

GRAND ERIE DISTRICT SCHOOL BOARD

ANNUAL REVIEW OF SPECIAL EDUCATION PLAN July 31, 2017



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Standard 1: THE BOARD'S CONSULTATION PROCESS

The purpose of this standard is to provide details of the Board's consultation process to the Ministry and to the public.

The Grand Erie District School Board values collaboration with families and community members.

Consultation with the Special Education Advisory Committee

To meet Regulation 464/97, the Grand Erie District School Board has ensured that its Special Education Advisory Committee has participated in the Board's Annual Review, under Regulation 306 of the Revised Regulations of Ontario (1990), of its Special Education Plan. Involvement has included:

- ongoing discussion at SEAC meetings throughout the 2016-17 school year;
- opportunity for input through an online survey link on the Grand Erie District School Board website;
- invitation to attend Board's budget meeting dealing with special education budgets;
- opportunity to meet with the Board's Manager of Business Services, to ask questions and receive clarification regarding Special Education budgets;
- first draft of the Plan was received by SEAC on May 4, 2017;
- final draft was received on June 1, 2017.

Descriptions of any majority or minority reports received from members of SEAC concerning the Board's approved plan are as follows:

- None Received

On June 1, 2017 the Special Education Advisory Committee passed the following motion:

"THAT the Special Education Advisory Committee recommend the Grand Erie District School Board approve the 2016-17 Special Education Plan, dated July 31, 2017.

The motion was carried.

Public Consultation

Overview information about the Special Education Plan, a video message from the Chair of SEAC, a link to the Special Education Plan, and a survey about the plan were posted on the Grand Erie website from March 7 until April 10, 2017.

Parents and members of the community, were informed of the time lines and methods for providing input into the Board's Special Education Plan through a floating headline across the main page of the Grand Erie website. One postcard with survey access information was also sent home to each Grand Erie family. School principals were given further suggestions about promoting the survey, ie. Inclusion in school newsletter, social media promotion.

School principals were also sent a section of the Special Education Plan, with a summary, to review and seek input at School Council Meetings each month.

As a result of the Board's consultation with the community, good feedback was received. There were 13 responses to the online survey, approximately two times the responses that were generally provided at the public meetings held in previous years. Survey questions were:

- What are the strengths of the plan?
- What are the needs of the plan?
- Does this plan help? Why or why not?

A summary of the survey feedback and School Council input is attached. (Appendix B).

Implementation of “Guiding Principles for Special Education” continued during 2016-17. Additionally, the planned reviews as articulated in 2015-2016 Board Improvement Plan for Student Achievement, (Appendix C) occurred as follows:

Review of Board Improvement Plan for Student Achievement

Special Education instruction will continue to focus on pairing differentiation strategies with personalized IEP goals to support growth in achievement and to more effectively support students with Special Education needs entitled to accommodations for instruction, assessment and evaluation, and accommodations for the Grades 3, 6 and 9 EQAO, and the OSSLT. System and principal leadership will support teachers through the Renewed Math Strategy in differentiating and accommodating math instruction to meet needs identified in the profile of an LD learner.

Professional Learning/Capacity Building	
Strategies	Structures: Director’s Meetings; School Resource Team meetings; after school workshops; on-going training sessions; provision of targeted support; Spring 2017 Professional Development days for Learning Resource Teachers and teachers of self-contained classes.
Professional development / resources / training <i>Learning for All</i>	<ul style="list-style-type: none"> • Full participation in the Renewed Math Strategy with a focus on supporting staff to understand and meet the needs of the Learning Disabled learner in math. This included supports to understand cognitive domains, differentiated instruction and the effective use of assistive technology. • Spotlight on Special Education: Differentiated Instruction: this monthly resource for administrators provides concrete strategies to classroom teachers in order to better meet the diverse learning needs of students. • Expand the Empower® Reading program – all elementary compensatory education schools and one secondary school now run the Empower program.
Professional development/ ongoing support for development and implementation of goals in <i>Individual Education Plans (IEP)</i>	<ul style="list-style-type: none"> • Sharing of results of 2015-2016 IEP audit • The goal of the 2016-2017 review is to help individual schools/system understand the degree to which IEPs have well developed transition plans and are in compliance with PPM 156 since sharing a GRAND ERIE created transitions support document. IEP audit data from last year will be used as the baseline. • Prior to 2014, transition plans were only needed for students 14 and older, and those with ASD. Now ALL students with an IEP, regardless of whether they are deemed exceptional through the Identification, Placement, Review Committee (IPRC) must have a developed transition plan • The information gathered from this process will be used to inform whether further professional development in the area of transition planning is still needed for the 2017-2018 school year. • A parent component will be added to this year’s audit to begin collecting data on parent understanding and collaborative involvement in the development of their child’s IEP to inform our work for next year. (see survey tool below sent to 3 families per school). • Continued emphasis on Improved implementation of IEPs.

Special Education Parent Individual Education Plan (IEP) Survey

Dear Parent(s) and/or Guardian(s),

The system special education team is working to set some improvement goals related to parent understanding and collaborative practices in relation to student IEP's for next year. You have been selected to participate. We have attached the most recent copy of your child's IEP for your reference. We value your input towards our improvement planning. Please check/circle your rating of each question and provide suggestions in the following survey. Please return this completed survey to your school office by Friday, June 9th.

Thank You!

1. How does your child's school consult with you in the development of your child's IEP?

Phone Call Written Consultation Form Meeting
Other _____? Not at all

2. Please rate the following: (4- Very Much, 3- Mostly, 2- A little, 1- Not at all)

	4	3	2	1
a) My child's IEP reflects the academic goals that I have for my child.				
b) I understand the assessment information that is recorded in my child's IEP.				
c) I understand which human resource supports my child has access to.				
d) I understand the individual special accommodations that are provided to my child.				
e) I understand the information that is used as a baseline to monitor my child's progress.				
f) I understand the learning goals that are expected of my child.				
g) I understand the special teaching strategies that are used to support my child.				
h) I understand how my child's IEP learning expectations are assessed.				
i) I understand how my child's IEP might affect future pathway (secondary school, beyond secondary school)				
j) The Transition Plan on my child's IEP clearly reflects short, mid, and long term transition strategies.				
k) I understand my role in my child's Transition plan.				

3. Please provide any further input you feel we may use to inform our planning around parent involvement and understanding of IEP's.

During the 2016-17 school year, the Board continued to implement the Child and Youth Mental Health Strategy. Our Board's continued strategy is on three pillars: Suicide Prevention, Mental Health Literacy, and Mental Health Prevention/Promotion Programs. The Be Well campaign expanded to elementary schools. This initiative, developed with full participation from Grand Erie students, provides students with ideas of how to "be well" at school. This includes helping students to "Connect", "Reach Out", "Don't Wait" and "Recharge". Training and learning opportunities for staff from all areas of our organization continued to be offered under all three pillars.

The following principles guide the implementation of the Child and Youth Mental Health Strategy in Grand Erie:

1. Achievement is fundamentally connected with student mental health and well-being.
2. Safe and inclusive school cultures will allow students to flourish.
3. Engagement among students, parents, staff and community is essential.
4. Commitment to ongoing learning for all is critical.
5. Evidence-based/informed practices will guide interventions to support students' mental health and well-being.
6. Align and coordinate efforts with community partners to maximize efficiency of resources and strengthen outcomes for students.
7. The unique strengths and needs of each school community will be honoured to ensure support is flexible and responsive.

Standard 2: THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

The purpose of this standard is to provide the ministry and the public with information on the Board's philosophy and service delivery model for the provision of special education programs and services.

The Special Education Plan of Grand Erie has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Regulations made under the Act, the Accessibility for Ontarians with Disabilities Act (AODA), and any other relevant legislation.

Vision for Special Education

Special Education Services and Programs in Grand Erie are consistent with the Board's mission "Success for Every Student" and are provided to allow every student to benefit from the public education system. Special Education Programs are delivered in the most enabling environment permitting the students the greatest access to their full potential. Schools and the parents/guardians work with resource staff and other involved agencies, using all available information, to develop an understanding of each child's strengths and needs to program in the most appropriate manner.

Special education programs and services within Grand Erie are guided by the following eight principles, which are included in board policy P1-Special Education Guiding Principles:

1. All students can succeed. Success looks different for different students.
2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.
3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.
4. The goal for all schools is to create environments that consider and include the learning needs of all students.
5. Resources are provided to support students to become independent in reaching their educational goals.
6. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.
7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.
8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.

Guiding Principles in Special Education

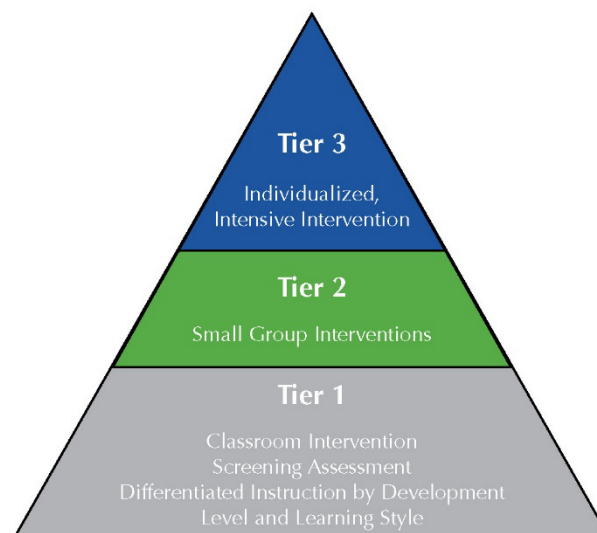
1. All students can succeed. Success looks different for different students.

In Grand Erie we believe that all students can succeed when provided with high expectations for learning and achievement and the necessary accommodations and/or modifications in their individualized educational program. Programs are developed to challenge students to achieve at a greater level, while building in regular opportunities for success. Student success is measured by their achievement of the goals outlined in their Individual Education Plan (I.E.P.).

2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.

Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program delivery occurs within a group of peers to facilitate the development of the whole child. We believe that using a tiered approach to the identification of learning needs in the classrooms provides assessment and instruction that are responsive to student needs. Supports are organized and offered based on student need. In Tier 1 students meet their educational goals in a whole class setting, with supports provided. In Tier 2 students require small group support in order to meet their educational goals. In Tier 3, students may require an alternative setting or individualized support in order to meet with success. When individualized support is required, it is time-limited and every effort is made to support the student to move to small group or whole class instruction as soon as possible. Very few students require Tier 3 support. We believe that the education of every child is the collective responsibility of every adult within a school community.

Tiered Intervention



3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.

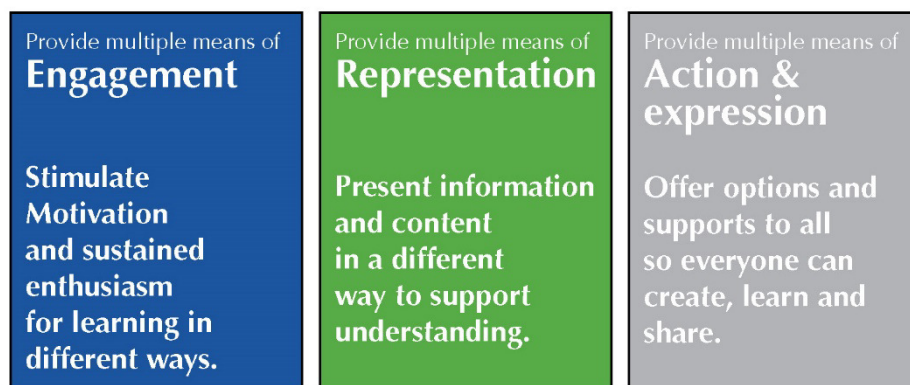
Schools within Grand Erie represent diverse communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning.

Universal design and differentiated instruction are an effective means of meeting the learning needs of any group of students. We believe that all classrooms include students with a range of talents and abilities and that our classroom learning environments must be accessible to all. Classroom physical and learning environments can be made accessible to all learners by applying the principles of Universal Design for Learning (UDL). UDL encourages educators to reflect on the unique nature of each learner and to accommodate for differences, thereby creating learning experiences that suit individual learners and maximize their ability to progress in the context of group learning.

We know that our students differ significantly in their strengths, interests, learning styles and readiness to learn, therefore we believe it is necessary to adapt, or differentiate, instruction and assessment in order to suit these differing characteristics.

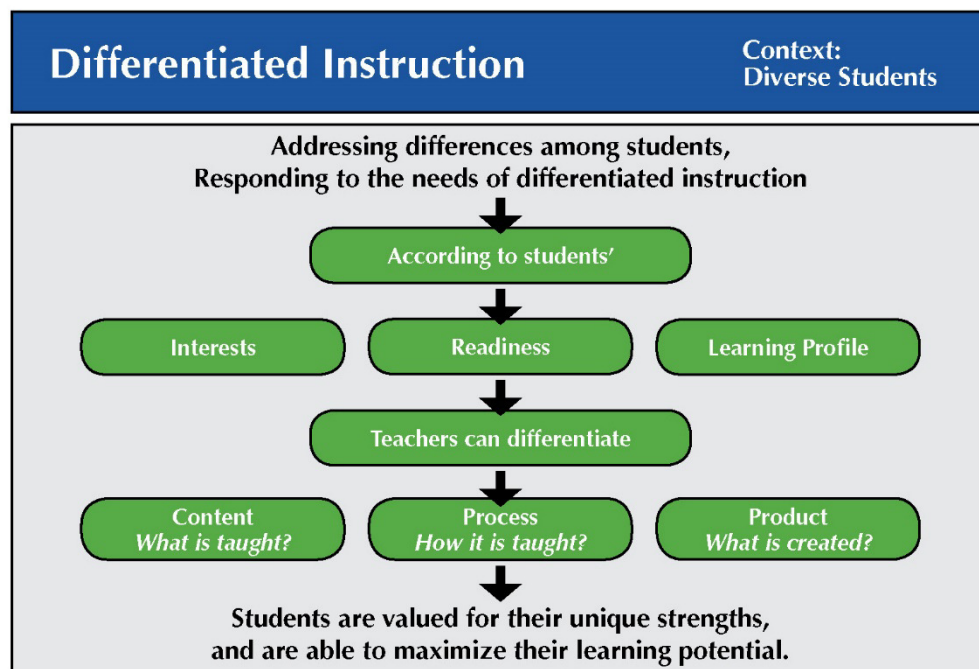
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.

Universal Design for Learning



Universal Design for Learning: 3 principles

Differentiated Instruction



4. The goal for all schools is to create environments that consider and include the learning needs of all students.

The culture of the school is essential in fostering an attitude of inclusion and the school principal takes the lead in building an inclusive school culture. An inclusive culture celebrates diversity by creating an infrastructure that balances group and individual needs. It supports school staff in the development of new skills and invites students and their parents to actively participate in the educational process.

An attitude of inclusion recognizes and values the tiered approach to the provision of special education programs and services. While consultation with specialized personnel may help the regular classroom teacher and early childhood educator deliver an appropriate program for some students, others require more intensive supports which may include placement in a self-contained program. Deciding when a self-contained placement may be appropriate is a consultative process which honours the voices of parents, school staff, system special education support staff and the student, as appropriate. In most cases it must be demonstrated that the student has had adequate opportunity to access program in a regular classroom setting and that the regular classroom is not meeting the individual needs of the student before a self-contained classroom placement is considered.

An attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into their school communities. Inclusion can occur during both instructional and non-instructional time and is based on providing the optimum experience for the student to meet with success in the integrated setting.

5. Resources are provided to support students to become independent in reaching their educational goals.

While education supports the special learning needs of students, it does not treat children for medical, mental health and social disorders or disease. Wherever possible, we seek to work co-operatively with community agencies to develop the most beneficial pathway to treatment for students, if this is required. In the school setting, supports to promote student well-being are implemented.

6. The classroom teacher and early childhood educator are the primary supports for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.

Human resource supports are organized to support the classroom teacher and early childhood educator, so that students can remain in their community schools for as long as it is in their best educational interests.

School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher and early childhood educator, are the primary means by which special education needs are identified and addressed. The regular classroom teacher and early childhood educator play a central role in the process of identifying special needs, co-ordinating the additional supports to build a better understanding of an individual student and developing an Individual Education Plan (I.E.P.) to address these needs. Our respect for the regular classroom teacher and early childhood educator is reflected in the allocation of resources to develop their skills on an on-going basis. Effective special educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills for all teachers and early childhood educators, must be supported by in-service, coaching materials and planning resources that target these areas.

At the school level, special education support for the classroom teacher and early childhood educator will be provided by the Learning Resource Teacher. To the greatest extent possible, this support should be delivered within the classroom setting.

In some situations, the support of an Educational Assistant is required to meet the medical and/or safety needs of students at school. Educational Assistants are valued members of the student's support team, providing shared support to students. This means that the Educational Assistant is not allocated solely to one child and the movement of Educational Assistants at regular intervals is encouraged. It is in this way that schools work to minimize the dependency that can be created by an over-reliance on one individual staff member or one level of service.

System special education support staff build the capacity of schools to meet the broad range of student special education needs. Specialized supports within Grand Erie, including the services of the Learning Resource Teacher, Teacher Consultants – Special Education, System Learning Resource Teachers and system non-teaching staff – Attendance Counsellors, Behaviour Counsellors, Child and Youth Workers, Psychological Services, Social Work and Speech Language Counsellors, Communicative Disorders Assistants and Lead Educational Assistants - are accessed through the School Resource Team.

It is recognized that the success of special education programs depends on the quality of the staff delivering the program. Selection of suitable, qualified personnel is as important as on-going training.

7. **Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.**

Early identification of learning needs - and programming to address them - is part of classroom planning for all students. Where significant academic challenges persist, special education services, including access to self-contained placements, may be appropriate.

If a student's needs can be met in a regular classroom with *accommodations* and *modifications*, placement should be in a regular classroom in the home school.

Accommodations or Modifications?	
Accommodations	Modifications
Do <u>NOT</u> fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.	Do Fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.
Provide equal ACCESS to learning and equal OPPORTUNITY to demonstrate what is learned	Provide student meaningful and productive learning experiences based on individual needs and abilities.
Grading and credit is the <u>SAME</u> as typical student	Grading and credit are <u>DIFFERENT</u>

Self-contained class placements are a more defined environment within the education system. The individual needs of some students with specific exceptionalities are such that placement within a self-contained class can also be the most enabling. Programs in self-contained settings will be *alternative* to a regular class program. Alternative programming addresses various aspects of student need that are not specifically represented in the Ontario curriculum. These may include social skills, self-help skills, life skills, self-advocacy skills, self-regulation skills and the learning of new behaviours. Alternative curriculum expectations must be related to the student's exceptionality and individualized according to the student's needs.

Self-contained placements are offered within Grand Erie recognizing that learning needs and long-term educational outcomes vary based on student exceptionality. For some exceptionalities, placements offer time-limited but intensive support in order to address specific, identified needs that will enable students to achieve educational goals within their home school. For example, a student with a learning disability learns how to use technology to bypass written language difficulties, or a student with behavioural needs develops the self-regulation skills required for success in a regular classroom.

When a student's capacity to manage the demands of a regular classroom will likely decrease from grade to grade due to their developmental needs, placement in a self-contained program should be delayed until the student's needs are such that an alternative to regular program is in their best interests. For example, a student with a developmental disability then continues to learn in the context of a life skills program that is an alternative to the Ontario curriculum. Similarly, gifted students who are identified formally as a result of the blanket testing of grade 3 students will receive effective programming within the regular classroom, but could choose at some point to access enrichment or gifted-class opportunities. Access to any alternative programs must be based on assessment data and supported by the School and Resource Team.

Educational implications of participation in self-contained programs should be discussed with the parents and students through the Identification, Placement and Review Committee (I.P.R.C.) planning process, as well as part of Individual Educational Plan (I.E.P.) development, Annual Goal setting and Transition Planning. If the long-term goal for a student is the completion of an Ontario Secondary School Diploma or Ontario Secondary School Certificate of Achievement, self-contained class placement must be time limited to enable the development of the non-academic skills required for success in regular classes (i.e. independent work completion and goal setting, time management, organization, peer relationships, planning etc.). If the long-term goal for a student is the completion of a Certificate of Accomplishment, then opportunity for continued placement until June the year the student turns the age of 21 must be ensured.

8. **Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.**



We believe that students need to be provided with programs and supports in an equitable manner. Equitable does not mean equal treatment for all students. Students will receive programs and support based on assessment data that will help them to meet with success in their individualized programs. There are many ways that program supports and services are provided to students that vary from student to student but decrease the barriers faced by those students in meeting with success.

For example, some students may require technology use in a whole class setting, other students may require the support of an Educational Assistant working in a small group setting, and others may require placement in a self-contained classroom with a smaller number of students and a focus on alternative learning goals. Other students may require changes to the content, delivery and assessment of their programs as outlined by their classroom teachers in their Individual Education Plans.

Special Education Delivery System

Grand Erie Special Education delivery system includes a continuum of Special Education programs and services. Programs and services provided are based upon the needs of the student. The continuum includes:

- Regular classroom with support, accommodations and/or modifications. The curriculum, method of presentation, instructional strategies and/or classroom environments may be areas that are accommodated or modified.
- Self-contained special education classrooms. Educational programs and services are provided for part (partially integrated) or all (fully self-contained) of the school day in the self-contained classroom setting.
- Programs in the student's home school

Accessing Special Services

Students may demonstrate educational needs in a variety of ways. Teacher observation and parent/guardian input are the most common sources through which the individual learning needs of a student are first identified. When a student need is identified it can be addressed at team meetings, where support services can be offered if appropriate.

School Team

School team plays a significant role in helping classroom teachers address difficulties that a student may be experiencing in the classroom prior to, and following, formal assessment and identification. (Appendix D)

When extraordinary learning needs are perceived, the teacher works with the parent/guardian and tries a variety of strategies and approaches with the student. The teacher uses available diagnostic tools and discusses the situation with ***School Team***. Membership on the ***School Team*** includes the Principal (or designate), the Learning Resource Teacher (LRT) and the referring teacher(s) and may include other school staff. The parent/guardian must be made aware that their child will be discussed at School Team and consent to their child being discussed at School Team. The parent/guardian may be invited to attend the School Team meeting. Ongoing contact with the parent/guardian is important to develop an understanding of the child's strengths and needs.

