilities, developing friendships can pose unique challenges.



The goals of the program are to help students develop empathy and understanding of children with physical disabilities and to help them develop skills for social inclusion.

The "Kids are Kids" program will come directly to your classroom.

An Educational Consultant and Social Worker team up to deliver a program that provides information about disabilities and opportunities for classroom discussion.

### The PROGRAM

A short video entitled "Kids Just Want To Have Fun" will be viewed by the students and teacher in the classroom. This video highlights children with special needs interacting in various social situations. The focus is on children's abilities and feelings of positive self worth.

A question-answer format with the students before and after the video will encourage children to develop friendships and social opportunities with children who are physically challenged.

A resource package will be provided for the classroom teacher.



For more information contact:

**Kathy Soulliere**  
Educational Consultant  
519-979-7788 Ext. 573





## **Kids are Kids** **Disability Awareness Program**

### **Introduction**

It can be difficult for young children to make new friends. For children with physical disabilities, developing friendships can pose unique challenges. Research by McDougall, DeWit, King, Miller and Killip ( 2004) found that “students with disabilities are half as likely to report a sense of belonging, feeling safe and accepted, or viewing other students as kind, than are students without disabilities. They also report greater levels of interpersonal conflict at school, loneliness and isolation.” Social integration is a cycle. If children feel isolated from their peers, they may start to withdraw. This withdrawal can lead to feelings of social isolation which if continued over time can lead to more serious issues such as depression and other psycho-emotional problems.

Children need ongoing education about disabilities and ideas on how to include classmates with disabilities both in the classroom and on the playground. The Kids are Kids program is designed to promote disability awareness and decrease the impact of mobility and communication barriers between children with physical disabilities and their able bodied peers.

### **The Program**

“Kids Are Kids” is a pilot project initiated by the John McGivney Children’s Centre and School Authority. Its focus is to help children with physical disabilities make the transition to community school as successful as possible by providing information to the child’s classmates and teacher on disability awareness and helpful ideas on how to help the child make friends. The Kids are Kids program is a unique program because it can be tailored to address the specific disability of any child and is presented in an interactive format within the classroom.

The program will provide information about a student’s disability, facts and myths about disabilities and opportunities for classroom discussion. The program consists of a brief child-friendly video and an interactive question and answer discussion. The presentation takes approximately 45-60 minutes and is done before the child arrives in community schools where possible or soon afterwards. An information package will also be given to teachers requesting this program with further facts about the student’s disability, suggestions for inclusionary activities and additional classroom discussion material.

Kathy Soulliere, Educational Consultant  
Wendy Tavares, Social Worker  
John McGivney Children’s Centre

# Teacher Resource Package

The classroom activities listed here are printed with  
copyright permission for individual classroom  
use only from  
Darlene Mannix's book,  
"Social Skills Activities for Special Children."  
These activities are meant to provide you with ideas on how to further  
promote disability awareness  
and social inclusion in the classroom.

## What is a Disability?

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**Objective:**

The students will identify physical or mental disability conditions that he or she may be likely to encounter in his or her environment.

**Rationale:**

Most of us feel uncomfortable at first in interactions with individuals who have an obvious disability. It is awkward to know what to do or say. The more students know about disabilities and are comfortable discussing situations involving people who are so challenged, the more likely they will handle these situations appropriately.

**Thinking Questions:**

1. What do you think of when you hear the word *disabled*? (*Someone who is blind, in a wheelchair, crippled, etc.*)
2. There are lots of types of disabilities. Can you think of some that are physical? (*Blindness, deafness, loss of limbs, etc.*)
3. Do people with those handicaps ever get better or does the disability last their whole lives? (*May be improved somewhat, but the physical disability will always have to be dealt with*)
4. Can you think of any people who were physically disabled, but were still able to do most everything they wanted to do? (*Students may know of a local person, famous athlete, Helen Keller, etc.*)
5. A disability is not an illness. Why not?
6. How could you try to understand what a disabled person's life is like? (*Read about it, talk to someone, observe, think through a day as a disabled person, etc.*)

## ACTIVITY: What is a Disability?

---

**Directions:** The students are to read the list of disabilities and nuisances, and place a check mark next to those that are true disabilities.

