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OUR SCHOOL

W. J. McCordic is a special education school which opened in 1973 under the auspices of The Metropolitan Toronto School Board. The school is located in the east end of the city, not far from Main St. and Danforth Rd. It was transferred to the Toronto Board of Education in January 1995, and is now part of the Toronto District School Board.

- ✦ The school serves approximately 85 students with developmental handicaps who live in Metropolitan Toronto. The students range in age from 4 to 21 years. Many have physical disabilities (e.g., require wheelchairs) in addition to their cognitive impairments. All students have been identified as exceptional, developmentally handicapped, through the Identification Placement and Review Committee (IPRC) process.
- ✦ A great deal of special equipment is necessary to meet the needs of students, for example, mechanical lifts, touchplates, switches, customized seating and standing devices.
- ✦ At W. J. McCordic a team approach is utilized to support the needs of the students. Members of our team include 19 teachers, 25 educational assistants, a nurse from St. Elizabeth, 15 Noon Hour Assistants, Healthcare and a number of staff generated through SIP grants. We are also supported by and have access to the services of Special Education/Low Incident Consultants, Psycho-Educational Consultant, Speech and Language, Social Work, Physical/Occupational Therapists, Vision Support and Deaf and Hard of Hearing Support.

At McCordic School we will:

- ✦ Continue to offer integration and inclusionary opportunities for our students
- ✦ Offer a wide variety of individualized experiences and programs which will provide choices and increase the students' range of interests
- ✦ Nurture communication, independence, responsibility and achievement in preparation for meaningful integration and participation in society
- ✦ Continue to ensure that our school is safe by implementing: Safe Arrival Program, Safe and Caring Schools Committee, Code of Behaviour, Fire and Evacuation Plan, Non-Violent Crisis Intervention and Behaviour Management Systems Training
- ✦ Support the use of technology with adaptive and augmentative devices

OUR STUDENTS (As of spring 2008)

	<u>No.</u>	<u>Percent</u>
✦ Total number of students:	77	
Junior Kindergarten - Grade 3	6	
Grade 4 - Grade 6	13	
Grade 7 - Grade 8	58	
✦ Gender:		
Female	27	35%
Male	50	65%
✦ Primary language other than English:	27	39%*
✦ Students born outside of Canada:		
Students living in Canada for 2 years or less	0	0%
Students living in Canada for 3 - 5 years	1	1%

* Calculation does not include students for whom language information is missing.

THE SCHOOL BOARD PROVIDES:

The Toronto District School Board (TDSB), in partnership with students, parents, teachers and all our communities, is committed to taking responsibility for continuous improvement of schools. This is achieved through:

- ♦ **Relevant Curriculum**
- ♦ **Equity**
- ♦ **Accountability**

Regular Instructional Programs

- ♦ Languages - English, English as a Second Language, and French
- ♦ Mathematics, Science and Technology
- ♦ Arts - Music, Visual Arts, Drama and Dance
- ♦ William J. McCordic School also offers Work Education, Woodworking and Multi-Sensory Experiences

Special Education Programs

A variety of special education programs and services are offered to meet the needs of all students, including students with exceptionalities, such as behavioural, communication, intellectual, physical and multiple learning disabilities. Students' exceptionalities are identified through a formal review process undertaken by an Identification, Placement and Review Committee (IPRC).

OUR SCHOOL ALSO OFFERS:

Co-Curricular

Arts Programs

- ♦ Dance:
Concert & Performances, Folk Dancing
- ♦ Dramatic Arts:
Artists in the School
- ♦ Music:
Music Concerts / Performances
- ♦ Visiting Artists:
Dance, Music
- ♦ Visual Arts:
Artists in the School, Crafts, Excursions

Community, Culture and Caring

Culture/Caring

- ♦ Camps:
Outdoor Education
- ♦ Caring:
ACCESS, Surrey's Place C Developmental Consultation Services
- ♦ Fundraisers:
Book Fair, Pizza Days, Terry Fox Run
- ♦ Nutrition Programs:
Breakfast Program
- ♦ Safe & Caring Schools:
Recognition Assemblies, Safe Arrival Program

Specializations and Other Programs

Special Education Programs

- ♦ Behavioural Science Technology Field Placements

Information about the success of our programs comes from a wide variety of student assessments. These assessments are based on clear expectations for all learners, consistent with those described in *The Ontario Curriculum*.