A record of decisions of the ***School Team*** is kept in the **Student Profile** available through the Learner Intervention Tracking for Excellence (LITE) system. (Appendix E). Referral to the ***Resource Team*** occurs when the ***School Team*** wishes to discuss additional strategies and options.

Resource Team

Membership on the ***Resource Team*** shall include the ***School Team*** and the area Teacher Consultant-Special Education and may include appropriate Student Support Staff. While Student Support Staff may be invited to participate in a scheduled ***Resource Team*** meeting, it is not expected that they will be regular members of the team. Their primary purpose is to provide direct service to schools to support students. The parent/guardian *may* be invited to provide input on their child's progress or to attend the meetings. They *shall* be informed of the date, time, purpose and staff invited prior to the meeting, and any results of these meeting that affect the programming for their child will be communicated. The ***Resource Team*** will consider additional strategies and recommend further assessment or other interventions. The ***Resource Team*** may recommend to the Principal referral of the student to an Identification Placement and Review Committee. (IPRC)

If a formal assessment is recommended, the Principal will make the referral to the appropriate student support staff through the Learner Intervention Tracking for Excellence (LITE) system. Student Support Staff will proceed with the informed consent steps with the parent before they proceed with the case.

Human Resource Support Services

Special education supports for students, beyond classroom teacher direct intervention, is provided at the school level and at the system level.

School Level

- ***Learning Resource Teachers***

Learning Resource Teachers (LRTs) work in the school to support the programs offered to students with special needs. LRTs work collaboratively with the classroom teacher to offer suggestions to meet the needs of students in the regular classroom setting. Sometimes LRTs work directly with students. For example, LRTs may withdraw students to complete diagnostic assessments or to provide remedial literacy or numeracy support. LRTs may also work as a liaison between school and home when setting up school and resource team meeting agendas. LRTs, under the direction of the school principal, are responsible for setting up school level IPRC (Identification, Placement and Review Committee) meetings.

- ***Educational Assistants***

Educational Assistants (EAs) are assigned to meet the safety needs (both health and behavioural) of students. EAs support the student by addressing the safety needs so that they can access their educational program. The needs of each student are described in the Individual Education Plan. EAs are assigned based on priorities in the school district and may be re-allocated at any time throughout the school year to address local pressures and priority situations.

System Level

- ***Program Coordinators (Curriculum and Special Education)***
Program Coordinators may be a resource for programming for a student with individual needs. They can assist with defining differentiated strategies, resources and/or approaches, which allow the child to continue successfully in the regular program.
- ***Teacher Consultants (Curriculum and Special Education)***
Teacher Consultants-Special Education can be a valuable resource to a school. They can offer strategies, resources, referrals to outside agency supports, and connections to other teachers who are facing similar issues. They can also assist the Principal in the formal IPRC process, if required.
- ***System Learning Resource Teachers***
System Learning Resource Teachers are assigned to support classroom teachers meet the needs of specialized populations of students. In Grand Erie System Learning Resource Teachers support students with Learning Disabilities, Intellectual Disabilities, Autism, and students who are Deaf/Hard-of-Hearing.
- ***Lead Educational Assistants***
Lead Educational Assistants are assigned to support programming for classroom teachers and educational assistants to meet the needs of specialized populations of students. Their support is generally working directly with students, but sometimes the Lead EA will support staff members through modelling and coaching supports that may best meet the needs of a student. In Grand Erie Lead Educational Assistants support students who have Specialized Equipment Amount (SEA) technology, students with Autism, and students with complex special education needs.
- ***Student Support Services***
Assessment services, speech-language services, psychological, behavioural, and social are among the other professional services available within the Board

Student Support Services are organized to provide four types of support:

- ***Speech-Language Services*** will identify needs and provide programming suggestions for speech, articulation and fluency disorders. Speech Language Pathologists and Communicative Disorders Assistants provide Speech-Language support services.
- ***Behavioural Services*** will provide prescriptive plans and programming assistance for behavioural, psychological, emotional, social and attendance issues. Behaviour Counsellors and Attendance Counsellors provide behavioural support services.
- ***Psychological Services*** will do formal assessments and provide programming assistance for students with gaps between aptitude and achievement. Psychological Associates and Psychological Consultants provide psychological services support.
- ***Counselling Services*** will serve to provide counselling to students and support to the parents/guardians in times of social or emotional distress. Counselling services are provided by Social Workers and Child and Youth Workers.

Outside Services

When the programming needs of the student exceed the services available within the Board, staff may work in cooperation with families to support a referral to an outside agency. The parent/guardian has the final decision regarding any referrals to outside agencies.

- ***Physical Needs***

An accessible school in each area may be designated as the "Home School" for students with needs for extensive physical accommodations.

Standard 3: ROLES AND RESPONSIBILITIES

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education.

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework
- funding
- school system management
- programs and curriculum

It is important that all involved in Special Education understand their roles and responsibilities, which are outlined below:

The Ministry of Education

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of School Boards regarding the provision of Special Education Programs and Services, and prescribes the categories and definitions of exceptionality;
- ensures that School Boards provide appropriate Special Education Programs and Services for their exceptional pupils;
- establishes the funding for Special Education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires School Boards to report on their expenditures for Special Education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires School Boards to maintain Special Education Plans, review them annually, and submit amendments to the Ministry;
- requires School Boards to establish Special Education Advisory Committees (SEAC's);
- establishes Special Education Tribunals to hear disputes between parent/guardians and School Boards regarding the identification and placement of exceptional pupils;
- establishes a Provincial Advisory Council on Special Education to advise the Minister of Education on matters related to Special Education Programs and Services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board or School Authority

- establishes School Board Policy and Practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;
- obtains the appropriate funding and reports on the expenditures for Special Education;
- develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- reviews the Plan annually and submits amendments to the Minister of Education;

- provides statistical reports to the Ministry as required and as requested;
- prepares a parent/guardian guide to provide information about Special Education programs, services, and procedures;
- establishes one or more IPRC's to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee (SEAC);
- provides professional development to Special Education staff.

The Special Education Advisory Committee:

- makes recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of Special Education Programs and Services for exceptional pupils of the Board;
- participates in the Board's Annual Review of its Special Education Plan;
- participates in the Board's Annual Budget process as it relates to Special Education;
- reviews the financial statements of the Board as they relate to Special Education;
- provides information to parents, as requested

The School Principal:

- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda, and through Board policies;
- communicates Ministry of Education and School Board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach Special Education classes;
- communicates Board Policies and Procedures about Special Education to staff, students, and parent/guardians;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies;
- consults with the parent/guardian and with School Board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's IEP, including a transition plan, according to provincial requirements;
- ensures that the parent/guardian is consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested, if necessary, and that parent/guardian consent is obtained.

The Teacher:

- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda;
- follows Board Policies and Procedures regarding Special Education;
- maintains up-to-date knowledge of Special Education practices;
- where appropriate, works with Special Education staff and the parent/guardian to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to the parent/guardian;
- in consultation with the parent/guardian, works with other School Board staff to review and update the student's IEP.

The Special Education Teacher, in addition to the responsibilities listed above under “The Teacher”:

- holds qualifications, in accordance with Regulation 298, to teach Special Education;
- monitors the student’s progress with reference to the IEP and modifies the program as necessary;
- assists in providing educational assessments for exceptional pupils.

The Parent/Guardian:

- becomes familiar with and informed about Board Policies and Procedures in areas that affect their child;
- participates in IPRC’s, parent/guardian-teacher conferences, and other relevant school activities;
- participates in the development of the IEP;
- becomes acquainted with the school staff working with the student;
- supports the student at home;
- works with the School Principal and teachers to solve problems;
- is responsible for the student’s attendance at school.

The Student:

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda;
- complies with Board Policies and Procedures;
- participates in the IPRC, the parent-teacher conferences, and other activities, as appropriate.

Standard 4: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The purpose of the standard is to provide details of the Board's early identification procedures and intervention strategies to the ministry and the public.

Grand Erie complies with the *Ministry Policy/Program Memorandum # 11 (1982)* which states: These procedures are part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue, ongoing, throughout a child's school life.

Guiding Principles that are critical to the success of the entry-to-school planning process:

- A Focus on the Whole Child and the Family
 - Collaboration
 - Sensitivity to Diversity
 - Clear Definitions
 - Responsiveness
- (Planning Entry to School: *A Resource Guide* Ministry of Education 2005)

The Educator Team is comprised of the teacher and designated early childhood educator.

The Educator Team's Role in Early Identification

- to lead a Spring information meeting for the parents/guardians of children who will enter Kindergarten in the Fall;
- to invite the children to participate in an orientation classroom visit and school tour in the Spring;
- to collect significant information through conversation with the parent/guardian that will help the teacher to get to know and understand the child; e.g., health, early literacy;
- to ensure the parent/guardian completes the "Grand Erie DSB School Entry Parent-Teacher Conference Form"
- to listen to the parent/guardian share information about their child;
- to observe and document the child's readiness for literacy through the Child-Teacher conversation about books over the first few weeks of school;
- to observe students and complete observation forms over the first few weeks of school;
- to continue with ongoing identification of students and complete observation forms, to assess the student's development, learning abilities, and needs;
- to "provide parents with an overview of initial observations of their child's learning in relation to the overall expectations in the Kindergarten Program and with information about appropriate next steps to further the child's learning" (Growing Success, Kindergarten Addendum, pg. 12)
- to send home a Communication of Learning: Initial Observations mid to late November followed by parent visits where they can observe and share information
- to complete a written anecdotal, **Kindergarten Communication of Learning** which is provided at two points in the school year: February and June
- to collect pedagogical documentation of learning over time as evidence of the achievement of expectations (e.g., electronic portfolio, samples of child's work, recorded conversations, anecdotes, etc.) expectations as corroborated in the **Kindergarten Communication of Learning**

- to inform the parent/guardian and refer to School Team observed needs of the child for speech and language, cognitive and behavioural assessments, occupational therapy, and/or physiotherapy;
- to implement strategies of intervention and work with all support personnel as needed; to address observed needs of the child for literacy readiness;
- To communicate with parents any concerns, as they arise, and suggest appropriate resources / personnel for assessment and support as needed.

PLEASE NOTE: If a child enters school for the first time in Grade 1, and the teacher has a concern about the child's progress, the parent/guardian should be informed and the teacher utilizes strategies to resolve the concern. If concern remains refer to School Team Process. (*Appendix D*)

The parent/guardian's role in early identification

- to provide accurate information and authorize permission for the release of information from outside community agencies on the special needs of the child;
- to attend a Spring information meeting for the child who will enter Kindergarten in the Fall;
- participate in a case conference for the child;
- to ensure the child participates in an orientation classroom visit and school tour in the Spring;
- practice school routines with child;
- to complete the Kindergarten Home Connection Form, sent home the first day of school (Appendix F);
- to provide information through conversation to help the teacher get to know and understand the child; e.g. health, early literacy;
- review entry process with case conference team to see if plans were successful or if future modifications would improve results for children;
- to attend classroom visits to observe and share information about the child (November – December);
- to dialogue with the teacher on the student's needs, strengths, and next steps for learning and progress using the structured, parent/guardian observation visit;
- to read the Kindergarten Communication of Learning providing follow-up where needed;
- the parent/guardian should be regularly involved in decisions about the education of their child;
- the parent/guardian should access the available community agencies that can assist with their child's growth and development;
- the Ministry of Education states that the parent/guardian must play a significant role in their child's learning.

The Parent's Role

Children perform better in school if their parents are involved in their education. Parents can do many things to support and be involved in their child's learning – for example, they can provide encouragement and express interest in their child's education. Parents can expect that teachers will be culturally aware and sensitive to the school-community relationship and that teachers will support parental involvement in school life. One purpose of this document is to inform parents about what their children are learning and why this learning is important.

This awareness will further enable parents to communicate with teachers, to offer relevant information, and to ask questions about their child's progress. Knowledge of their child and awareness of the teacher's observations will also help parents to interpret the assessment of their child's learning and to work with the teacher to improve and facilitate their child's progress. Participating in parent conferences, working on the school council, talking with their child about life at school, and reading with their child are some of the many ways in which parents can take an active part in their child's education. (The Kindergarten Program, 2006,)

Policies And Procedures On Screening, Assessment, Referral, Identification, and Program Planning for Students who may be in need of Special Education Programs and Services:

- procedures on screening for students refer to the process found in the *Grand Beginnings: The Kindergarten Years, GEDSB, 2008*
- procedures for assessment are as follows:
 - when an assessment is being recommended, the parent/guardian is informed of the reason for and type of assessment that will be administered to his/her child;
 - the parent/guardian is then able to give informed, written consent which is filed in the student's Ontario Student Record (OSR);
 - the parent/guardian may be informed when the testing will take place;
 - upon completion of the assessment, the staff person will prepare a written report detailing the results and recommendations;
 - the report will be explained to the parent/guardian first, and then to school staff in a meeting;
 - the report is usually placed in the student's OSR except when the parent/guardian requests otherwise;
 - a copy of the report will be provided to the parent/guardian.
- referral and identification for a student who may be in need of Special Education Programs and/or Services are outlined in the **School Team Process**. (refer to appendix D)
- to meet the curriculum, the parent/guardian will be informed that further testing by the School's LRT may be necessary. The teacher will discuss the School Team Process with the parent/guardian.
- With informed, written parent/guardian consent, the LRT may administer the Academic Achievement Battery (AAB) test.
- The teacher may:
 - contact/consult with the parent/guardian;
 - complete an OSR search;
 - try remedial strategies in own classroom.
 - If unsuccessful, consult with:
 - previous classroom teacher(s), other teachers, LRT, administrator;
 - apply suggested strategies (including allowable accommodations);
 - if unsuccessful, contact/consult the parent/guardian.
- Once the parent gives consent, refer to School Team through process established by the School:
 - set agenda through process established by the School;
 - inform the parent/guardian of the date and time of the meeting;
 - invite the parent/guardian to attend or to submit their concerns;
 - School Team makes recommendations for strategies and sets a date for review of progress;
 - inform the parent/guardian if not in attendance;
 - strategies are attempted.

- Return to School Team:
 - process may be repeated if concern is unresolved;
 - when School Team believes that all appropriate accommodations (Appendix G) and in-school supports have been exhausted, the pupil's name may be referred to the Resource Team (see Appendix D)
- Learning Resource Teacher contacts the Teacher Consultant-Special Education
 - teacher informs the parent/guardian of the decision to take the child's name to the Resource Team and may invite the parent/guardian to attend or assures that the parent/guardian will be informed of the recommendations of the Committee following the meeting.
- Resource Team may:
 - make recommendations and establish a date for review of progress;
 - support referral to support personnel;
 - support referral to IPRC;
 - support referral to outside agencies.
- If referral is made to support services, appropriate personnel will obtain consent from the parent, and then respond with the initial contact.
- Procedures on program planning for students who may be in need of Special Education Programs and Services are guided by the following statements:
 - a variety of sources of information must be used in making program decisions for exceptional pupils;
 - Special Education Programs and Services should be provided in the most enabling environment, consistent with the educational needs of the student;
 - teachers have primary responsibility for educational programs. The services of a variety of other professionals and para-professionals may be necessary to allow exceptional pupils to benefit as much as possible from their educational experience.
 - After determining the child requires a differentiated program, and after ensuring that the parent has given consent the classroom teacher with input from the School or Resource Team follows the procedures below:
 - inform the parent/guardian of the differentiated program plan that will be provided to the student including the use of alternate subject specific resources, withdrawal by the LRT or trained volunteer;
 - inform the parent/guardian of the allowable accommodations that will be utilized for the child;
 - inform the parent/guardian when the child's progress will be reviewed by School or Resource Team;
 - if the student demonstrates progress then continue with existing program,
 - if progress is limited the teacher will do the following:
 - alter the strategies and resources used in instruction, or the level of support the student receives;
 - develop new expectations, if learning is proceeding faster than had been anticipated by the plan or breaking expectations down into smaller steps, if learning is proceeding at a slower rate than had been anticipated by the plan.
 - (From the Individual Education Plans: Standards for Development, Program Planning, and Implementation, Ministry of Education, 2000).
 - if the student requires long-standing accommodations, the teacher and LRT will create an IEP in consultation with the parent/guardian.

- if the child continues to require a modified program, the parent/guardian will be informed by the School Principal of the Resource Team's decision to refer the child to IPRC. Along with the Letter of Invitation to the IPRC, the parent/guardian will receive a copy of the Parents' Guide to Special Education and any information that will be presented at the meeting.

Procedures for Providing Parent/Guardians with Notice that their Child is Experiencing Significant Challenges Impacting Success

- if the teacher has a concern about a child's progress, the parent/guardian will be informed and asked to participate in the School Team Process (Appendix D) in the most appropriate manner
- as outlined in the School Team Process, the teacher will try remedial strategies in the classroom to meet the child's needs after consulting with the parent/guardian.
- if the classroom strategies are unsuccessful, then the School Team Process begins:
 - the parent/guardian is informed and encouraged to be involved in decisions regarding their child throughout the process;
 - referral is made to the School Team when concerns persist, with parent/guardian consent;
 - the parent/guardian is invited to attend or submit their concerns to the School Team;
 - review of the child's progress using strategies recommended by the School Team.
- When all in-school supports have been exhausted, the parent/guardian is informed that a recommendation is being made that their child is being referred to the Resource Team, with parent/guardian consent:
 - the parent/guardian continues to be informed and asked to participate in reviewing the progress of their child by the Resource Team;
 - student referred to IPRC, outside agencies or for assessments.

Procedures used within Grand Erie DSB for referring a student for an assessment

- At various steps in the School Team Process, a variety of assessments, from informal to formal, requiring increased expertise in specific forms of testing may be necessary. The following may be the hierarchy of assessments a student could require to provide programs and services to meet his/her educational needs. At each level (other than regular classroom methods), the parent/guardian must give written consent and be informed of the outcome of the assessment.
- Assessment of a student begins with the teacher in the classroom using a variety of methods on a regular basis (such as work samples, portfolios, teacher-made tests, observations, checklists, Brigance) to evaluate student progress.
- If the classroom teacher notices that a child is experiencing difficulty during the course of ongoing assessment which could affect his/her ability to meet the curriculum, the parent/guardian that further testing by the School's LRT may be necessary. The teacher will discuss the School Team Process with the parent/guardian.
- With informed, written parent/guardian consent, the LRT may administer the, Academic Achievement Battery (AAB), or any other educational assessment. The parent/guardian, classroom teacher and LRT will discuss the results of the assessment along with recommendations or strategies to be implemented by school personnel and the parent/guardian.
- Upon referral to the School Resource Team, a psycho-educational assessment by qualified personnel may be recommended to the parent/guardian for the child. This form of assessment may include tests of intellectual abilities, perceptual development and/or academic achievement. The parent/guardian and school personnel will be informed of the results of the assessment and recommendations.

- A referral to the family physician may be suggested to identify any physiological factors, which may interfere with learning.
- The child may be referred to an IPRC depending on the recommendations of the Resource Team and discussions with the parent/guardian. Further assessment by a speech-language pathologist, psychologist or outside agencies or health care
- professionals such as an occupational therapist may be recommended for the child before identification occurs. The Psychological Associate/Psycho-Educational Consultant and Resource Team will provide the parent/guardian with an explanation of the need for further assessment. For the School Board to release or receive information, including assessments from outside agencies, the parent/guardian must provide written authorization for the exchange of information.
- After the psychologist or speech-language pathologist completes the assessment of the student, the results will be shared with the parent/guardian and School Resource Team personnel in a meeting. Discussion will also include recommendations for programming, resources, and services, both within the Board and outside agencies. Referral to IPRC may occur at this time following the procedures noted above.
- Once a child is referred to IPRC and determined to be exceptional, the parent/guardian will continue to be informed of his/her progress through consultation in the development and review of the IEP at each reporting period. In addition, the parent/guardian will receive confirmation of their child's progress at the annual IPRC.

Grand Erie DSB personnel use the following types of assessment:

- Educational Assessments: These assessments identify strengths and weaknesses. Recommendations and/or strategies will be a component.
- Psycho-educational Assessments: A psycho-educational assessment may include tests of intellectual abilities, perceptual development and/or academic achievement. These tests are conducted by a Psycho-educational Consultant or Psychological Associate who are qualified to administer such tests. Psycho-educational Consultants are supervised by Psychological Associates.
- Test of Intellectual Abilities: These are tests that measure an individual's ability levels at a given point in time. The results of these tests are used by teachers to help students reach their maximum functioning level by identifying their strengths and weaknesses.
- Tests of Perceptual Development: These are tests and/or observations that may indicate strengths/weaknesses with the processing of visual and/or auditory information.
- Tests of Academic Achievement: These are standardized tests which measure an individual's performance on reading, spelling and mathematics tasks.
- Speech-Language Assessments: Speech-Language Assessments may include tests of articulation, voice, stuttering and receptive and expressive language. These tests are conducted by Speech-Language Pathologists.
 - **Speech:** These tests may involve the following:
 - assessment of the child's ability to produce speech sounds and control the muscles and oral structures required for speech;
 - assessment of vocal quality, pitch, loudness and resonance;
 - assessment of stuttering.
 - **Language:** These tests may involve the following:
 - assessment of the child's understanding of oral language;
 - assessment of the child's ability to orally express himself/herself;
 - assessment of a child's needs for additional communication support.
 - **Behavioural Assessments:** These assessments measure a child's adjustment to social situations.
 - They are conducted by qualified personnel and may involve observations or **checklists**.