**Answers:** Check mark-#2, #3, #6, #7, #8, #11

**Follow-up:** Go through each item on the list and discuss why or why not it would be considered a disability. (*Having a hangnail is a temporary condition, being tall might make it harder to sit in a little car-but it would be possible to perform most everyday tasks, etc.*) Then, consider the disabilities one by one with the thoughts of how a person with that disability could function well in everyday life, thereby not letting the disability make them seem disabled. (*Being in a wheelchair limits mobility to some extent, but there are ramps, specialized cars, other motorized devices to make things accessible; deaf people can function well by signing, relying on vision, using special telephones that have written cues, etc.*)

## What is a Disability?

---

All of the things on this list might make life a little harder for someone. Which of these could be considered a disability, not just something that bothers you for a short time? Put a check mark next to your answers.

1. having a hangnail \_\_\_\_\_
2. being in a wheelchair \_\_\_\_\_
3. not being able to hear very well \_\_\_\_\_
4. having red hair \_\_\_\_\_
5. being tall \_\_\_\_\_
6. being blind \_\_\_\_\_
7. having only one arm \_\_\_\_\_
8. not being able to read because the letters and words seem all jumbled up \_\_\_\_\_
9. having a cold \_\_\_\_\_
10. having a bloody nose \_\_\_\_\_
11. having an artificial leg \_\_\_\_\_
12. sneezing from hay fever \_\_\_\_\_



## **ACTIVITY: People Who Are Different**

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**Directions:** Six characters are pictured on the worksheet. Students are instructed to choose one who is different from themselves in some way and to list at least three activities or topics of conversation that they could possibly have in common.

**Answers:** (example) #1-Maria walks with a walker, but we could probably toss a ball, play cards together and read our favourite books.

**Follow-up:** Have students discuss why they selected the particular character that was chosen. What aspect was very different from a characteristic you possess? What topics or interests seem to appeal to almost every child, no matter what disabilities?

## People Who Are Different

List at least three things that you could do together with all of the children below.

**1.** Maria has eight brothers and sisters. She walks with a walker and she wants to be a movie star.



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**2.** Frank loves all sports, but his favourite sport is basketball. Frank is in a wheelchair.



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**3.** Carlos is a good artist and loves to draw and paint. Carlos can't speak, but he loves listening to music.



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**4.** Tammy loves telling jokes. She wears braces on her legs and loves going to school.



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**5.** Carolyn loves all types of books and doing puzzles. Carolyn is blind.



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**6.** Robert loves playing video games. He wears a helmet on his head at all times of the day.



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## Inviting Others into Your Group

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**Objective:**

The students will cite examples of appropriate ways to invite someone else to join a group.

**Rationale:**

Sometimes groups are formed by choice; other times at random. If a student has an opportunity to actively invite someone else to become part of a group, this is a socially mature thing to do. New students may feel hesitant or shy to break into a new group. However, by enlarging the group to include others, the students are given an opportunity to share and explore new relationships—a growing experience!

**Thinking Questions:**

1. How would you feel if you were suddenly at a new school where you didn't know anyone? (*Lost, afraid, shy, etc.*)
2. What would be a good way to help a new person learn his or her way around if this happened at our school? (*Assign someone to help them learn where things are, encourage others to include the new student*)
3. What if you wanted to invite someone to sit with your group at lunch, but the others in your group didn't want that? What could you do? (*Talk to the person later, sit with the new person yourself; try to convince the group to make room for one more, etc.*)
4. What good things might happen if you invited someone new to join your group? (*Might make a new friend, the person might be fun and interesting; you'd feel good about it, etc.*)
5. What if the new person in your group turned out to be bossy or nasty to everyone? (*He or she probably wouldn't be asked back!*)
6. Why might it be embarrassing to invite someone who wasn't popular or who was "different" into your group? (*The others might laugh at you or the person might kick you out of the group*)
7. What do you think you would do in that situation? (*Decide if you wanted to stick with the group or if you liked the new person and wanted to be friends on your own*)



## Being Interested

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**Objective:**

Students will list 10 things about themselves that they feel would be considered unique or interesting.