The primary purpose of student assessment is to improve learning. Assessment has the greatest potential to improve learning when it is an integral part of classroom activities. Teachers assess student progress towards achieving the expectations on an ongoing basis by using strategies such as projects, class presentations, homework assignments, classroom observations, portfolios of student work, and tests.

Schools use assessment information and information from other sources to make informed decisions for school improvement planning. Schools identify areas of strength as well as areas that require improvement. Input is obtained from a variety of sources such as student assessments, teacher feedback, parent feedback, and community surveys. In this way, schools monitor, celebrate and improve their efforts in providing a supportive and challenging learning environment for all their students.

WHAT OUR SCHOOL IS PLANNING FOR THIS YEAR

Equity and Partnerships:

Equity issues revolve around the inclusion of people with handicaps in the larger community and the provision of services to enable the families and people with handicaps to live a full and enriched life. The programs emphasize the learning of functional and leisure skills in order to facilitate their future success and quality of life. We facilitate this process through:

- ♦ Community Orienteering - on a weekly basis
- ♦ Invitations - to the local community (i.e. 54 Division, True Davidson Home for Seniors etc.)
- ♦ Presentations - from the local community and Various Artists (i.e. Secord P. S. Primary Choir)
- ♦ School Council - provides information sessions for parents as well as opportunities to network and share resources
- ♦ School Support Team - provides a forum for staff, parents, caregivers and resource personnel to share ideas and expertise as well as problem-solve in order to meet the needs of individual students and work toward success
- ♦ Surrey Place - provides consultation and professional development for staff

Accountability and Responsibility:

We will strive to provide a meaningful program for our students in order for them to reach their potential. This year we will be working on creating a Mission Statement for our school as well as a Code of Conduct. To value and honour each student we will:

- ♦ Focus on Multi-Sensory Learning - A challenging, stimulating multi-sensory environment, which appeals to the multiplicity of senses, has been created to increase and improve fine and gross motor function. Multi-sensory approaches are integrated into the regular classrooms.
- ♦ Focus on Integration - Partnering with local schools for "reverse" integration. As well, we seek opportunities to bring "Arts" programs into

the school in order to enrich the lives of our students. We also encourage our students to continue to participate in the broader community through a variety of excursions.

- ♦ Focus on Inclusion - a Playground/Native Garden Project - This will be: accessible to all students, involve high levels of interaction, develop gross motor skills, expand on the students' awareness of their surroundings, promote interaction and lead to independence, as well as be accessible to the community. The McCordic School Council is highly supportive of this endeavour.
- ♦ Focus on Staff Development - We will continue our Partnership with Surrey Place whereby Professional Development is delivered to Teachers and Support Staff (including our lunch support) at our school. Professional development opportunities will be encouraged and communicated regularly to staff. We will continue our mentoring program that supports beginning teachers. We are in our second year with our Success Team and we continue to ensure the success of all our students. We plan on reaching out to neighbouring schools and staff that also serve DD students in order to create a network so that staff can share best practices and connect as professionals. With the new Policy and Procedure Memorandum PPM 140 we are providing experiences for our staff to become familiar with the expectations in order to provide the best programming possible for our students with Autism. We will be gathering data to inform our programming. We are involved in a pilot project working with a program called Autism Pro and we are very excited about this new initiative. Finally, we have been learning about Sensory Integration and incorporating strategies to meet the sensory needs of many of our students.