Procedures for Providing Parent/Guardians with Notice that their Child is Being Considered for Referral to an IPRC

- Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations, and/or an educational program that is modified above or below the age-appropriate grade level expectations for a particular subject or course. www.edu.gov.on.ca/eng/general/elemsec/speced/ontario.html
- Through ongoing involvement in the School Team Process, the parent/guardian will be aware of his/her child's strengths and needs. When recommending a referral to IPRC, the Resource Team will examine information from a variety of sources regarding the student to see if it matches Ministry definitions and Board criteria.
- The parent/guardian will be informed by the School Principal of the Resource Team's decision to refer the child to IPRC. Along with the Letter of Invitation to the IPRC, the parent/guardian will receive a copy of the *Parents' Guide to Special Education* and any information that will be presented at the meeting (Appendix H)

Procedures for Providing Parent/Guardians with Notice that their Child is Being Considered for a Special Education Program and Related Services if the Child is *Not* Being Referred to IPRC

- All students who receive Special Education Programs and/or Services in the GEDSB may not be formally identified as exceptional. This philosophy blends with the following statement from the Individual Education Plans: Standards for Development, Program Planning and Implementation, Ministry of Education, 2000:
 - *An IEP may be developed for a student who has not been formally identified as exceptional, but who has been deemed by the Board to require Special Education Programs or Services in order to attend school or to achieve curriculum expectations and/or whose learning expectations are modified from or alternative to the expectations set out for a particular grade level or course in a provincial policy document.*
 - In addition, School LRT's may work with non-identified students in the regular classroom or on a withdrawal basis to help them achieve the curriculum expectations.
 - This type of support is seen as a preventative measure, allowing students to overcome difficulties and be successful in the school environment.

Types of Early Intervention Strategies that are used to Support Students Prior to IPRC

Community Resources: Norfolk and Haldimand Services	Description	Ages
Contact Haldimand-Norfolk	<p>Single Point of Access for children's mental health and children's and adults' developmental services including:</p> <ol style="list-style-type: none"> 1. Child Clinical Services at HN REACH: Counselling, In Home Intervention and Group Services. 2. Developmental Services at HN REACH: Autism Services (Hamilton-Niagara Regional Autism Intervention Program, Autism Respite, Autism, Behaviour Support Program), Family Support Program, Special Services At Home, Bramble Kid's Retreat, Infant and Child Development, Host Family Respite and services for Medically Fragile children. 3. Developmental Services at Community Living Access Support Services, Community Living Haldimand and Norfolk Association for Community Living for community participation and living supports. 4. Community Clinical Supports from Bethesda, Regional Support Associates and Twin Lakes. 5. Regional Children's Mental Health Resources. 6. As well as providing information on community services. 	0+
Healthy Babies, Healthy Children	Umbrella program to screen every baby at birth for problems that might affect a child's growth and development, includes home visits	0-6
Preschool Speech and Language Program	Includes Play and Talk; Parent/Guardian Help Line	0-5
Community Parent Education Program (COPE), "Parents and Tots"	Develops positive skills for challenging behaviour under Haldimand-Norfolk Community Action Program for Children	0-4
Toy Lending Libraries	H-N REACH	0-12

Community Resources: Brant	Description	Ages
Healthy Babies, Healthy Children	Individual education and support for parent/guardians	0-6
Family Counselling Centre	Counselling and play therapy	0-6
Big Brother and Sisters	Adult friendship in formative years	
Brant Community Care Access Centre	In-home health services	0+
Brant County Preschool Speech and Language System	Services for children at risk or presenting difficulty in communication	0-4
Lansdowne Children's Centre	Infant and child development, preschool speech & language program, early integration, program	0-6
	Occupational therapy, physiotherapy, Autism services(Autism integration program, ABA support & services) social work service coordination, respite services	0-18
Brant Family and Children's Services		
Contact Brant	Single Point of Access for Children Mental Health Services and developmental services including: 1. Woodview Children's Centre: Early Years Program, Child and Family Centre, Intensive Child and Family Services, Children's Residential, CPRI 2. Family Counselling	
Immigrant Settlement & Counselling Services	Women's support group focusing on stress management and self-esteem	
Parent/Guardians Helping Parent/Guardians		
Healthy Smiles	Assistance for dental treatment	
Food Bank and AGAPE	Nutritional assistance	
Brantford & District Association for Community Living	Support to developmentally challenged individuals and families	
Brant County Parenting Programs: Professional Resource Centre for Child Care	Various parenting programs like CHOICES, COPE, Early Learning Canada	

Best Start Early Learning Parenting Centres	
Haldimand & Norfolk	Brant/Brantford
Fairview Avenue School	Bellview School
Houghton Public School	Branlyn Community School
J.L. Mitchener	Burford District Elementary School
Lakewood Elementary School	Centennial Grand Woodlands
	Graham Bell-Victoria Public School
	King George Public School
	North Ward School
	Oakland-Scotland Public School
	Prince Charles Public School
	Ryerson Heights Elementary School

Early and Ongoing Identification Resources: Grand Erie DSB.	Description	Ages
Initial Informal ESL/ELD Assessment	Battery of questions to identify numbers, colors, animals, time, etc.	Conducted after student is comfortable with school routine and environment
KSCAP	Assessment of phonemic awareness	Year 1 and 2

Early and Ongoing Identification Resources: Grand Erie D.S.B.	Description	Ages
Cumulative Student Assessment Portfolio	Addresses assessment needs, accountability and target setting; allows for data collection and will compliment student portfolios already in use in classrooms	Year 1 and 2 to Grade 6
Developmental Reading Assessment (DRA)	Developmental reading assessment tool used to determine a reader's independent reading level and identify students working below proficiency.	Year 1 and 2 to Grade 3
Running Records	Students orally read a passage and teachers record errors, omissions, insertions, etc. to gather data to group students effectively and fluidly for reading experiences and instruction	Year 1 and 2

For the types of early intervention strategies that are used to support students prior to referral to IPRC, refer to **Accommodations** (Appendix G).

In addition to the accommodations noted above, assessments may provide recommendations for teachers and the parent/guardian to assist the student. The School LRT, EAs and trained volunteers may also be able to provide additional, individualized support to the student.

In May 2007, the Ministry of Education issued PPM 140: Incorporating Methods of Applied Behaviour Analysis into Programs for Students with Autism Spectrum Disorders, which provides direction to school boards and supports their use of Applied Behaviour Analysis (ABA) as an effective instructional approach in the education of students with Autism Spectrum Disorder (ASD).

PPM 140 outlines ABA and two requirements that must be in place for students with ASD:

- School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods;
- School board staff must plan for the transition between various activities and settings involving students with ASD.

Grand Erie continues to employ a Behaviour Counselor with ABA Expertise to support the implementation of PPM 140 and the creation of a support package called Connection for Students. Working in conjunction with the Ministry of Education and regional lead boards a series of support documents and training sessions have been implemented.

PPM 140 and Connections

Supporting Seamless Transitions for Students with ASD from the Autism Intervention Program to School

The foundation of Connections for Students originates from PPM 140, and incorporates methods of ABA into programs for students with ASD, as directed:

- Approximately six months before the child transitions from AIP to school multi-disciplinary, student specific, school based transition teams will be established and will remain in place until six months after the student's entry to school.
- Transition teams will include the Principal as the team lead, parent/guardian, teacher(s), Behaviour Counsellor with ABA Expertise, and other multi-disciplinary staff as required.

Goals of Connections:

- For every student with ASD transitioning from an Intensive Behavioural Intervention (IBI) Program into and through school, to have a seamless Transition Plan.
- Each transition plan will represent a prepared student, a prepared family, a prepared educator, and a prepared environment.
- This process will support and assist schools as they work to meet the expectations set out in PPM 140 for transition planning for students with ASD.
- Support collaboration between the school board, regional autism providers and the family.

Grand Erie DSB Students Involved in IBI or Connections during 2016-2017 School Year

- To date, 15 students have been discharged from IBI this year.
- Currently, we have 18 students receiving service from IBI.
- There are currently 18 students on the wait list for IBI.
- To date, 4 students have been discharged from Connections
- Currently, we have 17 students involved in Connections

Standard 5: THE IPRC PROCESS AND APPEALS

The purpose of the standard is to provide details of the Board's Identification, Placement and Review Committee(s) (IPRC) process to the ministry and the public.

Statement of Purpose and Responsibility:

Regulation 181/98 requires that all school boards establish one or more Identification, Placement and Review Committees (IPRCs). The IPRC meets and decides if a student should be identified as an exceptional pupil and if so, the placement that will best meet the student's needs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the board, or a designate assigned to act in the place of the principal or supervisory officer. A school board trustee may not be on the IPRC.

Committee Composition

Grand Erie DSB uses three levels of Identification, Placement and Review Committees (IPRCs):

- a) School Level
- b) Area Level
- c) System Level

Level	Membership	Jurisdiction
School	<ul style="list-style-type: none"> The Principal (of the school) – Chair* The LRT of the school The classroom teacher or other teacher 	<ul style="list-style-type: none"> review of original identification review of original "regular class" placements
Area	<ul style="list-style-type: none"> one Principal (from the area) - Chair** another Principal or Vice-Principal (or designate) a Teacher Consultant-Special Education (for the area) 	<ul style="list-style-type: none"> original identification original "regular class" placements placements in area special classes review of placements in area special classes original identification and placement of complex cases
System	<ul style="list-style-type: none"> Superintendent, Principal-Leader of Special Education or designate – Chair*** The Program Coordinator for Special Education a Teacher Consultant-Special Education (for the area) 	<ul style="list-style-type: none"> original identification and placement of complex cases placement of students in system special classes review of placements in system special classes referral to Provincial / Demonstration Schools

The School Level IPRC is

- * The chair of the School level IPRC is the Principal of the home school. If the Principal is unable to attend, a Principal from another school and/or a Supervisory Officer must attend as a Vice-Principal can not be the sole Principal representative on an IPRC.
- ** The chair of the Area level IPRC is a Principal other than the Principal of the school in which the student is enrolled.
- *** The chair of the System level IPRC is Superintendent or Principal-Leader Special Education or designate.

In addition to the three people that constitute an IPRC, other people may attend an IPRC meeting, including the Principal of the home school, resource people such as the student's teacher or board support staff, a parent/guardian or the student (if over 16 years of age) and/or a parent representative. The parent/guardian and, where the pupil is over 16, the pupil, are entitled to be present and participate in the discussions about the pupil and to be present when the committee's identification and placement decisions are made.

Committee Operating Procedures and Scope

The Scope for each level of IPRC is, as follows:

- a) School level IPRCs review an original identification and review an original placement if the placement was "regular class".
- b) Area level IPRCs determine the original identification of a student. They also determine the original "regular class" placements and placements in area special classes. Area IPRCs also review placement in area special classes. In addition, they will determine the original identification and placement of complex cases.
- c) System level IPRCs determine the placement of students in system special classes. They also review placements in system special classes. System level IPRCs also make referrals to Provincial schools, determine placements in Provincial Demonstration schools and determine original identification and placement of complex cases.
 - Principals may, upon written notification to the parent/guardian, and must, at the written request of the parent/guardian, refer a student to an Identification, Placement and Review Committee (IPRC).
 - Identifications are made in accordance with Ministry policy and regulations. In order to be identified as an "exceptional pupil" a student must meet the criteria for the exceptionality and, in most circumstances, must require modifications of program.
 - School level IPRCs have one option for placement – regular class.
 - Area level and System level IPRCs have two options for placement – regular class or special class.
 - Discussions about a student's Individual Educational plan and other program options may occur at a meeting of the IPRC and this discussion should include description of the student's strengths and needs. The decision-making of the IPRC is restricted to the student's identification and placement, and includes identifying the next date for a review.
 - Notification to parents/guardians and other parties about the date, time and location of the IPRC is the responsibility of the Principal of the home school and must be provided 10 days in advance of the IPRC.
 - Minutes of the IPRC will be completed by the Chair and will include a checklist indicating the decision about identification and placement. Minutes must be filed at the school in the Ontario Student Record (OSR).

- Communication of IPRC decisions to parents/guardians and to area/central files should occur, as follows:
 - a) School Level IPRC – the home school Principal communicates in writing to the parent/guardian
 - b) Area Level IPRC – the Principal who chairs the IPRC communicates in writing to parent/guardian, and to schools,
 - c) System Level IPRC – Principal-Leader Special Education or designate communicates in writing to parent/guardian, and to schools.

Role of the Board

The Grand Erie District School board shall establish one or more committees for the Identification and Placement of exceptional students, determine the jurisdiction of each committee and establish the manner in of selecting the chair of the committee. The board shall direct administration to select individuals who meet the requirements of the members set out by the board.

The Board shall appoint three or more persons to each committee that it establishes. The board shall appoint as one of the members of each committee:

- a) a Principal employed by the board
- b) a Supervisory Officer employed by the board

The Board shall direct administration to ensure that individual membership on each IPRC meets the requirements as set out by the board.

The Board shall prepare a guide (A Parent's Guide to Special Education) for the use and information of parents and pupils that provides information concerning:

- a) the function of the IPRC and the IPRC review
- b) the procedure for identifying a student as exceptional and for deciding the student's placement
- c) the IPRC's duty to describe the strengths and needs of the student
- d) the IPRC's duty to include the student's exceptionality and the category and definition of that exceptionality in its statement of decision
- e) the function of a special education appeal board and the parent's right to appeal the decision of the IPRC to such a board
- f) the names, addresses and telephone numbers of the Provincial and Demonstration schools
- g) whether and to what extent the school board purchases special education programs from another school board
- h) a list of local parents' organizations eligible to be on a Special Education Advisory Committee (SEAC)
- i) the information that an IPRC placement decision cannot be implemented unless a parent has consented to the decision or has not filed a notice of appeal within the required time limit.

All parents shall be informed by means of an item in the school newsletter or by other appropriate means, at least once each year, of the availability of the Parent's Guide to the IPRC process. At the same time, parents shall also be informed of their right to request that their child be referred to an IPRC. (**A Parents Guide to Special Education - Identification Placement and Review Committee** (Appendix H), also (**A Guide for Parents – Individual Education Plan (IEP)** Appendix I).

The Board shall ensure that copies of the guide are available at each school in the Board's jurisdiction and at the Board's head office and shall provide a copy to the appropriate district office of the Ministry.

Number of IPRC referrals for the school year	2016-2017: 259
Number of IPRC reviews for the school year	2016-2017: 2,235
Number of IPRC appeals for the school year	2016-2017: 0

Standard 6: EDUCATIONAL AND OTHER ASSESSMENTS

The purpose of the standard is to provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used.

Types of Assessments

Three types of assessments are conducted by personnel within Grand Erie: Educational, Psycho-educational, and Speech and Language.

Educational assessments are limited to achievement testing of individual students both by formal and informal means. Responsibility for training of staff to use these assessment tools is assumed by the Program/Student Success Team if the assessment is to be administered by classroom teachers to inform program delivery for all students and by the Special Education team when more in depth assessment to be administered by the Learning Resource Teacher is needed for a specific student. Formal measures include (but may not be limited to):

For *Classroom Teachers*:

Developmental Reading Assessment (DRA) – Primary
Benchmark Assessment System – Junior
Ontario Comprehensive Literacy Assessment (OCA)

For *Learning Resource Teachers*:

Academic Achievement Battery (AAB)
Brigance Tests of Basic Skills
Brigance Early Development Scale

The Canadian Cognitive Abilities Test (CCAT-6) that is administered by grade 3 teachers under the guidance of the Gifted/Enrichment Learning Resource Teachers. It is used as a screening tool to inform eligibility for gifted/enrichment programming.

Psychological measures are used by the Psychological Associates and Psycho-Educational Consultants. All are administered individually to students after informed consent from parents/guardians has been obtained. They can be subdivided into various types. Among the most frequently used tests are the following:

(a) *Global cognitive/intellectual measures:*

Wechsler Intelligence Scale for Children – Fifth 4th-Edition (WISC IV) (Canadian norms)
Wechsler Adult Intelligence Scale - 4th Edition (Canadian norms)
Wechsler Preschool and Primary Scale of Intelligence –Fourth Edition (Canadian norms)
Stanford-Binet Intelligence Scale - Fifth Edition (SB5)
Wechsler NonVerbal Scale of Ability: Canada

(b) *Academic Achievement Measures*

Kaufman Test of Individual Achievement – Third Edition (Canadian Norms)
Wechsler Individual Achievement Test – Third Edition (Canadian Norms)

(c) ***Processing and Specific Skills Tests:***

Comprehensive Test of Phonological Processing (CTOPP-2)
Bender Visual-Motor Gestalt Test - Second Edition
Beery Buktenica Developmental Test of Visual-Motor Integration-6th Edition
VMI Developmental Test of Visual Perception-6th Edition
VMI Developmental Test of Motor Coordination-6th Edition
Peabody Picture Vocabulary Test Fourth Edition (Forms A & B)
Key Complex Figure Test
Test of Memory and Learning – Second Edition
NEPSY-A Developmental Neuropsychological Assessment – Second Edition
Children's Colour Trails Test
Process Assessment of Learning – Second Edition (Language and Math)
Delis-Kaplan Executive Function System

(d) ***Surveys and Checklists:***

Adaptive Behaviour Assessment System - Third Edition (various forms)
Behaviour Assessment Scale for Children –Third Edition (various forms)
Behavior Rating Inventory of Executive Function (BRIEF)
Brown ADD Scales (various forms)
Multi-dimensional Anxiety Scale for Children: Second Edition

Speech-Language assessments are completed by Speech-Language Pathologists. Formal measures used to evaluate speech (articulation/phonology, fluency, resonance, voice) and oral language (receptive and expressive, vocabulary, phonological awareness, social/pragmatic language) include:

(a) ***Speech/Phonology:***

Assessment of Phonological Processes – Revised (APP-R)
Goldman Fristoe Test of Articulation – 3 (GFTA-3)
Kaufman Speech Praxis Test (KSPT)
Phonological Assessment of Child Speech (PACS)
Pre-Reading Inventory of Phonological Awareness (PIPA)
Rapid Automatized Naming/Rapid Alternating Stimulus Tests (RAN/RAS)
Screening Test for Developmental Apraxia of Speech (STDAS)
Structured Photographic Test of Articulation –D: II (SPAT-D:2)
Stuttering Severity Instrument

(b) ***Language:***

Bankson Language Test – 2 (BLT-2)
Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5)
Clinical Evaluation of Language Fundamentals – Primary (Second Edition)
Detroit Test of Learning Aptitude – Fourth Edition (DTLA-4)
Emerging Literacy Language Assessment (ELLA)
Expressive One Word Picture Vocabulary Test
Language Processing Test – 3 (LPT-3)
Montgomery Assessment of Vocabulary Acquisition (MAVA)
Peabody Picture Vocabulary Test – Fourth Edition (PPVT-IVA & PPVT-IVB)
Preschool Language Scale – 5 (PLS-5)

Social Language Development Test – Elementary (SLDT-E NU)
Structured Photographic Expressive Language Test – 3 (SPELT-3)
Test of Auditory Comprehension of Language – Third Edition (TACL-3)
Test of Language Competence – Expanded (TALC-E)
Test of Narrative Language (TNL)
Test of Problem Solving – Third Edition (TOPS-3)
Test of Word Finding – 2 (TWF-2)
Test for Examining Expressive Morphology (TEEM)
The Fletcher Time-by-Count Test of Diadochokinetic Syllable Rate
The Listening Comprehension Test – 2 (LCT-2)
The Test of Language Development – Intermediate: 2 (TOLD-I:2)
The Test of Language Development – Primary: 4 (TOLD-P:4)
The Word Test – 2: Elementary
The Word Test – 2: Adolescent
Wiig Test of Basic Concepts (WABC)

Qualifications of Staff

Educational assessments are conducted by teachers who are governed by the Education Act, and regulated by the College of Teachers.

Psychological *et al.* assessments are administered by psychologists, psychological associates and psycho-educational consultants. Psychologists/psychological associates and those they supervise are governed by the Regulated Health Professions Act, 1991. Only psychologists/psychological associates provide and communicate diagnoses. Psychologists and Psychological Associates are members of the College of Psychologists of Ontario (www.cpo.on.ca).

Speech-Language assessments are administered by Speech-Language Pathologists who are also governed by the Regulated Health Professions Act, 1991 and belong to the College of Audiologists and Speech Language Pathologists of Ontario (www.caslpo.com).

Referrals Management and Wait Times

Individual assessments are completed to support educational program planning. Referrals for assessment are considered and prioritized through the Resource Team process. Meetings are held on a monthly basis with an agenda determined by the School Team which has already accessed expertise within the school building including a review of classroom based assessment information, standardized educational assessment (AAB), and participation in intensive early literacy intervention programs such as Strong Start, Levelled Literacy Intervention (LLI), and Empower if warranted and if available (See Appendix D). Resource Team (RT) discussion includes programming to support educational (academic and well-being) needs based on available information, and recommendations for medical assessment such as hearing/vision if required. If a referral for further assessment is not deemed to be necessary at the time of the Resource Team meeting but careful monitoring of progress to reconsider this decision in the future is, an intervention plan and timelines to bring back to the RT are developed and left with the School Team for implementation. Prioritizing of referrals takes into account:

- IPRC need
- SEA request
- severity of problems

- request for outside agency involvement
- school setting of priorities
- school referral patterns relative to the severity of needs across the district.

Referrals for assessment are logged centrally using the Learner Intervention for Tracking Excellence (LITE) process.

Wait times for psycho-educational assessments are generally 1 – 6 months. This reflects the time between the date a referral is made in LITE after a Resource Team meeting to the date of the parent/guardian meeting when the written report of assessment findings and recommendations is shared.

Wait times for speech-language assessments range from 1 to 13 months. In addition to Resource Team referrals, Communication Services staff meet with Kindergarten Educator Teams during the first 6 weeks of school to help determine children most in need of specialized support. Using a tiered intervention framework, the service delivery approach is developed based on student and school needs. For example, some schools might receive a block or even several blocks of service while others, based on comparative need, might not receive any blocks of direct intervention, but will have service delivered in a less intensive approach (i.e., Home Programming, classroom strategies to develop skills). Many schools receive speech-language services, in collaboration with the classroom teacher, through the KLLIC program (Kindergarten Language and Literacy in the Classroom).