**Rationale:**

People are attracted to interesting people. Spending a little time being introspective, digging to bring out some unusual characteristics is a worthwhile activity. No two people are alike, and things that make us different make us interesting. Help your students center on their characteristics that are unique and appealing.

**Thinking Questions:**

1. How are you different from everyone else in this room or group? (*Name, family, physical appearance, talents, etc.*)
2. What are some differences that you are proud of? (*Sports achievements, scholastic accomplishments, etc.*)
3. If you only had one minute to tell someone else about yourself, what would you be sure to include? (*Most important thing-answers will vary!*)
4. Do you think that other people would find the “different” things about you interesting? Why? (*Probably-because we tend to like things that are unusual, we notice those things*)
5. What about being “the same”? Do you think that would make you interesting to others as well? (*Yes-because some groups of friends revolve around common interests*)
6. So, if you were thinking about interesting things about yourself, would you include things that are the same, different, or both? (*Hopefully, a good blend of them all*)

**Activity:**

***Directions:***

Students are to list 10 things about themselves that others would probably find interesting. Clues on the worksheet include sports interests, skills, trips, pets, family items, and so on.

***Answers:***

Will vary

***Follow-up:***

Have students share their lists with each other. What items appeared on most papers? What do students think is interesting about each other? Who thought of something unique to list?

## Making Friends

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- Select one student at a time and have other students come up with a list of 5-10 questions that they could ask to find out more about the student. If the selected student is not too shy, have him or her sit in the center of a friendly circle and answer questions.
- Have students get into partner groupings and find out as many interesting things about each other as they can in two minutes. Share findings with the group.
- Have each student make a poster or coat of arms displaying things about themselves that not everyone else might know. Students could set up a shoebox display of pictures, mementos from the past, artwork, etc., that shows what they are like.
- Have students make a class list of favourite places to go and hang out to be with friends. Students can write or make advertisements telling why or how this is a good place to go with friends or to meet friends.
- Organized social groups (church youth groups, scouting, swim teams, etc.) are good places to make friends, based on common interests. Are newcomers welcome to the groups? Have students who are already members of such groups tell about their experiences-why is it fun? Does it take more than an invitation to participate?
- Create a “Yellow Pages” type ad for use in the classroom with students drawing their own advertisements featuring help or assistance that they could give to others and are willing to share with others. (“See Mark for Computer Help!) Students should realize that their services must be available to everyone and anyone in the class, not just a select few.
- Students can role play examples of listening and not listening by writing and performing short skits. After each performance, have the participants explain what they were trying to show as examples of how you could tell if someone was really listening.
- When students work together in small, cooperative groups, they tend to be more supportive and encouraging with each other. Assign tasks that can be worked on, turned in, and evaluated together. Watch for kids encouraging each other and make class comments such as, “I would like to be in THIS group. Boy, do they support each other and help each other out!”
- Pass out stickers in the classroom to students whom you hear saying something nice about someone else. Don’t comment about why you are giving so-and-so a sticker; let the kids watch and catch on.

## What we do at Ensemble

### *Family to Family:*

Information Resources & Toolkits. Ensemble empowers parents with children who have disabilities by making available to them resources and tools that provide ideas, coping mechanisms, and guidance.

### *Parent to Parent Support:*

Mentor parents: talking to another parent who has been in a similar situation is energizing and healthy. Parents can speak openly and honestly with one another and share in their experiences.

Ensemble will facilitate connections among parents from the same culture so that they can share ideas in their own language. If a parent needs translation of information, Ensemble looks toward the mentor parents and other community resources.