OUR COMMUNITY PARTNERS

Parent And Community Involvement

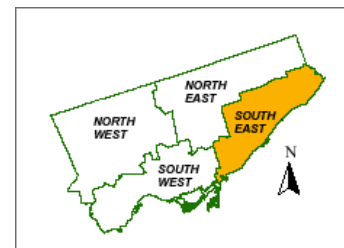
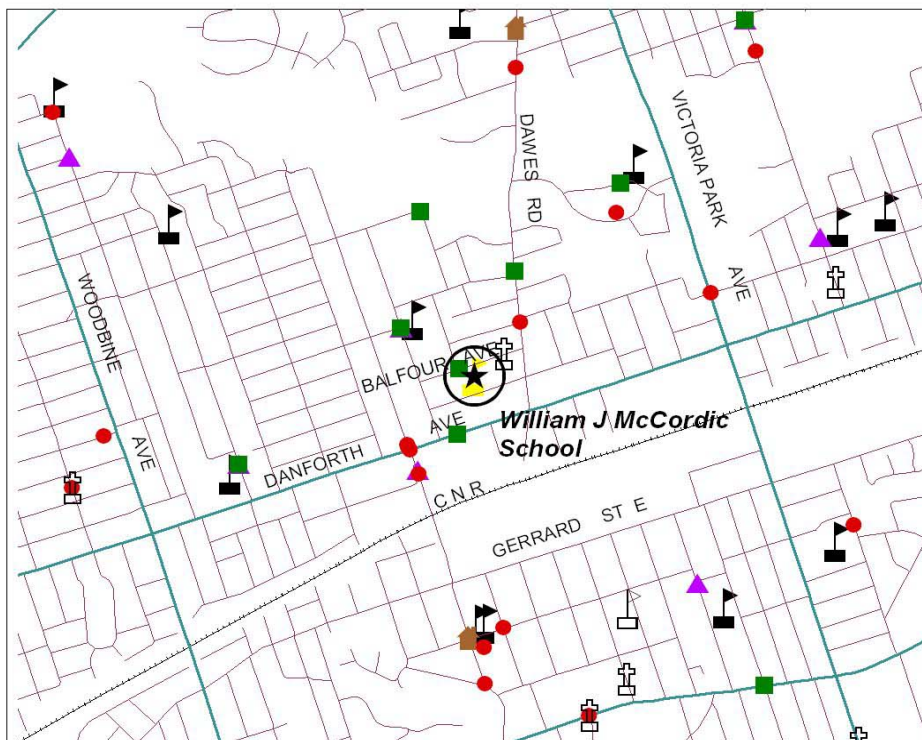
Parent Involvement:

- ✦ Teachers communicate daily with parents and caregivers in addition to the scheduled interview and information sessions required by the Toronto District School Board.
- ✦ Our "School Council" works together to address the unique needs of our students.
- ✦ Childcare and interpreters are provided in order to facilitate the participation of parents.
- ✦ With the help of our parents our Web Page is now available. This is a valuable resource and a place for parents to network and share resources and contacts. We have also purchased computers that can be made available to parents if they do not have access at home.
- ✦ We will be involving parents, caregivers and the greater community in a process called My School Review where we will look at the future and what we envision for our students and our school.

Community Links:

- ✦ Community Volunteers assist in classrooms and other program areas.
- ✦ Collaboration with community/social agencies such as: TAFL (Toronto Association for Community Living), Children's Aid Society, Group Homes, Community Care Access Centres, Police Division 54, Community Colleges, as well as other service providers.
- ✦ Community Orienteering - trips in local community.
- ✦ Community Access Program - providing Internet access through two computers located at our school.
- ✦ Weekly swim sessions at Beverley P. S.
- ✦ Partnerships with Centennial College and George Brown College to provide placement opportunities for students in Nursing and Child and Youth Worker programs.

OUR NEIGHBOURHOOD



- ⊙ OUR SCHOOL
- ▲ TDSB Elementary School
- TDSB Secondary School
- ⊕ Separate School
- Daycare/Nursery School
- Family Resource/Parenting Centre
- ▲ Community/Recreation Centre
- Public Library

0 0.5 1 Kilometers

Notes: The map shows the locations of local schools, community and social service facilities. For more information about these locations please contact the school. Sources: TDSB - Academic Accountability, Facility Services; City of Toronto - Children's Services, Toronto Land Information Services.