All direct interventions with students are conducted only with written parent/guardian consent which typically includes individual discussions with the parent/guardian to ensure that the consent is informed and voluntary. Limits of confidentiality, privacy of information, likely use of the assessment, and distribution of the report are also discussed. Students 18 years of age or older, provide their own consent.

Results of individual Educational/Psycho-educational/Speech-Language assessments are communicated through a meeting with the parent/guardian and a written copy of the assessment report is provided. Meeting face-to-face so that assessment findings and recommendations can be used to collaboratively determine next steps in program planning is preferred. Student participation in these discussions is determined in consultation with their parent/guardian, taking into account developmental constraints.

Appropriate school staff are involved when assessment results are communicated to the parent/guardian.

Reports prepared by other professionals outside the Board are reviewed to determine what information provided helps delineate a student's learning needs, strengths or problems and how it can be used for the improvement of instruction within a school context and in accordance with the *Education Act*, (R.S.O. 1990, S.226(2)). Where this information differs from data collected at the school, discussions at the Resource Team determine how best to proceed. There is no requirement that assessments or reassessments must be conducted by Board personnel (i.e. reports are "transportable"). Allocation of educational resources and educational programming decisions remain the responsibility of school/system staff.

Protection of Privacy and Consent for Sharing Information

Privacy of Information is protected under the Municipal Freedom of Information and Protection of Privacy Act and the Personal Health Information Protection Act (PHIPA). Assessment reports are filed in the student's Ontario Student Record (OSR) folder. The original report is housed in a confidential Psychology or Speech-Language Record which is maintained for 10 years after the date of last contact or 10 years after the child turns 18 years of age in accordance with the Regulation Health Professions Act (RHPA).

Written authorization is obtained prior to releasing reports to outside agencies.

Standard 7: SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

The purpose of the standard is to provide details of the Board's specialized health support services to the ministry and the public.

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: CCAC, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Agent of CCAC (SHSS)	Student's health need necessitates services at school to enable safe integration and participation in the school setting	SHSS Case Manager initially determines eligibility, in consultation with Program Coordinator of Special Education for GEDSB. Once agent has assessed client and recommends frequency then Case Manager authorizes frequency along with any future requests for changes or extra visits ongoing.	Agent reports assessment to parent/guardian and school staff, then review recommended frequency with SHSS CM for a final decision. Service frequencies may also be discussed prior to final decision with involved school staff and parents along with community health professionals involved with the student.	Case Management service may be accessed for assessment or reassessment. Often a multi-disciplinary review may be planned, often in the form of meetings or conferences. The SHSSCM may preside over a meeting or involve Community Supports such as a Family Support Worker as appropriate and with the family's consent. Other stakeholders/care givers may be invited with family consent. Client (student and family) choice and well-being will guide our initiatives. As appropriate the Case Manager will invite or obtain advice from community medical and health professionals. CCAC has an appeals process available.

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: CCAC, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Occupational Therapy	Agent of CCAC (SHSSOT)	Assessment by O.T.	SHSS Case Manager initially determines eligibility, in consultation with Program Coordinator of Special Education for GEDSB. Once Agent has assessed client and recommends frequency then Case Manager authorizes frequency along with any future requests for changes or extra visits ongoing.	Re-assessment	As above
Physiotherapy	Agent of CCAC (SHSSPT)	Assessment by PT	As above	Re-assessment	As above
Nutrition	Agent of CCAC (SHSSNT)	Medical Referral	As above	Re-assessment	As above
Speech & Language Therapy	CCAC (speech) School Board SLP (speech & language) Preschool SLP if referred prior to December of JK year (Brantford/Brant County) or June prior to start of JK year (Haldimand-Norfolk)	GEDSB SLP provides eligibility confirmation prior to referral to SHSS	SHSS CM in consultation with the CCAC SLP makes the final determination about eligibility and the level of support that will be provided.	SHSS have a set discharge criteria that are adhered to (i.e., set number of visits for specific issues). CCAC refers students back to SLP at GEDSB upon discharge where appropriate.	As above
Administering of prescribed medications	Oral medication by school staff. G-tube and Intra-muscular medications by agent of CCAC	Medical Statement	SHSS case manager initially determines eligibility, in consultation with Program Coordinator of Special Education for GEDSB. Once Agent has assessed client and recommends frequency then CM authorizes frequency along with any future requests for changes or extra visits ongoing.	Physician, and parent/guardian/student	Physician, and parent/student
Catheterization (a) Performed by CCAC	CCAC Brant CCAC Haldimand/Norfolk Grand Erie DSB pays fee for catheterization services	Medical Referral	Physician	Physicians order or student demonstrates independence with procedure. CCAC involvement in determining when procedure no longer requires medical personnel involvement.	As above

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: CCAC, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Catheterization (b) Performed by Educational Assistants	Educational Assistants After training by CCAC, Educational Assistants perform catheterization duties. Currently, this duty is voluntary in Grand Erie.	Medical Referral	Physician	As above	As above
Suctioning	CCAC agent	Medical Referral	Physician	Physician and parent/guardian/student agreement along with health professional assessment (CCAC agent)	As above
Lifting and positioning	School staff-training available to address specific student's	Medical Referral	Medical Referral	Parent/guardian and student along with physician	As above
Assistance with mobility	School staff as trained by CCAC agent if appropriate (usually OT/PT)	PT Medical Referral	Medical Referral	Parent/guardian and student along with physician	As above
Feeding	Oral - school staff G-tube - CCAC agent	Medical Referral	Physician, Nurse	CCAC services: Parent directives based on physician orders	As above
Toileting	School staff - training available from OT/RN	Medical Referral	Physician, Nurse	Once school staff training is complete service may be discharge or placed on hold for future requests	As above

CCAC - Community Care Access Centre
CM-Case Manager
EA - Education Assistant
ELK- Early Learning Kindergarten
GEDSB/Board - Grand Erie District School Board
LRT - Learning Resource Teacher
OT- Occupational Therapist
PT-Physiotherapist
RN—Registered Nurse
SHSS - School Health Support Services
SLP - Speech and Language Pathologist

Standard 8: CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

PURPOSE: To make information on the categories and definitions of exceptionalities available to the public, including parents and community associations.

Behaviour

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

- an inability to build or to maintain interpersonal relationships
- excessive fears or anxieties
- a tendency to compulsive reaction
- an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Communication

Autism

A severe learning disorder that is characterized by:

- a) disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech, and language.
- b) lack of the representational symbolic behaviour that precedes language.

Deaf and Hard-of-Hearing

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

Language Impairment

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

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
 - language delay;
 - dysfluency;
 - voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

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

Learning Disability

In Policy/Program Memorandum 8 (2014), the Ministry of Education defines learning disability as one of a number of disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

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

Intellectual

Giftedness

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

Mild Intellectual Disability

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- b) an inability to profit educationally within a regular class because of slow intellectual development;
- c) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability

A severe learning disorder characterized by:

- a) an inability to profit from a Special Education Program for students with mild intellectual disabilities because of slow intellectual development;
- b) an ability to profit from a Special Education Program that is designed to accommodate slow intellectual development;
- c) a limited potential for academic learning, independent social adjustment, and economic self-support.

Physical

Physical Disability

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

Blind and Low Vision

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

Multiple

Multiple Exceptionalities

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

The Board's IPRC applies the above categories and definitions in making decisions with respect to identification and placement by reviewing all information including assessment documentation, reporting detailed in the OSR, and anecdotal references from board personnel, parent/guardians and agencies:

- to develop a shared understanding of a student's current strengths, needs and learning profile;
- to compare available information with the board's IPRC decision making and assessment criteria (Appendix L);
- to ensure consistent interpretation and application of Ministry of Education requirements.

Standard 9: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

The purpose of the standard is to provide details of range of placements provided by the Board, and to inform the public that placement of a student in regular class is the first option considered by an Identification Placement and Review Committee (IPRC).

Grand Erie District School Board believes that “if a student’s needs can be met in a regular classroom with *accommodations* and *modifications*, placement should be in a regular class in the home school.” (P1: Special Education Guiding Principles, 2017). We also believe that “the individual needs of some students with specific exceptionalities are such that placement within a self-contained class can also be the most enabling.” (P1: Special Education Guiding Principles, 2017).

SEAC participates in the review of self-contained classes, their locations and nature. Additionally, SEAC members were involved in the development of the Special Education Guiding Principles, which provides direction to the nature, and focus of congregated classes in Grand Erie.

Regular Class:

Placement in a regular class should be considered as the first option:

- Appropriate accommodations and modifications should be in place; (Grand Erie DSB Accommodations Document, 2004);
- Classroom Teachers should receive appropriate training in evidence based strategies that improve student’s learning (Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12);
- Support from the Learning Resource Teacher should be provided to improve classroom instruction.
- Educational Assistants can assist with the implementation of the programming for students with medical and safety needs;
- System special education support staff build the capacity of schools to meet the broad range of student special education needs. (P1: Special Education Guiding Principles, 2017).

The Identification, Placement and Review Committee (IPRC) always begins with regular class placement in mind, but may determine that a self-contained setting with a high degree of expertise and support is required to meet the student’s needs.

Grand Erie is committed to fostering an inclusive culture in schools. “The culture of the school is essential in fostering an attitude of inclusion, and an attitude of inclusion recognizes and values the tiered approach to the provision of special education programs and services. An attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into their school communities.” (P1 Special Education Guiding Principles, 2017).

When more intensive support is required for a student, self-contained placement may be considered. “Educational implications of participation in self-contained programs should be discussed with the parents and students through the Identification, Placement and Review Committee (I.P.R.C).” (P1: Special Education Guiding Principles, 2017). When a self-contained placement may be appropriate, it is a consultative process which honours the voices of parents, school staff, program support staff and the student as appropriate. After an IPRC confirms the student is exceptional and determines placement into a self-contained program discussion of program options may occur as follows:

- discussion may include the type of Special Education Services, the degree of curriculum modification, and any need for personalized equipment;

- provides some direction for the IEP;
- does not commit to a specific location or specific amount of individualized support (location is not part of the IPRC and is not subject to the appeal process).

To further support integrated programming, the sub-category of Delivery Options, Special Education Class, states “integration into regular program should occur, in consultation with the parents/guardians, as it is deemed appropriate for the individual pupil by the School Principal”.

The ways in which a student may be integrated into the regular, age-appropriate classroom are as follows:

- integrated on a regularly scheduled basis for specific subjects or periods of time;
- integrated on the basis of specific content in a subject area;
- integrated on days when special events occur;
- integrated for assemblies;
- integrated into social situations.

When being integrated into a regular class the student may receive support from an Educational Assistant. When the student’s placement is a Special Education Class with Partial Integration the student must be integrated into a regular class for at least one instructional period daily. When integration does occur for a student whose placement is in a self-contained program, it does not exceed 49% of the school day.

Types of placements provided at the elementary and secondary levels:

There are five placement options available to students in elementary and secondary levels.

Regular Class

- Indirect Support
- Direct Support (Resource Assistance)
- Withdrawal Assistance (which can include ~~Mind Shift~~, Regular Mode Enrichment)

Self-contained Class

- Partial Integration
- Full Time

The following one or more criteria are considered for admission to a self-contained class placement:

- the student requires a uniquely designed individual program for more than 50% of the day;
- the student requires a range of specialized instructional support for more than 50% of the day;
- the student requires a classroom environment containing specialized facilities.

Admission to placement will occur as soon as possible. The student may require support or services in the regular class placement while waiting for admission to a special class.

The level of support provided in each placement, including the assignment of intensive support, is determined by:

- needs of students within a school;
- needs of students within a Family of Schools;
- needs of students throughout the entire Board;

The level of support for individual students is based on student needs, such as:

- safety - to self or others;
- medical issues;
- academic;
- social /emotional;
- physical;
- alternative programming;
- augmentative communication.

An IPRC may recommend a change in a students' placement if:

- the student requires a placement that permits a greater focus on the goals and objectives of the Individual Education Plan (IEP);
- the student is meeting goals and objectives more closely approximating the expectation of the Ontario Curriculum and requires a program more focused on those goals and objectives.

When the needs of a student cannot be met within the Board's range of placements, an IPRC may support one of the following temporary or permanent placements:

- Child and Parent Resource Institute (CPRI)
- Education Programs in Care, Treatment, Custody and Correctional Facilities
- Amethyst School (for students with ADHD and/or severe learning disabilities)
- Trillium School (for students with severe learning disabilities)
- Roberts School (for students who are deaf /hard of hearing)
- W. Ross Macdonald School (for students who are blind/deaf-blind)

Options for placement outside the Board are communicated to the parent/guardians before the IPRC through:

- case conferences.
- visit to the outside placement.

SEAC is presented a general overview of the philosophy of types of placements available and changing needs for self-contained program throughout the Board. They provide feedback and discussion about the philosophy and changing needs. A final copy of the Self-contained Classes and their locations is then shared with SEAC as information.

Most students identified as exceptional within Grand Erie DSB are placed in a regular class. The document that follows identifies the location of the special classes within the Board for the 2016-17 school year.

Elementary Self Contained 2016-2017	
School	Class (Maximum Class Size)
Agnes Hodge	Multi-Handicap (6)
Banbury	Junior Tech (8)
Branlyn	Strategies (8)
Caledonia Centennial	Strategies (8)
Cedarland	Jr/Int Developmental Disabilities (10)
Centennial Grand Woodlands	Pr Strategies (8)
Centennial Grand Woodlands	Gifted (25)
Centennial Grand Woodlands	Jr/Int Developmental Disabilities (10)
Cobblestone	Jr/Int Mild Intellectual Disability (16)
Cobblestone	Jr/Int Developmental Disabilities (10)
Delhi Public	Strategies (8)
Elgin	Jr/Int Mixed Exceptionalities (16)
Elgin	Autism (6)
Fairview Ave	Autism (6)
Graham Bell-Victoria	Autism (6)
Grandview	Pr/Jr Autism (6)
Greenbrier	Autism (6)
Greenbrier	Jr/Int Mild Intellectual Disability (16)
Greenbrier	Pr/Jr Developmental Disabilities (10)
Hagersville Elem	Deaf/Hard of Hearing (12)
Hagersville Elem	Jr/Int Mixed Exceptionalities (16)
Hagersville Elem	Jr/Int Developmental Disabilities (10)
James Hillier	Autism (6)
Jarvis	Gifted (25)
JL Mitchener	Junior Tech (8)
JL Mitchener	Jr/Int Autism (6)
Lynndale Hts	Jr/Int Developmental Disabilities (10)
Major Ballachey	Strategies (8)
Major Ballachey	Jr/Int Mild Intellectual Disability (16)
Prince Charles	Multi-Handicap (6)
Russell Reid	Jr/Int Mild Intellectual Disability (16)
Ryerson Heights	Pr/Jr Developmental Disabilities (10)
Thompson Creek	Jr/Int Mixed Exceptionalities (16)
Thompson Creek	Pr Strategies (8)
Walsh	Pr/Jr/Int Developmental Disabilities (10)

Secondary Self Contained 2016-2017	
School	Class (Maximum Class Size)
Cayuga Secondary	Mixed Exceptionalities (16)
Cayuga Secondary	Developmental Disabilities (10)
Cayuga Secondary	Developmental Disabilities (10)
Cayuga Secondary	Autism (6)
Dunnville Sec	Mixed Exceptionalities (16)
Hagersville Sec	Mixed Exceptionalities (16)
North Park	Mixed Exceptionalities (16)
North Park	Mixed Exceptionalities (16)
North Park	Mixed Exceptionalities (16)
North Park	Autism (6)
Paris District	Mixed Exceptionalities (16)
Paris District	Developmental Disabilities (10)
Pauline Johnson	Mixed Exceptionalities (16)
Pauline Johnson	Multi-Handicap (6)
Pauline Johnson	Multi-Handicap (6)
Pauline Johnson	Developmental Disabilities (10)
Simcoe Composite	Mixed Exceptionalities (16)
Simcoe Composite	Mixed Exceptionalities (16)
Simcoe Composite	Developmental Disabilities (10)
Simcoe Composite	Developmental Disabilities (10)
Simcoe Composite	On Track (16)
Tollgate	Mixed Exceptionalities (16)
Tollgate	Mixed Exceptionalities (16)
Tollgate	Mixed Exceptionalities (16)
Tollgate	Autism (6)
Tollgate	Developmental Disabilities (10)
Tollgate	Developmental Disabilities (10)
Tollgate	On Track (16)
Valley Hts	Mixed Exceptionalities (16)
Waterford DHS	Developmental Disabilities (10)
Waterford DHS	Multi-Handicap (6)

Standard 10: INDIVIDUAL EDUCATION PLANS (IEP)

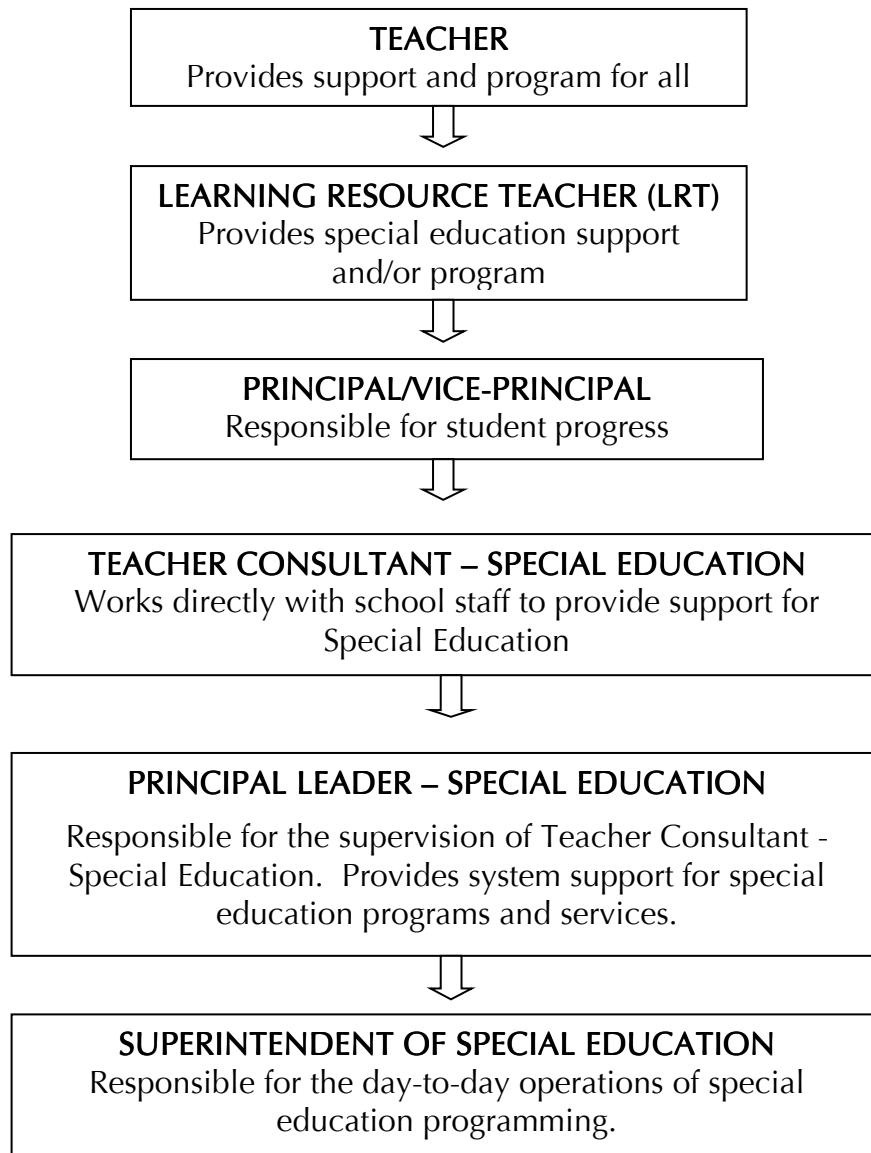
The purpose of the standard is to inform the ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

The Individual Education Plan Writer used by Grand Erie District School Board is divided into the following sections:

- i. Identification
 - Reason for development of the IEP
 - Placement information
 - IEP completion date
 - IEP revision date
 - Student Profile
 - Ontario Education Number (OEN)
 - Exceptionality
 - IPRC Placement Decision
 - IEP Development Team
 - Assessment
 - Relevant Educational & Clinical Assessment Data
 - Strengths
 - Needs
 - Health Support Services
 - Accommodations
 - Instructional Accommodations
 - Environmental Accommodations
 - Assessment Accommodations
- ii. Human Resources
- iii. Equipment
- iv. Provincial Assessments
 - Permitted Accommodations
 - Exemptions from Provincial Assessment
- v. Elementary Program Exemptions
- vi. Secondary compulsory course substitutions
- vii. Program Areas
 - Modified Programs
 - Accommodations
 - Alternative Programs
 - Baseline Level of Achievements
 - Annual Program Goal
 - Learning Expectations, Teaching Strategies and Assessment Methods
 - Teaching Strategies
 - Strengths/Areas for Improvement/Next Steps
- viii. Transition Plan
- ix. Sources consulted in the Development of the IEP
- x. Parent/Student Consultation
- xi. Staff Review & IEP Updating

Dispute Resolution Process

Collaboration between school staff and parents is essential. When parents have questions or concerns about their child's Individual Education Plan, or special education programming, these are best addressed at the school level, always beginning with the classroom teacher. The chart below indicates the appropriate steps to follow if a parent/guardian feels that a question or concern has not been adequately addressed:



School and System Level Audits of IEPs

School and system level audits of IEPs were completed during May-June of 2017 with a focus on Transition Plans. A parent IEP survey was included this school year. Audit results will be tabulated during the summer of 2017 and reported to trustees, principals, and School Teams during the 2017-18 school year with recommended steps for improvement.