### *Family Leadership:*

Families gain expertise from their situation and Ensemble believes in offering families the opportunity to share their knowledge with others. Families are valued colleagues with professionals and the community to achieve the best possible outcomes for their sons and daughters who have disabilities.

### *Education and Information Sharing:*

Ensemble offers original workshops designed and created by the Ensemble team as well as scheduling guest speakers that provide specific information to families.

*Ensemble Understands  
your personal challenges.*

## Parents as Partners

"Partners" by definition means those who share. And that's exactly what the Ensemble team does best...we share our stories, our struggles and our joys so that we can empower others to learn about our perspective.

### *Our goals are...*

- To support the resiliency of families
- To strengthen the broader community
- To enhance family leadership
- To create partnerships in policy and decision making
- To foster communication and collaboration among families, educators, health care, business, community services and employers.

### *Family to Family*

As parents of children who have disabilities, we have a personal understanding of the emotional highs and lows that parents, who have had their children diagnosed with a disability, will deal with every day.

### *Community Partnerships*

Ensemble's value to the community is through its efforts to reach out and educate. The Ensemble team and their parent partners can enjoy a more inclusive relationship with the greater population.

# Ensemble

372 Talbot Street North  
Essex, Ontario N8M 2W4  
519-776-6486 ext: 225

[www.ensembleunderstands.com](http://www.ensembleunderstands.com)

Funded & supported by  
Community Living Essex County / NCB

# Making Connections, Inspiring Strength.

## *Parents as Partners*

# ENSEMBLE - inspiring strength from a parent's perspective.

## Our Story

Parenting is full of challenges and rewards. Each and every day brings a new experience and a new lesson learned. There are many handbooks and manuals to guide us through our parenting journey, but the real learning occurs as we go through life from day to day.

We are living in a time when family life can be very hectic and we often struggle to find the right balance in our busy schedules for spending quality time together. Many families feel overworked and stressed and struggle to make ends meet. The demands on families with children who have disabilities or special needs are even greater. Your situation has not been anticipated and requires a great deal of time and energy, way beyond "normal" parenting.  
(taken from Special Kids, Special Parents, 2006).

The diagnosis of a child with a disability or special need can drastically change a family's life. Parents find themselves on an unexpected journey and may face tremendous challenges and experience intense emotions and feelings such as loss, anger, guilt, frustration and despair. Parents of children who have disabilities struggle to find balance in their lives so that they can feel some of the same joy and celebrate the lives of their children as do typical parents.

In the year 2000, Ensemble was established by Lisa Raffoul and Marilyn Godard, both parents of children who have disabilities. They decided to "turn their emotions into energy" and promote the expertise of families in supporting other families, strengthening professionals and raising awareness to the community at large. The name "Ensemble" was chosen for its meaning "all together".

Ensemble is guided by an advisory committee and there is currently a team of three parent consultants, Lisa Raffoul, Jackie Barraco and Jane Welsh, who carry out the ongoing and daily activities.

Our mission is to empower parents by assisting them to recognize their strengths, skills, knowledge and wisdom. In addition, we work to increase the inclusive nature of the broader community through collaboration and partnership.

Our vision is that families will feel less isolated and alone and that those around them will have a greater understanding of how to be responsive and supportive.

Our tag line is "Making Connections, Inspiring Strength" and our motto is "Parents as Partners."

"I was really afraid when I was given the diagnosis for my child. I felt confused and alone and I didn't think anyone else would understand. The parents at Ensemble did."

当我得知我孩子的诊断结果时我真的很怕。我感到迷茫孤独而且认为任何人都不会明白。在恩沙贝尔 (Ensemble) 的父母们却明白。

لقد شعرت فعلا بالخوف عندما استلمت التشخيص الذي أجري لولدي، وشعرت بالغيرة والوحدة، وظننت أنه لا أحد يمكن أن يفهم مشاعري، لكن الآباء والأهاليات في مؤسسة "Ensemble" فهموا.