Standard 11: PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

The purpose of the standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Provincial and Demonstration Schools:

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

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

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

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

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

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the Province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life skills” program;
- provide through home visiting for parent/guardians and families of preschool deaf-blind children to assist in preparing these children for future education.

b) Provincial Schools for the Deaf

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

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

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

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

Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environment which facilitate students language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school. (residence is provided for those students who live over 70 kilometers from the school)

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

Each school has a Resource Services Department, which provides:

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

Provincial School Contacts

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

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, Ontario
L9T 2M5
Tel.: (905) 878-2851 Fax: (905) 878-5405

Schools for the Deaf

The Ernest C. Drury School for the Deaf 255 Ontario Street, S. Milton, Ontario L9T 2M5 Tel.: (905) 878-2851 Fax: (905) 878-1354	The Robarts School for the Deaf 1090 Highbury Avenue London, Ontario N5Y 4V9 Tel.: (519) 453-4400 Fax: (519) 453-7943	The Sir James Whitney School for the Deaf 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel.: (613) 967-2823 Fax: (613) 967-2857
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School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario
N3T 3J9
Tel.: (519) 759-0730
Fax: (519) 759-4741

School for the Deaf, Blind, and Deaf-Blind

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario
K1Z 6R8
Tel.: (613) 761-9300
Fax: (613) 761-9301

Provincial Demonstration Schools

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

These schools are the following:

Amethyst School
1090 Highbury Avenue
London, Ontario
N5Y 4V9
Tel.: (519) 453-4408
Fax: (519) 453-2160

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

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

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

Each Provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

Application for admission to a Provincial Demonstration School is made on behalf of students by the School Board, with the parent/guardian consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

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

The Provincial Demonstration Schools were established to:

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

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

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

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW).

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

Following are current statistics (for the school year 2016-2017 with respect to the number of qualified resident students attending Provincial Schools and Provincial Demonstration Schools:

W. Ross Macdonald	36
E.C. Drury	2
Amethyst	1

Transportation is provided for students, and assistants if required, to and from Provincial and Demonstration Schools. Depending on the needs of the students, transportation may be provided by taxi, van, minibus, wheelchair bus or wheelchair taxi.

Standard 12: SPECIAL EDUCATION STAFF

The purpose of the standard is to provide specific details on board staff to the ministry and the public.

Special Education Staff	ELEM.	SEC.	Staff Qualifications
Teachers of Exceptional Students			OCT & qualified to teach in Pr/Jr/Int/Sr divisions
Learning Resource Teachers (LRTs)	62 FTE	13.33 FTE	Special Education (minimum Part I)
Teachers for Self-Contained Classes	35 FTE	37.66 FTE	Special Education (minimum Part I)
Other Special Education teachers			Special Education (minimum Part I)
Itinerant teachers	1.0		Deaf Specialist
Principal Leader Special Education	1.0		Principal Qualifications; Special Education Specialist
Program Coordinator	1.0		Special Education Specialist
System Learning Resource Teachers	4.0 Autism 2.0 Intellectual Disabilities 1.0 Learning Disabilities 1.0		Special Education Specialist
Enrichment Learning Resource Teachers	4.0		Special Education Specialist
Teacher Consultants	5.5 Elementary 4.5 Secondary 1.0		Special Education Specialist
Educational Assistants in Special Education			
Educational Assistants	303		Community College Diploma in field relating to special needs; experience
Lead Educational Assistant	2.0		Community College Diploma in field relating to special needs; experience
Lead Educational Assistant for Special Education Amount (SEA) Support	1.0		Community College Diploma in field relating to special needs; experience

Other Professional Resource Support Services Staff		
School Programs and Supports Lead	1.0	Master's Degree
School Mental Health and Well-Being Lead	1.0	Master's Degree
Psychological Associates	3.0	Master's Degree
Psycho-Educational Consultants	5.0	Master's Degree
Speech-Language Pathologists	6.5	Master's Degree in Speech/Language
Communicative Disorder Assistants	7.0	Community College/University
Social Workers	5.5	Master's Degree in Social Work; B.A.
Applied Behaviour Analysis Expert	1.0	B.A.
Behaviour Counsellors	6.0	B.A. or Child & Youth Services Worker Diploma
Child and Youth Workers	9.0	Child & Youth Services Worker Diploma
Indigenous Child and Youth Worker	1.0	Social Service Worker Diploma
Attendance Counsellors	6.0	B.A.
Indigenous Attendance Counsellors	1.0	B.A.

Standard 13: STAFF DEVELOPMENT

The purpose of the standard is to provide details of the board's professional development plans for special education staff to the Ministry and to the public.

Goal

The goal of the Special Education Staff Development Plan in Grand Erie DSB is to ensure that all staff has current knowledge and skills to provide appropriate support and programming for all students with special needs.

Involving the Stakeholders

Areas for professional development are determined by:

- Ministry of Education
- Senior administration
- System support personnel
- School and area administration
- Special Education and regular classroom teachers/early childhood educators
- Educational Assistants
- Parents/Guardians

Professional Development activities offered by the Board are often determined by staff identifying perceived areas of need. Input is received through the following avenues:

System:

- Special Education/Student Support Services
- Special Education Team (Principal Leader, Coordinator, Consultants)
- Executive Council, in consultation with school administrators
- The Board's Multi-Year Plan
- The Board's Annual Operating Plans
- System Committees
- Secondary Special Services Department Heads Association
- Leadership Steering Committee

Area:

- Administrators
- Area support staff

Family:

- Learning Resource Teachers (LRTs) and Special Education classroom teachers request in-service
- Teacher Consultants - Special Education identify family needs
- CUPE Professional Development Committee
- School Professional Development Committees

School:

- administrators and staff request in-service for perceived areas of need
- School Councils and Home and School Associations request in-service
- school teams or resource teams request in-service
- school-based professional development committees

SEAC is consulted about staff development in the following ways:

- monthly meetings
- access through the Board's web page
- invitation to professional development opportunities
- participation in Ministry of Education training sessions

Professional Development and Training

Priorities in the area of staff development are determined by:

- compliance with Ministry of Education directives, regulations, and initiatives
- response to urgent needs of students, staff and Board
- response to Education Quality and Accountability Office (EQAO) results
- related area of emphasis in Special Education
- response to demographic needs as identified by system personnel, community support agencies, medical staff, advocacy groups
- response to health and safety issues.

Staff development is provided in a variety of formats:

- Workshops on Professional Development days, after-school sessions, staff meetings at the invitation of school principals, and in the context of system initiatives such as the Renewed Math Strategy (RMS) and New Teacher Induction Program (NTIP)
- Activities during Children's Mental Health Week
- School and system training to develop an understanding of new Ministry requirements is provided as needs arise
- Training to support system programs for new to role staff is on-going (i.e., Individual Education Plan (IEP) writing, Academic Achievement Battery (AAB), Behaviour Management Systems Training (BMS), Violent Threat Risk Assessment (VTRA), Tragic Events Response Team (TERT)
- Conferences are attended by board staff throughout the year by designated staff.

Awareness of Professional Development Opportunities

Ways in which the School Board staff are made aware of professional development opportunities:

- Scheduled area Resource Teacher meetings and School Resource Team Meetings
- Staff Portal
- Staff email
- Biweekly *Special Edition for Special Education* memo for Special Education Department Staff
- e-teacher electronic bulletin board and registration system
- Board maintained web page
- Family of Schools Administrators' Meetings

The following Professional Development sessions were offered during the 2016-17 school year:

Title	Description
Tribes TLC Basic Training	Tribes TLC is a process based on a philosophy of teaching and learning that promotes mutual respect, attentive listening, appreciation/no put downs, and the right to pass.
Behaviour Management System [BMS]	Multi session training whose main goals include improving safety and security for all staff and students, the promotion of respectful working and learning environments and breaking the cycle of inappropriate behaviour and consequences.
BMS Recertification	Recertification session for those already trained in Behaviour Management Systems.
safeTALK	Training session for students and staff to recognize when someone is having thoughts of suicide and how to engage with them.
ASIST	Applied Suicide Intervention Skills Training for staff only
Kurzweil and other Assistive software	This workshop was provided for teachers who currently have students with assistive technology (SEA) in their classrooms or who will have SEA students next year. Kurzweil, WordQ, and Office 365 basics and strategies for embedding software use into classroom programming were discussed. General workshops were offered along with specific sessions for grade 9 teachers and French teachers.
Structured Teaching and Use of Visual Supports	A number of afterschool workshops were offered to teachers who have students with Autism or intellectual disabilities in the regular classroom.
Networking Sessions for Teachers of Special Education Classes	These workshops (i.e. for teachers of Autism, Strategies classes) allowed teachers to explore the use of educational technology, behavior management strategies, resiliency, structured teaching, etc.
Academic Achievement Battery™ (AAB)	This two-part in-service on our new educational assessment tool was delivered to new LRTs. Assessment administration, test interpretation, report writing, and storage of information were covered. Refresher sessions were also offered and open to all LRTs.
Professional Development for Elementary and Secondary Learning Resource Teachers and Teachers in Elementary and Secondary Self-Contained Classes	Presentations on celebrating the strengths of exceptional students and coordinated service planning were given to all special education teaching staff. The group then divided so that LRTs heard presentations about the resources available to support students with Learning Disabilities (through LDAO and the demonstration schools) and Transition Planning. LRTs had an opportunity to work together in groups to discuss best practices for supporting student transitions. Self-contained teachers had a presentation on using technology to support the teaching of functional skills and heard about resources available at Brantwood Community Services.
Preparing to Have a Student With Complex Needs in Your Classroom	This workshop was offered to kindergarten teachers who are anticipating having new high needs students in their classrooms next year. Topics included visual supports, classroom layout, structured teaching, etc.

Hearing Awareness Workshop	This workshop was offered to teachers with hearing impaired students currently in their classrooms or to teachers who will have hearing impaired students in their classrooms next year. Presentations offered by our Deaf and Hard of Hearing itinerant teacher in conjunction with staff from EC Drury focused on classroom accommodations, use of FM systems, etc.
NTIP – Special Education Presentations	New elementary and secondary teachers received practical ‘Special Education At A Glance’ information. Student Support Services Staff provide an over-view of their roles and how they can support teachers to meet special education needs in the classroom.
December 20 Professional Learning Day for Primary Teachers	Speech-Language Pathologists and Psychological Services staff presented workshops related to self-regulation and the role of early language development in understanding the learning needs of young students in collaboration with Elementary Program and Safe School staff
Grand Erie Special Education Games	System LRTs for ASD and ID are facilitating the events to be held at Cayuga Secondary School. Athletes from Secondary and Elementary Special Education classes will participate in a number of events (races, ball throws, mascot contest) for a fun-filled day.
Managing Challenging Behaviour	Good Practice Strategies using visuals and why behaviours occur and how to respond to behaviours along with Health and Safety documentation were offered to Grand Erie staff.
Pulse	Pulse is a web-based, gamified program to help students identify their own learning style which in turn, helps teachers to differentiate instruction. Pulse information was offered through workshops and in classroom sessions.
Special Education Management Clinic	Topics offered to principals included special education law, IEP development and implementation, facilitation of School Teams, management of Educational Assistants, introduction to Autism, functional behaviour analysis, etc.
Cognitive Profiles and Learning Mathematics	As part of the province-wide Renewed Math Strategy (RMS), psychological services staff presented workshops about cognitive profiles with Elementary Program and Student Success teams.
School Refusal	6 th Annual PSSP Conference – Dr. Christopher Kearney provide an overview of a multi-tiered approach to promoting school attendance and addressing problematic absenteeism.
Mental Health Mondays	After school workshops on topics including Complex Families (Trauma), Behaviour and Non-Suicidal Self Injury

Training with regard to the Legislation and Ministry policy on Special Education:

The Board sends Special Education personnel (Superintendent, Principal-Leader, School and Program Supports Lead, Mental Health and Well-Being Lead, Program Coordinator, and Teacher Consultants) to in-services provided by the Ministry of Education on legislation, policy and new initiatives.

These people return to the Board and present the information detailed at the Ministry’s in-service to Administrators, Special Education and regular class teachers and other board support personnel. All teachers, including new practitioners, are encouraged to attend. If staff have difficulty with implementation of policies, the Teacher Consultants-Special Education provide further training and support.

In addition, senior special education staff attends the Regional Special Education Council (RSEC)

meetings three times per year. Counterparts from other boards in South-Western Ontario and representatives from the Ministry of Education discuss initiatives, share effective programs and services, and discuss emerging issues.

Program Coordinator-Special Education and Special Education Teacher Consultants continue to attend Special Education Regional Coordinator/Consultant Conference (SERCC) which meets twice a year to discuss Ministry of Education initiatives, share effective programs and services and discuss emerging issues in Special Education.

Budget allocation dedicated to the staff development plan in the area of Special Education:

There are a few components of the Staff Development Budget, which affect Special Education personnel:

- Special Education Teachers can access monies as dictated by their collective agreement and their school Professional Development Committees;
- Professional Student Support Services Staff have a budget determined by their collective agreement to attend conferences/training related to their role;
- CUPE staff also have a collective agreement determined PD amount intended to provide in-service for Special Education and other Support Staff by application to their Professional Development Committee;
- Coordinators and consultants responsible for Special Education can access funds to attend professional development;
- A percentage of total funds allocated for professional development is dedicated to Special Education.

Cost-sharing arrangements for staff development with other ministries or agencies:

- Workshops by teleconference through Contact Brant (Ministry of Children and Youth);
- Regional Autism Forum - Ministry of Education;
- Job Readiness Training - NACL (Norfolk Association of Community Living);
- Early Child Development Centres and Launch Pads;
- Geneva Centre
- ASD, School Support Program-Hamilton Health Sciences;
- Transitional Aged Youth Protocol with Contact Brant
- Autism Spectrum Disorder summer training in London, in support of PPM 140
- LD@School Educators' Summer Institute

Standard 14: EQUIPMENT

The purpose of the standard is to inform the ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs.

Procedures for determining individualized equipment purchases for students to use at school comply with those outlined in the Ministry of Education document.

Teacher Consultants-Special Education prepare a Special Equipment Amount (SEA) funding file for each individual student who has an assessment from a Speech-Language Pathologist or any other health care professional or agency indicating that the student requires a specific piece of equipment.

Included in the file are:

- letters of support from the professionals or organizations indicating that:
 - i) the equipment is essential / necessary to help the student benefit from instruction and,
 - ii) the disability that this device will assist with;
- quotes from suppliers for the required equipment, and;
- a copy of the student's IEP identifying equipment and embedding the equipment in the accommodations and program expectations.

Requisitions to order equipment can be processed prior to the completion of documentation for trial purposes or after the trial of equipment and documentation is complete. A copy of the requisition is placed in the SEA file. Once documentation is complete, files are submitted to the Program Coordinator, Special Education-

Information contained in the SEA files will be entered to a spreadsheet and submitted to the Area Office according to procedures and dates determined by the Ministry of Education.

Upon receipt of the SEA submissions, the Ministry may audit files selected at random.

The Board assumes the first \$800.00 of the cost of equipment purchased for each student.

Not all SEA submissions are approved by the Ministry. The Board may assume the purchase costs of equipment deemed necessary for the student. Replacement of equipment may be required due to the physical growth of a student or improved technology. In these situations, the Board may fund the equipment costs through the following budgets 2016-17:

1. Capital Equipment (Developmentally Delayed)
2. Capital Equipment (Enrichment)
3. Capital Equipment (SEA)
4. Capital Equipment (Non-grantable)

Other equipment related to student needs are protective equipment and alternate clothing necessary for the safety of staff. The list below indicates some of the required items:

Plexiglas face shields	Loose-fitting tops
Arm pads/gloves (cloth)	Uniforms/lab coats
Leg pads	Safety goggles
Wrist protection	Two-Way FM System
Torso protection	

If purchased in significant quantities, some of the items noted above could be SEA fundable.

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special needs, where the need for specific equipment is to provide students with access to the Ontario curriculum or a board-determined program and to attend school. Equipment purchased with SEA funding should be considered as a set of physical assets, which boards have a responsibility to protect, maintain, and manage as a public resource. It is assumed that boards will develop internal operating policies and procedures regarding the purchase, repair, use and disposal of equipment purchased with SEA funding.

There are typically three types of equipment purchased with SEA funds on behalf of students:

1. assistive technology
2. adaptive technology/equipment
3. technology/equipment to support a hearing loss

School boards' responsibilities include ensuring that:

1. equipment is functioning properly and is meeting students' needs;
2. equipment is replaced as required, when students outgrow equipment or when equipment wears out through use;
3. upgrades and refurbishment are considered as an option before replacement;
4. equipment is reused by other students when no longer required by the student for whom it was purchased;
5. efforts are made to share equipment among several students when appropriate and possible;
6. policies are developed that provide board staff with direction on issues such as:
 - managing transfers between schools and boards;
 - use of equipment in students' home, in co-op placements, and in other program settings, including Section 23 classrooms;
 - staff training on use of SEA funded equipment;
 - inventory records;
 - documenting use of equipment in student's IEPs, where equipment is required to support the student;
7. reasonable efforts are made to acquire a fair market value when disposing of used equipment.

Boards are required to internally allocate an adequate amount of additional funding to support the other costs associated with ensuring that all students who need equipment have access to appropriate equipment. These other costs include the \$800 per pupil deductible, the purchase of equipment that costs less than \$800 for students who require low cost items, on-going insurance costs, consumables such as toner and paper for printers, the cost of parts for upgrading or refurbishing equipment and staff costs for managing equipment purchasing, set-up, repairs, training and inspections.

Standard 15: ACCESSIBILITY OF SCHOOL BUILDINGS

The purpose of the standard is to provide the ministry with further details of the board's multi-year plan, which was previously submitted to the ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information

The Grand Erie District School Board has approved a multi-year capital expenditure plan for improving accessibility to its buildings, grounds and administrative offices, including resources dedicated to providing barrier-free access in the coming years. The Board's Plan includes increasing accessibility to as many school buildings as possible and providing specific facilities to accommodate students with special needs. Accessibility upgrades are considered any time a renovation or addition is made to a building.

The goal is to have one elementary school in each Family of Schools and one secondary school in each School Support Centre District (Brantford and Brant County, Haldimand and Norfolk) at Level Three and one elementary school and one secondary school in each School Support Centre District at Level Four.

The criteria provided to rank buildings for each Level of Accessibility is as follows:

- | | |
|-------------|---|
| Level One | Building cannot be reasonably made accessible. |
| Level Two | Building is accessible, has some washroom modifications to accommodate wheelchairs and limited interior access. |
| Level Three | Building has complete access and washroom(s) can accommodate wheelchairs. |
| Level Four | Meets Level Three plus additional features to accommodate students who are medically fragile. |

In addition, to qualify as Level Three the facility should have the following features:

- 'main' entrance convenient for drop off and is wheelchair accessible:
 - includes ramping and rails meeting Ontario Building Code specifications and power door operators on both the exterior and vestibule doors;
 - vestibule must also meet minimum distance requirements.
- all rooms (except stage) within the school are wheelchair accessible:
 - Level Three facilities will be reviewed for interior "hold open" devices;
 - budget costs will be provided to complete the work;
 - cost for each door device is approximately \$700.
- at least one separate washroom or one male and one female washroom in the school will accommodate wheelchairs:
 - recommendation for future considerations that a separate washroom be designed to accommodate a change table, storage and other specialized equipment.

The Special Education Program Coordinator and Facilities Services Personnel meet as a team to review the suitability of school sites in meeting the needs of students with accessibility needs on a case by case basis.

In addition to the Accessibility Plan, school boards are also required to comply with the Accessibility for Ontarians with Disability Act (AODA) including the Customer Service Standard and the Integrated Accessibility Standards Regulation. The Grand Erie District School Board approved a Multi-Year Accessibility Plan which integrates the requirements of both the Ontarians with Disability Act and the OADA and addresses Employment, Communication and Information, and Transportation. Revisions to the Ontario Building Code related to accessibility for the Built Environment are implemented in all new buildings.

The Grand Erie DSB Accessibility Plan can be found on the Grand Erie DSB's website <http://www.granderie.ca/Community/Accessibility/Pages/default.aspx>.

Standard 16: TRANSPORTATION

The purpose of the standard is to provide details of the Board's transportation policies to the ministry and the public.

The following students with special needs are eligible for transportation:

- students with exceptionalities who would be unable to travel independently due to a variety of reasons to either a regular class or special class placement;
- students attending gifted programs;
- students placed in a self-contained class which is not located in their home school;
- students who require a modified day;
- students who require a "fresh-start" placement which is not located in their home school
- Transportation services are currently being provided for students with the exceptionalities as noted below:
 - Behaviour;
 - Communication: *Autism, Deaf and Hard-of-Hearing, Speech & Language Impairment, Learning Disability;*
 - Intellectual: *Giftedness, Mild Intellectual Disability, and Developmental Disability;*
 - Physical: *Physical Disability, Blind and Low Vision;*
 - Multiple: *Multiple Exceptionalities;*
- A student's transportation is usually decided in discussions which follow the IPRC meeting. The Teacher Consultants-Special Education, in conjunction with the IPRC members and the parent(s), discuss the transportation needs. This is then noted on the IPRC Minutes Sheet;
- Transportation may be provided to a child/youth who is attending a care or treatment program if it is on an existing bus route. Transportation is not provided to/from a correctional facility or locations outside of the Board's district boundary;
- Transportation is provided to students who have been placed in a Provincial or Demonstration School through a system IPRC. Students may be transported on a daily, weekly or other basis to and from the school;
- Limited transportation is available for summer school. Currently students are required to congregate at specific locations.

Policy and Procedures were reviewed with respect to special transportation arrangements. The procedures are as follows:

- The School Principal will contact the Teacher Consultant-Special Education.
- The Teacher Consultant-Special Education will complete an "Individual Transportation Plan (ITP)" form in the LITE software system.
- The Principal Leader of Special Education receives an email notice that an Individual Transportation Plan has been submitted for approval.
- Once approved, by the Principal Leader of Special Education, the request is automatically emailed to Transportation Services.
- Transportation Services will contact the School Principal or designated Teacher Consultant for Special Education regarding the transportation arrangements to be implemented if additional information is required that is not listed on the ITP.

Safety criteria that are used by the Board in the tendering and selection of transportation providers for exceptional students are as follows:

- drivers must have first aid training and be able to meet the need(s) of the student they are providing service to, as per the ITP and any support plans which may accompany them.
- wheelchairs must be secured during transit.
- all buses require two-way communication

Standard 17: SPECIAL EDUCATION ADVISORY COMMITTEE

The purpose of the standard is to provide details of the operation of the Board's Special Education Advisory Committee (SEAC) to the ministry and to give the members of the public information to which they are entitled.

Names and Affiliations of Members

Chair:

Kate O'Donnell, Community Representative (Acclaimed January 12, 2017)

Vice-Chair:

Rita Collver, Trustee (Acclaimed January 12, 2017)

Local Agency Representatives:

LeaAnn Boswell, Information Services Coordinator, Contact Brant

(Jane Angus, Chief Executive Officer, Contact Brant Alternate)

Christine Clattenburg, Clinical Program Director Woodview Children's Centre

Lorraine DeJong, Lansdowne Children's Centre

Dr. Louise Scott, Fetal Alcohol Spectrum Disorder - ON Network of Expertise

Ronelda Smith, Haldimand-Norfolk R.E.A.C.H.

Community Representatives:

Beth Caers

Keith Anderson

Michelle Carpenter

Michelle Falkiner

Charlene Hofbauer

Kate O'Donnell (Chair)

Sheila Slood

Kyle Smith

Don Werden

Rochelle Winter

Native Representative:

Connie McGregor

Trustees:

Rita Collver (Vice-Chair)

Carol Ann Sloat

(Alternates Brian Doyle and James Richardson)

Staff:

Liana Thompson, Superintendent of Education

Paula Curran, SEAC Recording Secretary

Resource:

Julie White, Principal Leader – Special Education
Karin Mertins, School and Program Supports Lead - Special Education
Lesley Boudreault, Program Coordinator – Special Education
Piyali Bagchee – School Mental Health and Well-Being Lead – Special Education

Meeting Dates and Locations:

All SEAC meetings are held at:

Grand Erie District School Board
Education Centre
349 Erie Avenue,
Brantford, ON
N3T 5V3

Start - 6:30 pm

September 8, 2016
October 6, 2016
November 3, 2016
December 8, 2016
January 12, 2017
February 2, 2017
March 2, 2017
April 6, 2017
May 4, 2017
June 1, 2017

How SEAC Fulfilled its Role and Responsibilities:

Making recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students within the board:

What was done – No recommendations from SEAC were made to the board during the 2016-17 school year.

Supporting documentation - None

Participating in the Board's Annual Review of the Special Education Plan:

What was done –

November 3, 2016

- Section #1 Public Consultation and Section #3 Roles & Responsibilities were reviewed.
- School Councils will be asked to review sections of the plan in alignment with SEAC reviews.
- Information will also be included in the school newsletter.

December 8, 2016

- Section #11 Provincial and Demonstration Schools was reviewed.
- Members discussed various ideas for increasing school and public consultation of the Special Education Plan.

January 12, 2017

- Section #6 Educational and Other Assessments was reviewed.

February 2, 2017

- Section #12 Staffing was reviewed.

March 2, 2017

- Section #18 Coordination of Services was reviewed.
- Manager of Communications & Community Relations developed a postcard (see Appendix A) for distribution to all elementary and secondary schools and for posting on the Board's website inviting parents, staff and public to participate in an online survey review of Grand Erie's Special Education Plan.
- Chair of SEAC created introductory video encouraging review of the plan.

March 6-April 10 2017

- Online survey goes live with three questions:
 1. What are the strengths of the plan?
 2. What is still needed in the plan?
 3. Does this plan help?

April 6, 2017

- Section #13 Professional Development was reviewed.

May 4, 2017

- #2 The Board's General Model for Special Education was reviewed.
- Draft Annual Review of Special Education Plan was reviewed.

Supporting documentation – Contained in the Special Education Plan and Appendices

Participating in the Development of the Board's Annual Budget for Special Education:

What was done -

January 12, 2017

- Manager of Business Services presented on current budget, projections and the budget process and distributed material for review.

Supporting documentation – Not included.

Reviewing the Financial Statements of the Board as they Relate to Special Education:

What was done -

April 6, 2017

- Manager of Business Services presented and explained the Special Education budget categories and engaged members in group consultation exercise to assist with staff advocacy.

Supporting documentation – Not included.

Terms of Reference:

Terms of Reference for SEAC were approved by the Board in June 2015 (Appendix M-2)

Standard 18: CO-ORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

The purpose of the standard is to provide the ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Transition Planning Process

The process for advance planning for students with special needs who are arriving from other programs is outlined as follows:

- i) Outside agency contacts the Program Coordinator of Special Education or Teacher Consultant-Special Education to arrange a meeting or series of meetings. The content of the meetings provides a brief overview of students entering Grand Erie in September of that year. From the information obtained in the meetings, the Teacher Consultants-Special Education are able to determine placements within the Board which will meet the child's needs.
- ii) Individual case conferences are held at the home school in the Spring for students with high needs. The parent/guardians, agency staff, and the school staff are present. Teacher Consultants Special Education, System Learning Resource Teachers (LRT's), Community Care Access Centre, (CCAC) staff, etc. may also be invited to attend. Specific information such as school placements, equipment needs, and any other relevant information is discussed.
- iii) For students with minor special needs, individual case conferences will be scheduled at the request of the parent/guardians or agency. These will also be held at the School. School administrators, LRT's Special Education and classroom teachers will participate in the meeting.
- iv) The process for students with special needs who are arriving from a care, treatment, correctional or other board programs is as follows:
 - Care and Treatment Facility staff contacts school who notifies Teacher Consultant-Special Education.
 - Obtain signed parent/guardian consent for exchange of information.
 - A case conference will be initiated by Grand Erie staff or a referral agency. It may include the following board personnel: Teacher Consultant-Special Education, School Administrator and Special Education staff or classroom teacher and other appropriate system personnel. Parent/guardians and agency personnel may also be in attendance. Information which is relevant to the student's successful transition to school will be discussed including supports required, Special Education Amount, Special Education Amount (SEA) claims, the Individual Education Plan (IEP), medical or health/safety issues and other relevant information. A transition plan will be developed by system personnel. Minutes of the case conference will be taken and forwarded to the parent/guardians and a representative from the agency or board.
 - Further case conferences may be required to monitor the student's transition to school.

Grand Erie has received a written notification of changes to the transition to schools sharing of information process from the Haldimand-Norfolk Speech and Language Program and discussions have been held with the Brant County Speech and Language Program.

The Board has developed an “Early School Transition for Students with Special Needs” document for students with developmental disabilities, autism/PDD and other exceptionalities to facilitate a smooth transition into school. Grand Erie participates in parent information sessions called “Parents as Partners” with Lansdowne, Haldimand-Norfolk R.E.A.C.H., and the Brant Haldimand Norfolk Catholic District School Board to assist with school entry for students with special education needs.

Grand Erie also works closely with various community agencies (e.g. Contact Brant, Contact Haldimand-Norfolk, Haldimand-Norfolk R.E.A.C.H., St. Leonard’s, Woodview), regarding students transitioning to or from schools.

Protocols have been developed with the following outside agencies to clarify roles and responsibilities:

- Children’s Aid Societies
- Autism Support Services
- Hamilton-Niagara Regional Autism Intervention Program
- Six Nations Tragic Events Response Team
- Suicide Prevention Protocol for Brant, Haldimand and Norfolk community partners and the two district school boards
- Violence Threat Risk Assessment Protocol
- Police and School Board Protocol

The Board’s Procedure addressing partnership development (SO108: “Community Service Providers and Schools Working Together”) continues to be implemented with community partners annually.

Outside Assessment Reports

Reports prepared by other professionals outside the Board are reviewed to determine what information provided helps delineate a student’s learning needs, strengths or problems and how it can be used for the improvement of instruction within a school context and in accordance with the *Education Act*, (R.S.O. 1990, S.226(2)). Where this information differs from data collected at the school, discussions at the Resource Team determine how best to proceed. There is no requirement that assessments or reassessments must be conducted by Board personnel (i.e. reports are “transportable”). Allocation of educational resources and educational programming decisions remain the responsibility of school/system staff.

Transitions to Out of Board Programs

When students leave this system to attend programs offered by other school boards or programs in care, treatment and correctional facilities, information is shared in the following ways, with *written and informed parental/guardian consent*.

- the Teacher Consultant-Special Education, School Administrator, LRT or special class teacher will make contact with the School Board or agency to establish a contact person from within our Board. A copy of the signed parental consent form giving staff permission to share information will be forwarded to the facility;
- the contact person will communicate with the School Board or agency to confirm information that may be required, the dates and personnel required to attend case conferences, etc.;
- at case conferences, minutes or a summary of key points of the meetings will be taken by the Teacher Consultant-Special Education, the LRT or agency personnel. Information will be shared in order to help the student make a successful transition to the new placement. If staff from this Board are responsible for minutes, copies will be forwarded to the parent/guardian and a representative from other boards or agencies involved in the conference in a timely manner.

Staff Supporting Transitions

Board personnel ensuring the successful admission or transfer of students from one program to another may be one or a combination of the following:

- Teacher Consultant-Special Education
- School Administrator
- regular classroom teacher
- LRT
- special class teacher
- other board support personnel such as Social Workers, Child and Youth Workers, Behaviour Counsellors, Speech-Language Pathologists, Lead Educational Assistant

Successful transition will also require parent/guardian commitment and support.

If the student is transferring to a program outside our Board, successful transition may require some involvement from the individuals as noted above. However, the agency or board where the student will be in attendance will need to implement a transition plan based on the information supplied by Board personnel.

Community Partnership Planning

Grand Erie staff represents the board at several community planning committees and initiatives including Children's Services Committee (Brant), Child and Youth Planning Network (H-N), the H-N Evaluation Capacity Building Project, Brantford Suicide Prevention Committee, Suicide Prevention Network of Haldimand-Norfolk and Case Resolution which bring together agencies, ministries and school boards to consider common interests.

Ontario's 10-year Mental Health & Addiction Strategy has created the addition of community based services who deliver child and youth mental health services within school and community settings. Partnerships continue to be reviewed and implemented with partners annually to increase service accessibility for students in Grand Erie Schools.

Standard 19 - SUBMISSION AND AVAILABILITY OF THE PLAN

Each board is required to make its special education plan available to the public at the same time that it submits the plan to the ministry. The board must inform the public in a variety of ways how to access the plan.

Two copies of the special education plan approved by the school board, and any amendments must be forwarded to the local district office of the Ministry of Education. The complete plan must be submitted along with the following documents:

- A letter from the director of the school board that confirms that the school board's special education plan is being submitted in compliance with the requirements of Regulation 306 and of the Standard's for School Boards' Special Education Plans
- A copy of the board's motion approval of the plan, including the date of the approval
- A copy of any related motions or recommendations from SEAC

On May 4, 2017 the Special Education Advisory Committee received the first draft version of the Special Education Plan.

On June 1, 2017 the Special Education Advisory Committee received a final draft of the plan and passed the following motion:

"THAT the Special Education Advisory Committee recommend the Grand Erie District School Board approve the 2016-17 Special Education Plan, dated July 31, 2017"

On June 26, 2017 the Grand Erie District School Board passed the following motion:

"THAT the Grand Erie District School Board approve the Annual Review of the Special Education Plan, and the submission of the Special Education Report Components Checklist to the Regional Office of the Ministry of Education."

In accordance with the Ministry of Education "Special Education Plans and Reporting Requirements on the Provision of Special Education Programs and Services", the 2016-17 Special Education checklist will be signed by Ms. B. Blancher, Director of Education and Secretary of the Grand Erie District School Board and will be submitted to the London Regional Office of the Ministry of Education with two copies of the 2016-17 Special Education Plan. The checklist confirms that the School Board's Special Education Plan has been updated and posted to the Board's website. The posted Plan continues to be in compliance with the requirements of Regulation 306 and the policy document Standards for School Boards' Special Education Plans.

The Board's Annual Review of the Special Education Plan will be available to the public at the same time that the checklist is submitted to the Ministry.

The public will be informed through Board minutes, School Principals, School Councils, SEAC members and the website on how to access the Plan.

The Plan will be available through the Board's website:

<http://www.granderie.ca/programsandservices/SpecialEducation/Pages/>

A copy of any related motions or recommendations from the Board's Special Education Advisory Committee will also be submitted.

No recommendations from SEAC were made to the board during the 2016-17 school year.

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[illegible]

Access the Special Education Plan and submit your input by completing a survey by April 10, 2017.

The survey can be accessed at
www.granderie.ca/specialeducation



Special Education Plan Public Consultation 2017

A parent and public survey seeking input on our Special Education Plan was posted on the Grand Erie website from March 7 to April 10, 2017.

The survey was more successful than past public meetings as it required respondents to focus on the plan rather than individual concerns. In total, 13 public responses were received. Participants were not required to identify themselves by name, interest or geographic location.

Feedback themes are summarized below and will be helpful in making future improvements to the plan.

What Are the Strengths of the Plan?

- Relays policies and procedures
- Confirms and adheres to Ministry standards and policies
- Demonstrates inclusiveness of special needs and diversity
- Addresses the difficulties faced by identified students in the regular class and strategies to support their progress
- Shows that Special Education is working to help kids
- The plan makes it sound like students will have access to EAs, resources, and support personnel that they need
- The importance of putting students first should be the approach to Grand Erie Special Education and there is evidence of this in the plan
- The plan is comprehensive with clear definitions and rules
- You can find any special education related topic here
- Thorough and every attempt is being made to meet student needs

What are the Needs of the Plan?

- There are differences between what is outlined in the Plan and what is practiced at schools; IEPs are not followed; there is no accountability for follow through
- It is too detailed and complex
- Less regulation is needed – need to trust schools to make judgments about what is best for students
- Need to consider school accessibility in emergency situations (ie. Fire, lockdown) when alternate routes are needed; need to ensure that the student's home school is accessible
- The current Ministry exceptionality categories do not adequately address all student needs, especially mental health and medical diagnoses
- Mental health supports are still significantly lacking; in-depth targeted individual support is required
- Greater focus on reading and writing is needed
- "Social disorders" should be a priority; we need to equip students with the tools to function in adult life; life skills and social skills are just as important as academic skills
- Opportunities for Gifted students are lacking, especially in secondary school
- Some schools seem to receive more supports than others

- Teachers don't have time to address special education concerns because there are so many behavioural issues
- Need less system staff and more educational assistants; too top heavy
- Resources outlined in the plan are not provided or are very difficult to access
- Parents are not being consulted in a meaningful way in IEP development
- More staff training is needed around various disabilities, ie. ADHD, Autism
- Need to engage the public by holding more public workshops that educate everyone on acceptance
- Need to engage with parents more (ie. Survey) to ask what they want in the Plan
- A brief summary of the very long plan should be provided so that readers can quickly find where to go for help
- Schools are not proactive at accessing services; it is left up to parents to do this

Does This Plan Help? Why or why not?

- Too technical and long to be useful
- Reiterates current policy – doesn't provide anything new
- It does not help – listed resources and services are difficult to access
- The Plan would help if it was followed
- No, because Grand Erie does not provide enough EA support to keep students safe or support academic needs
- We are not sufficiently knowledgeable in any area of the Plan to provide improvement suggestions

School Council Meeting Feedback

School Council feedback was minimal. The respondents stated that they found the sections shared to be very comprehensive but that they didn't feel the need to comment further.



Board Improvement Plan for Student Achievement

Multi-Year Plan Goals

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them

SUCCESS for Every Student

Where Are We Now?

Needs Assessment Findings

When we triangulate our data from current available sources we find our student needs in mathematics align with the provincial EQAO trends. Further in-depth analysis, which includes achievement data for students with special education needs finds corroborating evidence for a continued focus on providing differentiated instruction in mathematics. This focus will improve the ability of all students to connect their knowledge of concepts and processes in mathematics so that they can capably apply their understanding- think, reason and represent that thinking when solving mathematical problems.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give teachers the knowledge and skills to provide differentiated mathematics instruction that provides opportunities for all students to understand mathematical concepts and processes through problem-solving. Further findings indicate Grand Erie staff are seeking to learn and acquire strategies to promote and support student mental health and well-being in the classroom.

When we review our assessment data for literacy, which includes data for students with special education needs, our most urgent student learning needs align with reading and writing competencies. With a continued focus on differentiated instruction, individual student learning gaps can be identified and addressed. This focus enables students to develop key reading and writing skills necessary to be successful in their courses and complete the literacy credential required for graduation.

When we review our assessment data for mathematics, which includes data for students with special education needs, our most urgent student learning needs align with Quantity Relationships. Professional, Collaborative Learning Initiatives will be established to implement evidence-based instructional strategies to support students with their individual learning gaps. This focus enables students to develop key mathematical skills to be successful in their math courses and to transfer these skills to other curriculum areas.

How Did We Do?

Percentage of students achieving level 3 and 4 in reading, writing and oral language on report cards.

Percentage of students achieving level 3 and 4 in the mathematics strands on report cards.

Percentage of students achieving level 3 and 4 in language and mathematics on the Primary and Junior EQAO Assessments

Subgroup achievement (FNMI, Special Education)

Analysis of leadership practices, depth of implementation, student impact from C.I./ learning cycle data to reveal trends and patterns and correlation to achievement data (EQAO, report cards).

Percentage of students in Grade 10 Applied English achieving the Literacy Graduation Requirement on the Grade 10 OSSLT

Percentage of students in Grade 10 identified with Learning Disabilities achieving the Literacy Graduation Requirement on the Grade 10 OSSLT

Percentage of students achieving level 3 or 4 in EQAO's Grade 9 Assessment of Mathematics for participating students in the Applied Grade 9 math and participating students in the Academic Grade 9 math

Percentage of students achieving level 3 or 4 in number sense and numeration and patterning and algebra strands in Grade 7 & 8 on report cards

Percentage of students achieving 8/8 credits by the end of Grade 9

Percentage of students achieving 16/16 credits by the end of Grade 10

Percentage of students with special education needs (excluding Gifted) enrolled in Grade 9 achieving 8/8 and percentage of Grade 10 students achieving 16/16

Subgroup achievement (FNMI, Special Education)

Theory of Change

If students' most urgent learning needs are identified and responsive strategies are implemented, then students will demonstrate improvement with their achievement.

School Effectiveness Framework Components & Indicators: 4.1 - A culture of high expectations supports the belief that all students can learn, progress and achieve.

1.1 — Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction.

How Will We Get There?

Professional, Collaborative Learning Initiatives - Educators and Principals will be supported/guided through learning about and implementation of effective instruction; ongoing assessment and reflection on student response to the instruction; followed by revision of implementation as needed.

Principal and professional learn teams will support implementation, provide additional resources, and build the instructional leadership capacity of educators. Through the use of the plan, act, observe, and reflect cycle principals and teachers will implement effective classroom instruction to meet the individual student learning needs will continue to guide classroom instruction.

Supported School Self-Assessment - Through ongoing visits, collaboration, and dialogue embedded within the Renewed Math Strategy (RMS) capacity will be built in our school teams to deeply self-reflect on student achievement and well-being and their own learning process.

Cross panel learning sessions for Principals and teachers will develop and implement specific instructional strategies that focus on problem solving and investigation, utilize the cross panel resource for mathematics and provide opportunity to collaborate within the intermediate panel.

How Will We Know?

Elementary Program - RMS—Professional Learning grounded in evidence based practice and research focusses on continuous improvement of teaching and learning.

—Supported by system and principal leadership, educators will demonstrate increased math knowledge and pedagogical content

- Literacy—Supported by the leadership of the principal, teachers consistently implement responsive comprehensive literacy components.

Special Education - RMS – Supported by system and principal leadership, teachers effectively differentiate and accommodate math instruction to meet needs identified in the profile of an LD learner.

- Differentiated Instruction – Teachers will pair differentiated strategies with personalized IEP goals to support growth in achievement.

Student Success

Supported by the leadership of the Principal, teachers implement all components of the Renewed Math Strategy to shape instruction in response to individual student needs in mathematics.

Teachers demonstrate a collaborative culture by co-planning and co-teaching during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.

How Are We Doing?