میں نے ڈر ہی ڈر میں اپنے بچے کو تشخیص کی پورٹ، تمہیں اخبار میں کوئی اور اس بچے کی کہیں پڑتیاں حال اور کیا خبری کریں گے۔ پھر سنا ہے۔

"J'ai eu vraiment peur lorsque j'ai reçu le diagnostic de mon enfant. Je me sentais déconcertée et seule, comme si personne au monde ne comprendrait notre situation. Les parents d'Ensemble nous ont compris."

"Me preocupé mucho cuando me dieron el diagnóstico de mi hijo. Me sentí confundida y sola, y pensé que nadie me iba a entender. Los padres de Ensemble sí me entendieron."

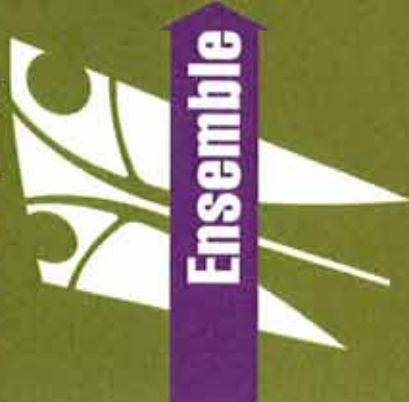


# EnsembleUnderstands.com

THE resource for parents who have children with special needs, and other extraordinary health/mental health concerns

Ensemble online is a virtual community for parents to learn and interact with other parents in a discreet and empowering environment. Resources include:

- Information & upcoming events
- On-line networking
- Forums - ask a question, get an answer
- Ensemble Blog - insightful articles by experts
- Developed by parents who have children with special needs



Your Child & School  
 Tips for  
 a Positive  
 Experience



**Ensemble**

VISIT [www.EnsembleUnderstands.com](http://www.EnsembleUnderstands.com)

If you want information to help your family along a challenging journey, EnsembleUnderstands.com is packed with resource links and information relevant to families with children with disabilities. Download your FREE eBook from our homepage.

Call: 519-776-6486 Ex: 225

Email: [ensemble@communitylivingessex.org](mailto:ensemble@communitylivingessex.org)

Web: [www.EnsembleUnderstands.com](http://www.EnsembleUnderstands.com)




372 Talbot Street N., Essex ON N8M 2W4

*Making Connections, inspiring strength.*



Funded and supported by Community Living Essex County / NCB


Printed by Simone Lira


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From:  Simone Lira Saturday, December 20, 2008 3:26:37 PM  

Subject: Best Buddies Program

To:  Secondary Principals  Secondary VP's

Cc:  Cathy Geml

Attachments:  Best Buddies.pdf 80K

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Please find attached a thank-you letter and update from Best Buddies, a charity that helps foster one-to-one friendships between students and individuals with intellectual disabilities.

We are proud to advise that F. J. Brennan, Holy Names High School and St. Joseph's High School have all been involved with the Best Buddies Program. If your school would like to become involved, please contact Steven Pinnock at (416) 531-0003 or [sp@bestbuddies.ca](mailto:sp@bestbuddies.ca).

Simone Lira  
Executive Assistant to  
Cathy Geml - Superintendent  
Learning Support Services  
WECDSB  
(519) 253-2481 Ext. 1233

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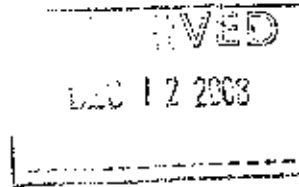




## Best Buddies - Vrais Copains Canada

#907-1243 Islington Ave  
Toronto, Ontario M8X 1Y9

Business Number 89530 0861 380001  
Numbers 8 accept 11  
† 416-531-0003  
1-888-779-0061  
† 416-531-0325



December 8, 2008

Mr. Joseph Berthiaume  
Director Of Education  
1325 California Ave.  
Windsor ON N9B 3Y6

Dear Mr. Berthiaume,

We would like to thank you for your ongoing support of Best Buddies this year. As you may know, Best Buddies is a national charity that helps foster one-to-one friendships between students and individuals with intellectual disabilities. Through our program, individuals with an intellectual disability are given an opportunity to enjoy the same experiences most people take for granted – going for coffee, watching a movie or simply enjoying the company of a friend.