Evidence of progress of implementation of the Professional Learning by monitoring and measuring adapted from Guskey's 5 Levels of Professional Learning

- FOS Superintendent Learning Observations; Conversations
- Principal and teacher dialogue and feedforward regarding their own professional learning
- Principal observations and reflections of instructional practice and at the student desk
- Supported School Self-Assessment
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys)
- Student evidence in a variety of forms (work samples, conversations, attitudes)

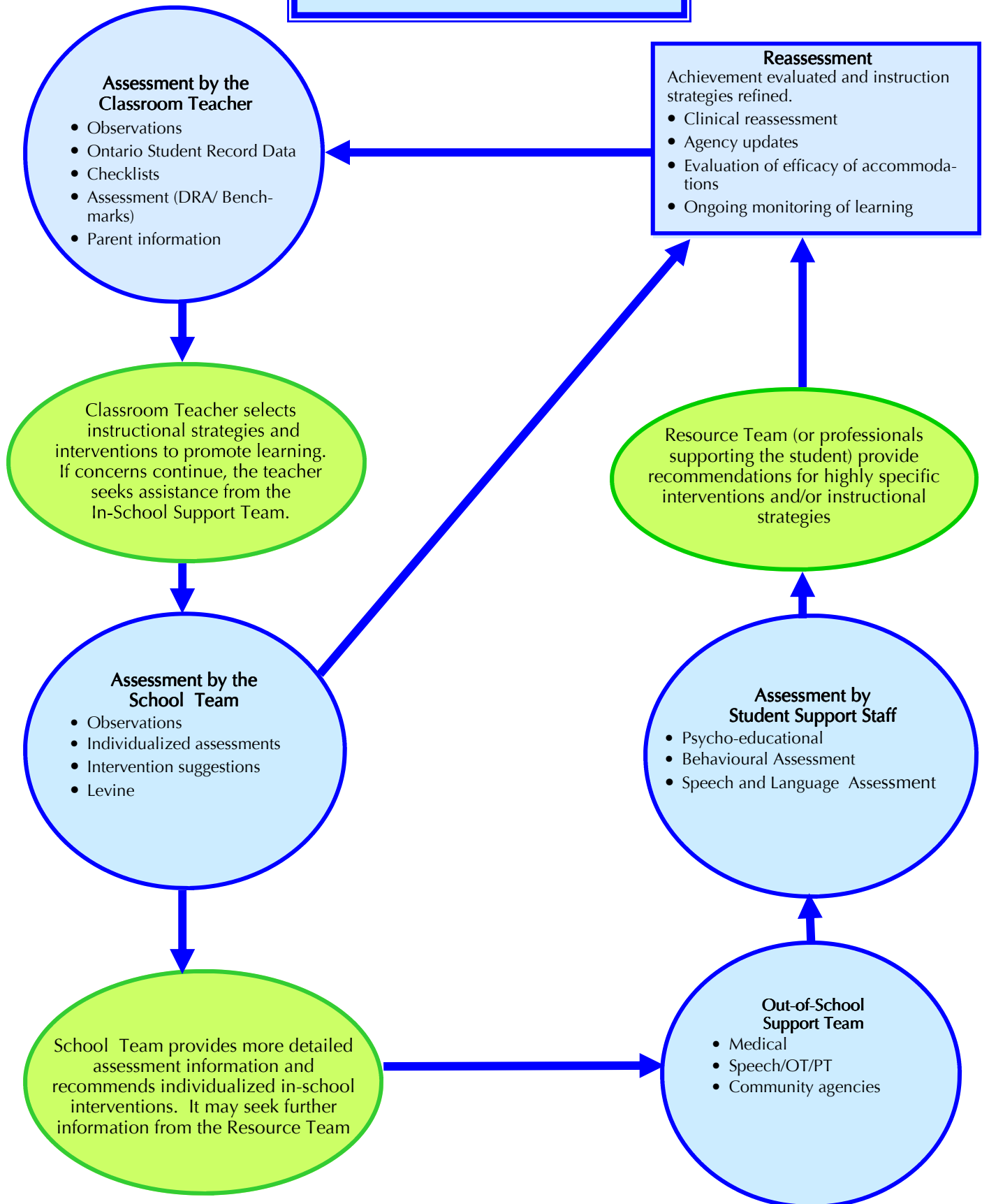
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- Principal and teacher dialogue and feedforward regarding their own professional learning
- Principal observations and reflections of instructional practice and at the student desk
- Supported School Self-Assessment
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys)
- Student evidence in a variety of forms (work samples, conversations, attitudes)

Evidence of effective responses to individual student learning needs through collaborative inquiry cycles and educator professional learning:

-SO observations and reflections following school visits aligned with RMS and Literacy Support Plan implementation.
-Principal observations and reflections solicited throughout the implementation of strategies
- Supported School Self-Assessment
-Positive movement of targeted students over each learning cycle
-Positive changes in Literacy Data Wall (level movement for targeted skill area)
-Principal and teacher dialogue and feedforward regarding their own professional learning
-Student feedback regarding confidence with most urgent student learning need
-Semester 1 credit accumulation of Grade 9 4/4 and Grade 10 12/12 including Special Education and FNMI
-Term 1 Report Card Data from Grade 7 & 8 mathematics of Number Sense & Numeration and Patterning & Algebra

School Team — Resource Team Process

Appendix D





Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 5V3

STUDENT PROFILE - 30-Aug-2011

Name Student Name **OEN** 111 222 333 **Board Id #** 111 222 333 **Grade** 4 **DOB** dd-mmm-yyyy
School School Name **Family** Family C **Gender** FEMALE

Exceptional Student Yes ☒ No ☒

Teacher Mrs. Teacher

Credits Accumulated

Sources Of Information (Check box and note date when a source has been reviewed or a new assessment completed)	
<input checked="" type="checkbox"/> Consultation with Parents	Date 13-Jul-2011
<input checked="" type="checkbox"/> Consultation with previous Teachers	Date 11-Aug-2011
<input checked="" type="checkbox"/> Report Card Printout (attached)	Date 25-Aug-2011
<input checked="" type="checkbox"/> Review of OSR	Date 23-Aug-2011
<input checked="" type="checkbox"/> School Team Meeting	Date 31-Aug-2011

Human Resources Teaching/Non Teaching Support Staff (LRT, EA, CYW, BeH, Counsellor, S&L, Psych Services, S.W.)
Example: Social Worker - Grief Counselling as a result of a death in the family System LRT for Autism - Assisted teacher with strategies to help student during transition times.

Referral to ☒ School Team ☒ Resource Team

Date 25-Aug-201

Reason For Referral

- ☒ Academic Growth ☒ Attendance ☒ Behaviour ☒ Medical Concerns
☒ Social/Emotional ☒ Speech/Language

Strengths

- Active participant
- Active working memory

Needs

- Goal setting to improve work
- Functional math skills

Instructional Strategies

- assign one task at a time
- assistive technology

Environmental Strategies

- minimize background noise
- oral reporting

Assessment Strategies

- chunk time of assessment
- colour cues

Assessments

(DRA, CASI, WJIII, S&L, Psycho-Educational, Medical, OT, PT, etc.)

Date	Category	Type	Summary of Results
13-Jul-2011	Educational Assessments	-Woodcock-Johnson Tests of Achievement	summary of results
17-Aug-2011	Clinical Assessments	-Test of Non Verbal Intelligence	summary of results



Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 5V3

Program Goals

Referral to Behaviour Counsellor for Anger Management

Date	Summary of Strategies/Effectiveness/Next Steps	Responsibility
31-Aug-2011	Strategy: the use of a personal visual schedule attached to the student's desk. Effectiveness: The student was less anxious and decreased the number of times he asked "What's next". Next Steps: Move from picture symbols on the visual schedule to using text on the schedule.	Mrs. Teacher, Ms. E.A., Mrs. LRT

Sample



Elementary Program

Kindergarten Home Connection Form

Dear Parent/Guardian,

Please complete the following form to help us get to know your Kindergarten child.
Please return this form by the second week of school.

CHILD'S NAME

Surname	First	Middle	Name Used
---------	-------	--------	-----------

DATE OF BIRTH DD/MM/YYYY _____

- Is there anything about your child's preschool development (sitting, creeping, walking, talking) that you think I should know?

- Does your child have allergies, sensitivities or food intolerances? Please elaborate.

- Do you have any concerns about your child's vision / hearing / speech? Please elaborate.

- Does your child have any other medical concerns? Do you require the school to provide any additional supports for your child (e.g., administration of prescription medications, lifting)?

- Has your child received support from any social, medical, or health agencies (e.g., Robarts, W. Ross MacDonald, Lansdowne Children's Centre, Health Unit, Hospital, Brant Family and Support Services, Haldimand-Norfolk REACH, Women's Shelter)?

6. Has your child acquired these skills? (Yes or No)

Dresses Self ____

Is toilet trained ____

Ties Shoes ____

Uses good manners ____

Comments: _____

7. Does your child have any behaviours about which we should be aware (e.g., is shy, cries easily, is overly active, has temper tantrums, eating/sleeping, sucks thumb)?

Comments: _____

8. What previous group experiences has your child had (e.g., Nursery School, YM-YWCA Program, Daycare, Library Story Hour, Montessori, swimming, dance, sports)?

9. How does your child respond in a group play situation (e.g., leader, follower, easily intimidated, withdrawn, play on own/with others)?

10. What types of activities (e.g., building, listening to stories/looking at books, watching TV, games, toys, make-believe, indoor/outdoor play) does your child enjoy most?

11. Are there celebrations that are important to *your* family?

12. Is there anything else I need to know about your child to make their entry into school more successful? (e.g., first child, number of siblings, name of before/after school care provider)

13. My child's strongest skills and best qualities are:

I consent to the use of the personal information by all school board employees, contained herein, on a need to know basis, and who may be involved in my child's educational program.

Signature of Parent / Guardian

Date

In order to ensure the safety of all students it is necessary that we have an up to date list of people that are authorized to pick your child up from school. Please list below the names, relationships and contact information of anyone that has this authorization.

NOTE: If for any reason arrangements need to be changed for any reason and someone other than the person(s) listed below you must contact the school or write a note indicating any changes. If a phone call or note is received and the person is not listed the educator(s) will ask for identification before releasing your child.

Name Relationship to child Contact Phone Numbers (cell & home)

ACCOMMODATIONS

WHAT ARE ACCOMMODATIONS?

Any change to program delivery or learning environment which does not alter the age-appropriate expectations is allowable. The essential criteria for determining the legitimacy of any accommodation is whether or not it represents a modification to curriculum expectations. An accommodation which is appropriate in one circumstance, may not be in another. For example, the use of an electronic spell-checker would not be appropriate for assessing spelling, but may be appropriate for an assessment in Science.

In assessing the appropriateness of any accommodation, many factors should be considered:

- learning expectations
- learning styles
- course/subject
- strengths
- needs
- age
- grade
- Identification
- IEP

The appropriateness of any accommodation is highly dependent on specific context and circumstance. Ultimately it is the responsibility of the principal to determine that the integrity of the expectations has been maintained. Therefore, the program accommodations which follow should be read as guidelines, rather than a prescription.

PURPOSE(S) OF ACCOMMODATIONS

- to assist the pupil in meeting the expectations/ outcomes of the curriculum at his/her grade level
- to fit or suit the particular student's needs
- to allow demonstration of the student's full capacity
- to facilitate/support individual student learning

Accommodations are intended to support the efforts of all students to achieve the age-appropriate expectations at their maximum level.

Accommodations are provided to support a student's best efforts to achieve.

ACCOMMODATIONS

INCLUDE:

- changes to the learning environment
- support strategies for student organization and task
- flexibility and variability in instructional strategies / teacher presentation
- flexibility and variability in assessment strategies

DO NOT:

- change or modify curriculum expectations
- alter grade expectations
- jeopardize the integrity of a credit

ACCOMMODATIONS FOR WHOM?

- for all students – any student or group of students may require accommodations in response to specific needs at different times and in varied circumstances
- many accommodations, while addressing specific needs of an individual student, will also benefit the class as a whole
- students with an I.E.P. – students regularly receiving intensive individual accommodations should have these identified in an I.E.P.
- identified exceptional pupils – in most cases, accommodations will allow students, including “exceptional” students, to meet minimum (Level 1) grade level expectations
- accommodations are not limited to identified “exceptional” students or to students with an I.E.P.

RESPONSIBILITIES

Appropriate accommodations should be part of the planning of each unit activity in terms of the particular students in the class and their specific needs. Classroom teachers, resource teacher, department heads, administrators, parents, and the student can be valuable partners in the process of planning effective accommodations. The implementation of accommodations is the obligation and responsibility of the classroom teacher.

MODIFICATIONS TO EXPECTATIONS

Modifications are changes to curriculum/grade level learning expectation. Modifications occur when a student does not achieve expectations even when accommodations are made. Therefore, the expectations identified for his/her grade placement are not appropriate. Specific course expectations are modified or altered to meet the student’s specific needs. In order to meet this student’s needs, curriculum material presented is at a different level than the expectations for the current grade placement.

PURPOSE(S) OF MODIFICATIONS

- to assist students to achieve their maximum potential through a program whose expectations are different from the age-appropriate grade expectations
- to provide a program whose expectations are designed to address the individual learning needs of exceptional pupils

Exceptional Pupils and Special Programs

Who is an exceptional pupil?

The Education Act defines an exceptional pupil as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program”.

Who decides that a pupil is exceptional?

The identification is made by a Board-appointed Identification, Placement and Review Committee. For ease of reference this Committee is known as an I.P.R.C.. They will

- identify if your child is an “exceptional pupil” based on the above categories ;
- determine the placement or setting in which your child’s special education program will be delivered;
- review that placement at least once a year.

What is a special education program?

A special education program is a program that

- is based on and modified by the results of continuous assessment and evaluation;
- includes an Individual Education Plan (I.E.P.) containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

What placements are offered?

Special education programs are designed for the individual and many will be carried out in the regular classroom setting with special services brought to the child. Where it is impossible to deliver developed programs within the regular classroom, the student may be withdrawn for part of the day. A small percentage of exceptional pupils may require specialized class settings on a full or part-time basis.

How is an IPRC requested?

The principal of your child’s school

- must request an I.P.R.C. meeting for your child upon receiving your written request;
- may, with written notice to you, refer your child to an I.P.R.C. when the principal and the child’s teacher(s) believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the I.P.R.C. will meet.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils, 16 years of age or older, to be present at and participate in all Committee discussions about your child, and to be present when the Committee’s identification and placement decisions are made.

Who else may attend an IPRC meeting?

- the principal of your child’s school;
- other resource people such as your child’s teacher, special education staff, board support staff or the representative of an agency who may provide further information or clarification;
- your representative, that is, a person who may support you or speak on behalf of you or your child;
- an interpreter, if one is required.

What information will parents receive about the IPRC meeting?

At least 10 days prior to the meeting, the Chair of the I.P.R.C. will provide you with written notification of the date, time and place of the meeting and an invitation to attend. You are an important partner in considering your child’s placement. This letter will also ask you to indicate whether or not you will attend.

Before the I.P.R.C. meeting occurs, you will receive a written copy of any information about your child that the Chair of the I.P.R.C. has received. This may include the results of assessments or a summary of information.

What happens at an I.P.R.C. meeting?

The Chair introduces everyone and explains the purpose of the meeting. The Committee will review all available information about your child and may discuss any proposal that has been made about a special education program or special education services for the child.

You are encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the Committee will make its decisions.

What will the I.P.R.C.’s written statement of decision include?

- whether the I.P.R.C. has identified your child as “exceptional”;
- the categories and definitions of any exceptionalities identified ;
- a description of your child’s strengths and needs;
- the I.P.R.C. placement decision;
- the I.P.R.C.’s recommendations, if any, regarding a special education program and special education services
- the reasons for the decision that the pupil should be placed in a special education class, if applicable.

What happens after the I.P.R.C. has made its decision?

If you agree with the I.P.R.C. decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions.

If the I.P.R.C. has identified your child as an exceptional pupil and you have agreed with the I.P.R.C. identification and placement decision, the Board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (I.E.P.) for your child.

What about reviewing the I.P.R.C.?

A review meeting will be held within one year unless the parent notifies the principal in writing that they wish to dispense with the annual review. The parent may request a review meeting at any time after a placement has been in effect for three months but the request may not be made more often than once in every three month period.

This review will consider the same types of information that were originally considered. With your written permission (request for review), the I.P.R.C. conducting the review will consider the progress your child has made in relation to the I.E.P. The I.P.R.C. will review the placement and identification decisions and decide whether they should continue or whether a different decision should now be made.

What can parents do if they disagree with the I.P.R.C. decision?

If you do not agree with either the identification or placement decision made by the I.P.R.C., you may

- within 15 days of receipt of the decision, request that the I.P.R.C. hold a second meeting to discuss your concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the Grand Erie District School Board.

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision. If you do not consent to the I.P.R.C. decision and you do not appeal it, the Board will instruct the principal to implement the I.P.R.C. decision.

How do I appeal an IPRC decision?

If you disagree with the I.P.R.C.'s identification of your child as exceptional or with the placement decision of the I.P.R.C., you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Grand Erie District School Board.

The notice of appeal must indicate the decision with which you disagree and include a statement that sets out your reasons for disagreeing.

What organizations are available to assist parents?

- Association for Bright Children of Ontario
- Association for Community Living
- Autism Society of Ontario
- Canadian Hearing Society
- Down Syndrome Association of Ontario
- Tourette Syndrome Association of Ontario

Where can parents obtain additional information?

- the school principal
- the Grand Erie District School Board

Superintendent of Special Education Services
(519) 756-6301

This brochure was approved by the
Special Education Advisory Committee
of the Grand Erie District School Board.

PARENTS' GUIDE TO SPECIAL EDUCATION



Identification, Placement and Review Committee



**GRAND ERIE
DISTRICT SCHOOL BOARD**

Ministry of Education Provincial and Demonstration Schools

The ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
(519) 759-0730

Schools for the Deaf

Ernest C. Drury School
255 Ontario Street, South
Milton, ON L9T 2M5
(905) 878-2851
TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue
London, ON N5Y 4V9
(519) 453-4400 [TTY same]

Sir James Whitney School
350 Dundas Street, West
Belleville, ON K8P 1B2
(613) 967-2823 [TTY same]

Schools for Students with ADHD and Severe Learning Disabilities

Amethyst School
1090 Highbury Avenue
London, ON N5Y 4V9
(519) 443-4408

Schools for Students with ADHD and Severe Learning Disabilities (cont'd.)

Sagonaska School
350 Dundas Street, West
Belleville, ON K8P 1B
(613) 967-2830

Trillium School
347 Ontario Street, South
Milton, ON L9T 3X9
(905) 878-8428

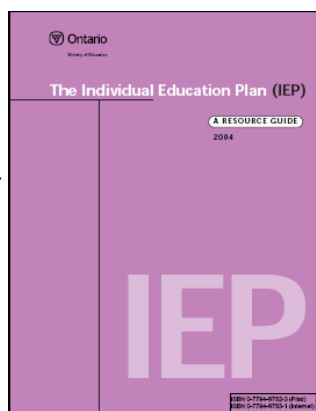
Centre Jules-Leger
281 rue Lanark
Ottawa, ON K1Z 6R8
(613) 761-9300
TTY: (613) 761-9302 and 761-9304

Special Education Programs and Services provided by the Grand Erie District School Board

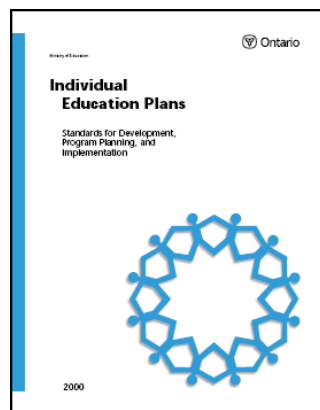
The Grand Erie District School Board provides a range of placement options for exceptional pupils including regular class placements and special education class placements. Special education classes providing a variety of appropriate programs for exceptional pupils are available.

Many organizations are available to support you in understanding the I.E.P. and/or to provide additional resources. The principal of your school can provide the names of the organizations that serve your area. This information is also available in the Special Education Advisory Committee's brochure, available at your local school.

Resources for IEPs. Found on the Ministry of Education website.



www.edu.gov.on.ca



Grand Erie District School Board

Superintendent of Education— Program 756-6301 (Ext 144)
Principal-Leader of Special Education 754-1606 (Ext 214)
Coordinator of Special Education 754-1606 (Ext 217)

INDIVIDUAL EDUCATION PLAN (I.E.P.)

A Guide for Parents

“Special education cannot be defined in a single statement. It is a process, a journey that takes different routes for different students at different times in their educational careers. An IEP provides the roadmap for the completion of that journey.”

Special Education in Ontario Schools 4th Edition 2005



What is an I.E.P.?

A written plan that:

- Describes the special education programs and services your child needs to be successful.
- Lists your child's strengths and needs affecting his/her learning.
- Records supports and services that help your child learn and demonstrate learning.
- Identifies expectations that are changed (modified) from your child's age-appropriate grade level.
- Identifies alternative expectations in program areas that differ from the Ontario curriculum. (i.e. social skills, personal care etc.)
- Includes a goal plan, for students 14 years and older, for making the transition from elementary to secondary, and to appropriate post-secondary activities (i.e. work, further education or community living)

Why Does a Student Have an IEP?

Every student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC) must have an I.E.P.

Students who are not formally identified as exceptional but who require a special education program and/or services have an I.E.P. when:

- The School's principal decides that the student will be assessed using modified expectations and/or
- The student regularly needs supports and services (accommodations) for instruction or assessment.

What is my role as a parent?

- Take part in developing the I.E.P.
- Provide up-to-date information that will help in developing and implementing your child's educational program.
- Practise skills at home that your child is learning at school.
- Share information about skills your child has learned at school and has transferred to home and the community.
- Maintain open communication with your child's school.
- Ask questions.

What can I expect from the school regarding the I.E.P.?

- A copy of the I.E.P. (within 30 school days of the initial IPRC, change of placement or placement in September).
- That the I.E.P. is written in clear, plain language.
- Ongoing participation in the I.E.P. process.
- Being informed of meeting times, and the topics to be discussed at your child's I.E.P. meetings.
- Regular communication from the school regarding your child's progress.
- That the I.E.P., as a working document is reviewed every reporting period.





Individual Education Plan
Last Name, First Name (000000000)

(Working Copy) Printed: May 22, 2017

Growing Excellence....Inspiring Success

Name	Last Name, First Name	Gender	F/M
School	School	DOB	dd-mmm-yyyy
Student OEN	000000000 Id # 000000000	Principal	Principal
Grade	#	School Year	2016/2017
Last IPRC/Annual Review Date		SEA Equipment	
Exceptionality	- Exceptionality	Placement Start Date	
		Date Annual Review Waived	

IPRC Placement	Program/Class Type
-----------------------	---------------------------

Reasons for Developing an IEP	IEP Development Team
--------------------------------------	-----------------------------

Staff Member	Position
---------------------	-----------------

Health Support Services	Individualized Equipment	Sources Consulted in the Development of the IEP
--------------------------------	---------------------------------	--

Educational Assessments

Type	Date	Summary of Results
-------------	-------------	---------------------------

Clinical Assessments

Type	Date	Summary of Results
-------------	-------------	---------------------------

AREAS OF STRENGTH	AREAS OF NEED
--------------------------	----------------------



Individual Education Plan
Last Name, First Name (000000000)

IEP

(Working Copy) Printed: May 22, 2017

Subject / Courses or Alternative Program

AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods

MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations

ALT (Alternative Program) - areas of learning other than the Ontario Curriculum

Term/Semester 1

Communication Skills

☒ ALT

Term/Semester 2

Mathematics [3]

☒ AC

Human Resources (Teaching / Non Teaching Support Staff)

Type	Position	Start Date	Intensity	Frequency	Location
------	----------	------------	-----------	-----------	----------

Elementary Program Exemptions / Secondary Compulsory Course Substitutions

Exemption	Substitution	Reasons
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Provincial Assessments

Permitted Accommodations (As Part Of Regular Classroom Practice)	Exemptions
---	------------

Secondary School Goal (For Secondary Students Only)

Student is currently working toward the attainment of a:

Successful completion of the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course is a requirement of the Ontario Secondary School Diploma.