2008 has been a tremendous year for Best Buddies. In its second year of continuous growth Best Buddies has witnessed a 25% increase in the number of newly established chapters in communities across the country, bringing our total to 165 chapters nationally. Presently, we have three schools within your Board operating our Best Buddies program: F.J. Brennan Catholic High School, St. Joseph Catholic High School, and Holy Names Catholic High School.

Other Best Buddies achievements in 2008 include:

- An elementary school pilot project in Vancouver introducing Best Buddies to grade 7 and 8 students;
- Partnering with a local Vancouver autism agency after being approached by its founder, who is also part owner of the Vancouver Canucks;
- Newly established regional in-kind offices in Vancouver, Calgary, Winnipeg, and Ottawa;
- Awarded a grant from Windsor-Essex Foundation and the Ontario Trillium Foundation, Thames Valley, to support high school expansion in these communities;
- Approximately 400 guests attended our annual Gala along with this year's honouree, Shirley MacLaine;
- Day at the Races helped to raise \$75,000;
- The re-launch of our new website.

As Best Buddies moves into 2009 we anticipate some challenges, however we have developed a strategy to continue our growth and success. One of our strategies will include expanding our chapters within the school boards that have existing Best Buddies chapters. I was hoping that you would include the attached one-page summary of Best Buddies to your schools, principals, parent groups and community network. It would be greatly appreciated.

I will follow up with you should you have any ideas or questions. Thank you once again and all the best over the holiday season.

Sincerely,

  
Heather Brown  
Program Coordinator

  
Steven Pincock  
Executive Director

# Windsor-Essex Catholic District School Board Supports Best Buddies

In 2008, the Windsor-Essex Catholic District School Board started Best Buddies in their schools. Students with and without intellectual disability have benefited from this friendship. Best Buddies is a national charity that helps foster one-to-one friendships between students and individuals with intellectual disabilities. Through the program, individuals with intellectual disabilities are given an opportunity to enjoy the same experiences most people take for granted -- going for coffee, watching a movie or simply enjoying the company of a friend.

Today, there are 165 Best Buddies chapters across Canada in most major universities, colleges, and many high schools. "There has been a strong interest in our program and that's why we have been able to expand our program into many more schools. There is a waiting list for our program in some communities," said Steven Pinnock, Executive Director. "Due to Best Buddies, we have increased the number of lives we have been able to touch."

Ms. Vivian Mohareb is a teacher at Francis Libermann Catholic High School in Toronto. Speaking about a group event, she said. "What really impressed me is that the Best Buddies didn't ignore any of the kids even if some couldn't respond to the dancing and singing. That was really a very happy day for me as a teacher who really wants to connect the students to the real world around. Thank you, I hope that we continue our success more and more."

"Being involved in Best Buddies was a life-changing experience," said Cecilia Wang, a student at Sir Winston Churchill Secondary School in Vancouver. "It has been so much more than providing a friendship for a buddy. I have learned so much from everyone involved in this program."



There is a need for volunteer help at the grassroots and national level. Volunteers are needed in Windsor. Please contact Steven Pinnock at 416-531-0003 or [spinnock@bestbuddies.ca](mailto:spinnock@bestbuddies.ca).




Best Buddies is a friendship program ...do you want to become involved?


Printed by: Simone Lira


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From:  Simone Lira Saturday, December 20, 2008 3:18:53 PM 

Subject: Quilt of honour Campaign

To:  WEPVPA  Social Workers  Coordinators-Sp Ed

Cc:  Cathy Geml

Attachments:  Quilt of Honour Campaign.pdf 147K

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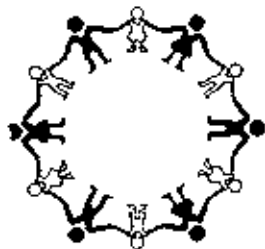
Please find attached, correspondence from Parents for Children's Mental Health, regarding the Quilt of Honour Campaign. You may want to consider having the presentation done at your school.

"The presentations to students help break down stigma, provide information about where to get help if needed, and allow students who feel isolated to know they are not alone."

Information on this campaign and how to contact the personnel involved can be found in the documents.

Simone Lira  
Executive Assistant to  
Cathy Geml - Superintendent  
Learning Support Services  
WECDSB  
(519) 253-2481 Ext. 1233

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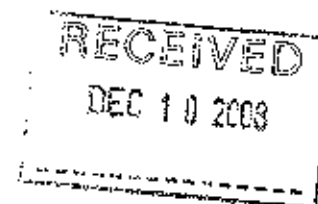


## Parents for Children's Mental Health

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40 St. Clair Ave. E., Suite 309  
Toronto, Ontario M4T 1M9

Tel: 416-921-2109  
Fax: 416-921-7600  
E-mail: [parents@parentsforchildrensmentalhealth.org](mailto:parents@parentsforchildrensmentalhealth.org)  
Website: [www.parentsforchildrensmentalhealth.org](http://www.parentsforchildrensmentalhealth.org)



November 28, 2008

### BRING THE QUILT OF HONOUR CAMPAIGN TO YOUR SCHOOLS!

Parents for Children's Mental Health would like to introduce you to our Quilt of Honour Campaign and ask that you consider inviting us into your schools.

More than half a million young Ontarians (1 in 5) have mental health problems. Translated, more than half a million children suffer the ill-effects of stigma and discrimination. More than half a million children have their day-to-day functioning seriously impaired due to their mental illness. Most long-term mental illness first emerges in adolescence or early adulthood. When left untreated, minor problems become serious and can lead to a lifetime of disability, victimization, and sometimes death. Youth suicide is the second leading cause of death in our youth - second only to accidental death.

The Quilt of Honour Campaign is designed to reduce the stigma and discrimination surrounding mental illness. It also aims to educate, and provide information and tools necessary for those dealing with mental illness as consumers, and those dealing with mental health issues as educators, or acting in a support role. Untreated mental health problems do not just disappear - they are often not outgrown - left untreated they can become ingrained, just as stigma has been ingrained over the years.

Presentations to students help break down stigma, provide information about where to get help if needed, and allow students who feel isolated to know they are not alone.

Parents for Children's Mental Health launched the Quilt of Honour Campaign in May 2003, and has since hosted hundreds of public education events to raise awareness of children's mental health issues and to reduce stigma.

The Quilt of Honour is a dramatic, visual testimony to the children who have suffered from mental health problems. Susan Hess, a former teacher and Past President of Parents for Children's Mental Health, tells the stories of children behind the Quilt of Honour, including her own daughter's ultimately successful journey through the

minefield of mental illness. Susan's presentations help people understand what mental health problems look like in children and the impact on children and their families.

Enclosed is further information on the types of presentations available and how to bring the Quilt of Honour to your schools.

We look forward to bringing you our Quilt of Honour.

Sincerely,

A handwritten signature in black ink, appearing to read "S. M. Naumov". The signature is fluid and cursive, with a large initial "S" and "M".

President  
Parents for Children's Mental Health

Encl.



# Quilt of Honour Campaign

PARENTS FOR CHILDREN'S MENTAL HEALTH



**Do you live or work with children? Can you recognize the signs of mental illness in children?**

**Discover ways to help your child, your student, your friend, your client with a Quilt of Honour presentation.**

A speaker, mother, widow, and award-winning volunteer, Susan Hess speaks from the heart of real life experience. She moves audiences to both laughter and tears with stories about bringing up a child with mental illness.

While others ask what can be done about "out-of-control" kids, sad kids or angry kids, Susan is providing answers and changing lives.

Choose from among Susan's distinctive, informative, motivational and inspirational presentations. If you live or work with children in any way, you will gain fresh insight and understanding from Susan's presentation.

## **Presentations**

### **Please don't forget my daughter: Stories behind the Quilt of Honour**

A strong advocate on behalf of children with mental health problems, Susan uses the Quilt of Honour as a visible testament to all children who struggle with mental illness. Susan shares the compelling stories of the children on the Quilt of Honour, including her own daughter's journey from chaotic violent illness to award-winning volunteer.

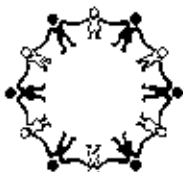
The stories of the children who are featured on the Quilt of Honour emphasize the importance of mental health services, treatments and supports for the child as well as the family.

### **Stigma: We Can, We Will, We Must**

A gripping presentation about how stigma affects people's reactions to traumatic illness or tragedy in the lives of others. Drawing from her family's experience with suicide, cancer, and mental illness, Susan tells what stigma looks like, its impact on people's lives, and how to overcome stigma in yourself and others.

### **Note for high schools:**

Susan has developed a special stigma presentation suitable for teenage audiences. Working with selected student leaders, she presents an interactive demonstration of the impact of bullying, name-calling and labeling. Susan's no-holds-barred approach holds the students' interest and helps them understand clearly the reality of stigma and how to triumph over it. Students have said, "Thank you for telling our story."



Parents for Children's Mental Health  
40 St. Clair Ave. E., Suite 309  
Toronto, Ontario M4T 1M9  
Tel: 416-921-2109

Email: [parents@parentsforchildrensmentalhealth.org](mailto:parents@parentsforchildrensmentalhealth.org)  
Website: [www.parentsforchildrensmentalhealth.org](http://www.parentsforchildrensmentalhealth.org)

### **Zero Tolerance**

School is both the social and work environment for children. Using examples from her daughter's experiences at school, and her own knowledge as a teacher, Susan distinguishes between discipline and punishment in the schools, and how those terms might have different applications for children with mental health problems. The presentation includes practical suggestions for educators on recognizing and nurturing children with mental health problems.

### **Resiliency**

Coping with mental illness tears families apart, destroys lives, and plunges survivors into darkness. Children and families can become victims, adapt and survive. By following a small light of hope and finding the fragments of joy, Susan Hess tells the story of how she held herself and her family together and brought them successfully into a new life. In this presentation, Susan inspires her audience to believe that finding the light in the darkness is not only possible, but the only choice.

### **From Here to There: Parent Mobilization**

Susan outlines the steps taken to develop the Quilt of Honour Campaign and expand it into a model of parent mobilization that works. From an idea to presentations to workshops, Susan talks about the vision, the risks and the results of giving parents a voice.

### **Workshop: Caring for the Caregiver**

This workshop is especially designed for anyone caring for someone who is seriously physically or mentally ill. Find out how to be selfish in a positive way, recognize warning signs of overload, and techniques of caring for yourself so you can care for others.

### **Workshop: Coping with suicide**

This workshop follows Susan Hess' personal journey as she describes the impact of suicide on her family and her community. The workshop includes a discussion of the reality of stigma associated with suicide, and the family's eventual triumph over it.

### **What do people say about the Quilt of Honour presentation?**

"Thank you for telling your story and removing the stigma and isolation that exist for those of us affected by children's mental illness."

"Your gentle and compassionate spirit invites warmth and love in all you do."

"You have moved my soul."

"Your seminar reminds us of why we come to work each day. We understand that we do make a difference."

"No book can teach in the way a person sharing their personal journey can."

**Volunteer Past President of Parents for Children's Mental Health, Susan is available to speak to your organization, church, school, community or business about the impact of children's mental health problems on the children and their families. Susan draws universal truths from her experiences that resonate with many types of audiences including social workers, medical professionals, high school students, teachers, parents, business leaders, legal professionals and politicians.**

**For more information or to book Susan Hess, please call:**

**Sarah Cannon 905-935-4266**

**Sylvia Naumovski 416-231-3733**