Individual Education Plan
Last Name, First Name (000000000)

IEP

(Working Copy) Printed: May 22, 2017

Accommodations

Exceptionality :

Purpose Adapt the program for the student - Reflect what is different from what is normally provided for other students in the class - Do not alter the provincial learning expectations - are assumed to be common to all subjects, courses, skill areas unless otherwise indicated

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
-access to computer -assign one task at a time -assistive technology	-alternative travel times in hallways -assistive devices or adaptive equipment -individual desk or work area	-allow notes/open books for tests -alternative settings -ask student to only write main points then expand verbally

IEP Completion And Reporting

Date of IEP completion **Reporting Dates** 14-Nov-2016 14-Feb-2017 26-Jun-2017

Reporting Format

This IEP also includes (check if applicable)

☒ Annual program goals and learning expectations for modified subjects / courses or alternative program. ☒ A transition plan



Communication Skills : Alternative Curriculum

Term / Semester 1

Note: The following information represents the starting point for the development of this IEP. The information serves as a baseline and will not change for the duration of this IEP.

Baseline Level Of Achievement for Alternative Program:

Annual Program Goal: A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a modified subject, course or alternative program.

Learning Expectations

use visual schedule

Teaching Strategies

-encourage student to retell e.g. instructions, story

Assessment Methods

-allow adequate response time
-allow for performance demonstrations



Transition Plan

-According to PPM 156, a Transition Plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of Giftedness.

GOAL(s):

-To develop self-advocacy skills to help make the transition to further education, work, and independent living.

Action	Person Responsible	Time Line
-Arrange a case conference to determine likes/dislikes/strengths/needs/triggers.	Student and Teacher	End of School Year



Individual Education Plan
Last Name, First Name (000000000)

IEP

(Working Copy) Printed: May 22, 2017

Parent/Student Consultation and Staff Review and IEP Updating

Student Name Last Name, First Name	DOB dd-mmm-yyyy	Grade #	School School Name	School Year 2016/2017
---------------------------------------	--------------------	------------	-----------------------	--------------------------

Involvement of Parent/Guardian and Student (if student is 16 or older).

I was consulted in the development of the IEP.	<input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Student
I declined the opportunity to be consulted in the development of the IEP.	<input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Student
I have received a copy of the IEP.	<input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Student
I give permission for the IEP to be shared with school board teaching staff involved in the transition planning.	<input type="checkbox"/> Parent/Guardian	<input type="checkbox"/> Student

Parent/Guardian and Student Comments:

Parent/Guardian Signature

Date

Student Signature (if 16 or older)

Date

The principal has the legal requirement to implement and monitor the IEP.
The plan has been developed according to the Ministry standards and addresses the student's strengths and needs.
The learning expectations will be reviewed and student progress monitored at least once every reporting period.

Principal's Signature

Date



Individual Education Plan
Last Name, First Name (000000000)

IEP

(Working Copy) Printed: May 22, 2017

Record of Parent / Student / Staff Consultations and IEP Updating

Note: Consultation regarding significant changes to the IEP must occur prior to their implementation. Such changes include the level of learning expectations, frequency and/or intensity of support, degree of accommodations and the addition/deletion of assessed needs.

Date	Activity (Indicate parent/student consultation or staff review)	Outcome
22-May-2017	IEP reviewed by Principal	
22-May-2017	Copy of IEP to parents/student 16+	

Grand Erie District School Board
Program Standards for Gifted Education

Definition of Giftedness:

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

Criteria for the Identification of Gifted Students in Grand Erie District School Board:

Candidates must meet one of the following two sets of criteria:

- Performance scores on CCAT

Assessment**Standardized Tests:**

- ✓ Canadian Cognitive Abilities Test (CCAT) results with a composite standard age score of at least 130 (98th percentile rank) which typically means 9th stanine results on two of three subtests;
- ✓ If from outside the board: The psycho-educational assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario, with Canadian norms, at the 98th percentile rank or higher on a full scale Intelligence Quotient (IQ) or General Abilities Index (GAI);
- ✓ AAB or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team.

In certain circumstances where the CCAT may not be truly representative of the student's actual abilities, an additional test will be used to determine the student's Giftedness as determined by board staff.

Mind Sparklers is a program that has been designed as a two-day program that allows students who have achieved eligibility scores from their participation in blanket Grade testing of the CCAT to become familiar with the Enrichment Centre and Enrichment programming. Offered in May or June of the Grade 3 year, Mind Sparklers gives potential Grade 4 Enrichment candidates the opportunity to experience a typical day of Enrichment, to meet fellow classmates and to familiarize themselves with the new school environment of the Enrichment Centre host school. Following completion of Mind Sparklers, students and parents may make a more informed choice regarding Enrichment participation in the fall of the Grade Four year. Enrichment Centre staff are also better prepared to meet the needs of the new Grade 4 class once programming begins at the start of the next school year.

The Enrichment/ Gifted Learning Resource Teacher provides school-based in-service to assist with appropriate classroom curriculum modifications and to enable staff to improve their understanding of differentiated programming. Enrichment LRT, as part of the Elementary Enrichment Program, also provide withdrawal enrichment programs in a congregated setting on a regularly scheduled basis throughout the school year.

Characteristics of the Gifted Learner

Gifted individuals possess as broad a range of personality and learning traits as any other group. However, there are some characteristics common to many gifted learners including:

Advanced Cognitive Ability

- ability to conceptualise and generalise easily,
- ability to process information quickly,
- advanced vocabulary and verbal proficiency,
- interest in learning and problem solving,
- interest in cause-effect relations and the application of concepts,
- ability to retain information easily.

Intellectual Curiosity

- wide range of interests,
- keen power of observation and willingness to examine the unusual,
- curious and questioning attitude,
- intuitive sense,
- enjoyment of intellectual challenges.

Sensitivity and Creativity

- strong imaginative ability,
- keen sense of humour,
- ability to see unusual and diverse relationships.

Capacity for Intense Motivation

- above average ability to concentrate, attend and retain,
- ability to be task committed, goal oriented and self-directed,
- ability to work efficiently and independently.

Advanced Affective Capacity

- unusual sensitivity to the expectations and feelings of others,
- positive self-concept,
- motivation toward the need for intellectual, social, and emotional development.

Other Common Characteristics

- occasional resistance to direction,
- difficulty in accepting the illogical,
- rejection or omission of details,
- dislike for routine and drill,
- critical attitude toward others,
- intense attention that excludes all else,
- preference for individual work,
- ability to be a fluent, flexible, original and elaborate thinker

Programming Options for Gifted Students

Gifted Self-Contained Classroom	Enrichment Classroom	Regular Classroom
<p>~ Use of Scope and Sequence for all grades (junior/intermediate: grades 4 - 8) to develop curriculum.</p> <p>~ Pretesting in various subject areas is necessary to determine the appropriate level at which the student is working and/or determine how much of the content is already known by the student.</p> <p>~ Research Based Instructional Practices which may include opportunities for acceleration, flexible pacing, minimal drill/practice, long-term projects, differentiated instruction, problem solving, opportunities for mentorship, creative thinking and expression.</p> <p>~ Alternative Learning Opportunities: in-depth independent study, field trips, expert speakers, artistic performances, and/or dramatic presentations, and participation in competitions and out-of-school activities.</p> <p>~ Flexible Integration in appropriate age and grade setting (integration in subjects such as French, Art, and Phys. Ed.).</p>	<p>~ Use of Scope and Sequence document to plan and develop appropriate learning experiences.</p> <p>*Critical Thinking:</p> <ul style="list-style-type: none"> - Analysis: identifying parts of an idea as well as recognizing the relationships and organization of those parts. - Synthesis: arranging or combining elements in order to form an entirely new whole. - Evaluation: assessing the value of an idea or a concept as related to original purpose. <p>*Creativity:</p> <ul style="list-style-type: none"> - Fluency: generating a wide variety of ideas. - Flexibility: moving easily from one thought to another - Originality: producing new or unique ideas. - Elaboration: adding details to ideas. <p>*Problem Solving:</p> <ul style="list-style-type: none"> - Identifying and analyzing a problem leading to the evaluation and implementation of possible solutions, for example; DeBono's 6 Thinking Hats, CoRT Thinking, CPS, Bloom's Taxonomy, Higher Order Thinking Skills. <p>*Writing:</p> <ul style="list-style-type: none"> - communicating ideas through the written word. <p>*Communication:</p> <ul style="list-style-type: none"> - verbal, non-verbal, interpretive, interpersonal, and listening. 	<p>~ classroom and whole school activities which may include: field trips, expert speakers, artistic performances, and/or dramatic presentations.</p> <p>~ classroom adaptations based on learner needs, incorporating flexible instructional arrangements, for example: science fair projects, cross grade level clubs, independent study and research projects, and grouping children around specific interests and similar abilities.</p> <p>~ cluster-groupings with other students within the class or by grade within the school; these students become a support group for each other.</p> <p>~ differentiated or extended curriculum based on the concepts found within the Ontario Curriculum.</p> <p>Outreach to Schools:</p> <ul style="list-style-type: none"> - Regular partnership with Enrichment LRT's to assist in the development of differentiated curriculum. - Resources to support differentiated instruction are available to schools from the Enrichment Centres.

CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

Rationale:

Students will be identified as exceptional by an Identification, Placement Review Committee when their “behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program” (Education Act) (Special Education program implies an Individual Education Plan with modifications within the regular program or a self-contained program.)

There are five categories of exceptionality recognized in the Education Act. The Ministry has defined additional sub-categories for some of the categories.

Resources:

Policy/Program Memorandum No. 8: Identification of and program planning for students with learning disabilities

Policy/Program Memorandum No. 140: Incorporating methods of applied behaviour analysis (ABA) into programs for students with autism spectrum disorders (ASD)

Policy/Program Memorandum No. 156: Supporting transitions for students with special education needs
Steps to Identification with an Exceptionality are outlined in the Special Education Plan: Section 2
Allowable Accommodations are outlined in the Special Education Plan: Appendix G

BEHAVIOUR

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

- a) an inability to build or to maintain interpersonal relationships;
- b) excessive fears or anxieties;
- c) a tendency to compulsive reaction; or
- d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Major Indicators:

- A persistent pattern of non-compliant, defiant, physical and/or verbally aggressive behaviours observed within the school environment;
- Behaviours are frequent, intense and of a duration that they compromise the student's learning and ability to be successful at school (for example behaviour is the reason they are not meeting their potential) and/or their behaviour is interfering with the learning of others;
- Behaviours have remained even with the implementation of behaviour strategies and interventions;
- Allowable accommodations have proven to be insufficient.

Supporting Assessment:

- ✓ Documentation from school demonstrates frequency, severity, and the nature of the behaviours that are disruptive to the student's learning;
- ✓ Behaviours are not primarily the result of some other medical, neurobiological or other developmental disorders;
- ✓ All behaviour must be looked at in the context of functional/developmental age, gender and culture;
- ✓ Behaviour plan is in place;
- ✓ Consultation/involvement with the Behaviour Counsellor and appropriate support staff has occurred;
- ✓ A psycho-educational assessment and/or speech and language assessment are recommended when school Resource Team deems appropriate.

AUTISM

A severe learning disorder that is characterized by:

- a) disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech, and language
- b) lack of the representational symbolic behaviour that precedes language.

Major Indicators:

- *Persistent deficits in social communications and social interactions and restricted repetitive patterns of behaviour;*
- *Allowable accommodations are insufficient;*
- *ABA strategies, interventions and transition supports are in place and in compliance with PPM140;*
- *Consultation with the System Learning Resource Teacher for Autism and appropriate support staff has occurred.*

Supporting Assessment:

- ✓ A diagnosis by a qualified medical practitioner belonging to the College of Physicians and Surgeons or member of the College of Psychologists of Ontario.

HEARING IMPAIRMENT

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound (i.e., hard-of-hearing, Deaf).

Major Indicators:

- Student is not meeting the grade level expectations (modifications that include either a reduction in the number and/or complexity of the student's current grade level expectations or modifications to a lower grade level);
- Allowable accommodations are insufficient;
- Up to date audiology report completed by an audiologist (preferably within 1 year);
- Recent speech and language assessment has been completed;
- AAB or equivalent standardized assessment of academic achievement has been completed.

Supporting Assessment:

- ✓ Audiology Assessment completed by a registered audiologist belonging to the College of Audiologists and Speech-Language Pathologists of Ontario that states a specific level of hearing loss.

LEARNING DISABILITIES

In Policy/Program Memorandum 8 (2014), the Ministry of Education defines learning disability as one of a number of disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

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

Major Indicators:

- Difficulties in the development and use of skills in one or more of the following areas:
 - reading
 - writing
 - mathematics
 - work habits/learning skills
- Allowable accommodations insufficient for meeting student needs;
- Psycho-educational assessment indicates that academic achievement is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or achievement that is only sustainable with high level of effort and/or extensive support.

Supporting Assessment:

- ✓ Assessment reports and results are in compliance with PPM 8;
- ✓ Psycho-educational assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario;
- ✓ Assessment measures are based on Canadian norms where possible, are culturally sensitive, and are provided to the student in accessible format, as required (e.g., sign language, Braille, large print);

SPEECH IMPAIRMENT

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

Major Indicators:

- Unintelligible speech which affects communication;
- The student displays a severe to profound impairment in articulation, phonology, motor speech and/or fluency which results in unintelligible speech;
- Accommodations/modifications are essential for orally expressing their knowledge and ideas.

Supporting Assessment:

- ✓ Assessment by a registered Speech Language Pathologist belonging to the College of Audiologists and Speech Language Pathologists of Ontario.

LANGUAGE IMPAIRMENT

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

- a) involve one or more of the form, content, and function of language in communication;
- b) include one or more of the following:
 - language delay;
 - dysfluency;
 - voice and articulation development, which may or may not be organically or functionally based.

Major Indicators:

- Moderate to severe Receptive Language delay/impairment;
- Moderate to severe Expressive Language delay/impairment;
- Allowable accommodations are insufficient;
- Language impairment is impacting their ability to access the curriculum;
- Remedial programming is essential.

Supporting Assessment:

- ✓ Assessment by a registered Speech Language Pathologist belonging to the College of Audiologists and Speech Language Pathologists and/or by a registered member of the College of Psychologists of Ontario;
- ✓ The student displays a moderate to severe delay in receptive and/or expressive language development, at or below the 5th percentile on standard measures that is not due to cultural or linguistic differences;
- ✓ AAB or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team.

INTELLECTUAL GIFTEDNESS

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

Major Indicators:

- Performance scores on CCAT and discussion at school Resource Team.

Supporting Assessment:

- ✓ Canadian Cognitive Abilities Test (CCAT) results with a composite standard age score of at least 130 (98th percentile rank) which typically means 9th stanine results on two of three subtests;
- ✓ If from outside the board: The psycho-educational assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario, with Canadian norms, at the 98th percentile rank or higher on a full scale IQ or GAI;
- ✓ AAB or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team.
- ✓ See Appendix K of the Special Education Plan

MILD INTELLECTUAL DISABILITY

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- b) an inability to profit educationally within a regular class because of slow intellectual development;
- c) a potential for academic learning, independent social adjustment, and economic self-support.

Major Indicators:

- Student is not meeting grade expectations;
- Student requires accommodations/modifications to the pace, complexity and/or grade level expectations.

Supporting Assessment:

- ✓ Psycho-educational assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario;
- ✓ Cognitive functioning that falls in the very low range;
- ✓ Not the result of impairments in vision, hearing, physical limitations, developmental disability, emotional problems or cultural differences.

DEVELOPMENTAL DISABILITY

A severe learning disorder characterized by:

- a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- b) an inability to profit from a special education program that is designed to accommodate slow intellectual development;
- c) a limited potential for academic learning, independent social adjustment, and economic self-support.

Major Indicators:

- Student is not able to meet grade level expectations;
- Student is not able to perform age appropriate activities of daily living and personal independence without assistance;
- Allowable accommodations are insufficient.

Supporting Assessment:

- ✓ Assessments meets the criteria of an Intellectual Disability as defined by DSM5;
- ✓ Psycho-educational assessments completed by or under the supervision of a qualified member of the College of Psychologists of Ontario;
- ✓ Medical Assessments completed by member of the College of Physicians and Surgeons may be accepted;
- ✓ Cognitive functioning that falls in the very low to extremely low range with significant delays in adaptive functioning;
- ✓ Assessment measures are based on Canadian Norms where possible; are culturally sensitive and are provided to students in an accessible format, as required;
- ✓ Not the result of impairments in vision, hearing, physical limitations, emotional problems or cultural differences.

VISUAL IMPAIRMENT

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely (i.e., limited vision, blind).

Major Indicators:

- Accommodations are extensive;
- Allowable accommodations have proven to be ineffective.

Supporting Assessment:

- ✓ Diagnosed by an Ophthalmologist, certified by the Ontario College of Optometrists.

PHYSICAL

Orthopaedic and/or Physical Handicap

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

Major Indicators:

- Physical limitation where accommodations and modifications are essential for the student to access the curriculum and/or alternate program.

Supporting Assessment:

- ✓ Diagnosis by a physician, certified by the Ontario College of Physicians and Surgeons;
- ✓ Occupational Therapy or Physical Therapy assessment may be required to delineate functional needs.

MULTIPLE

Multi-handicap

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

Criteria for identification:

- Student meets the criteria for identification in two or more exceptionalities with supporting documentation and/or assessment provided by the appropriate practitioners

How can I become involved with SEAC?

Local associations or community members wishing representation on SEAC should write to:

Superintendent of Education
Grand Erie District School Board
Education Centre
349 Erie Avenue
Brantford, Ontario
N3T 5V3

Telephone: 519-756-6301
Toll Free: 888-548-8878
Fax: 519-756-9181

Questions / Contact

Principal Leader of Special Education
519-756-6306, ext. 287214
or

Program Coordinator of Special Education
519-756-6306, ext. 287217

This brochure was recommended by the Special Education Advisory Committee and approved by Grand Erie District School Board
June 2008

SPECIAL EDUCATION GUIDING PRINCIPLES

It is the policy of the Grand Erie District School Board that special education services within the Board are guided by the following principles:

1. All students can succeed. Success looks different for different students.
2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.
3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.
4. The goal for all schools is to create environments that consider and include the learning needs of all students.
5. Resources are provided to support students to become independent in reaching their educational goals.
6. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.
7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.
8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.

Note:

See Board Policy P1 for further information

GRAND ERIE DISTRICT SCHOOL BOARD



*Growing Excellence...
Inspiring Success*

SEAC

SPECIAL EDUCATION ADVISORY COMMITTEE

*Serving Students with
Exceptional Needs*



The Grand Erie District School Board believes every student has individual learning needs. Some students have exceptional learning needs and may require special programs and services.

A student with exceptional needs is a learner whose behaviour, communication, intellectual, physical or multiple exceptionalities are such that he/she is considered to need special education programs as defined in the Education Act.

This brochure has been produced to inform the community, parents/guardians and educators about the Special Education Advisory Committee (SEAC).

What is SEAC?

- SEAC is an advisory committee mandated through the Education Act as a standing committee of each school board.
- The committee reports to the school board and makes recommendations to the board regarding special education program and services.

Who is on SEAC?

- The SEAC of the Grand Erie District School Board is comprised of:
 - a) representatives of up to 12 local chapters of associations which further the interests of people with exceptional needs;
 - b) one person representing the interests of Native Students;
 - c) board personnel;
 - d) community members;
 - e) two trustees.

What does SEAC do?

- The Special Education Advisory Committee is provided with the opportunities to:
 - a) participate in the board's annual Special Education Plan;
 - b) participate in the board's annual budget process;
 - c) review the financial statements of the board;
 - d) make recommendations to the board regarding special education programs and service.

When does SEAC meet?

- SEAC meetings are held on a monthly basis, with a minimum of ten meetings per school year.
- The meetings are held at the Education Centre, 349 Erie Avenue, Brantford, and are open to the public.

What can SEAC do for me?

- SEAC is a committee that represents the interests of all children with exceptional needs.
- Although specific children and issues are not discussed at SEAC, broad issues affecting services across the school board can be raised for discussion.
- SEAC representatives have a good knowledge of special education services and programs of the school board, and can help parents to navigate through the school system.

Resources / Publications

- The following resources / publications are available at your local school or Grand Erie board office (519) 756-6301:
 - a) Individual Education Plan (IEP) - A Guide for Parents
 - b) Parents' Guide to Special Education - Identification, Placement and Review Committee (IPRC.)

Websites:

- www.granderie.ca
- www.edu.gov.on.ca

SEAC REPRESENTATIVES

Community Representatives

- Beth Caers
- Michelle Carpenter 519-442-7209
- Michelle Falkiner, 519-442-7209
- Charlene Hofbauer 519-756-1184
- Kate O'Donnell, 519-753-5917 (Chair 2017)
- Sheila Slood, 226-206-0772
- Kyle Smith 519-755-4153
- Don Werden 519-426-8372
- Rochelle Winter 519-720-6778

Native Representative(s)

- Connie McGregor

Trustees

- Rita Collver, 519-582-4969 (V-Chair 2016/7)
- Carol Ann Sloat (519-757-0536)

Staff

- Liana Thompson, Superintendent of Education 519-756-6306 ext. 2811422
- Paula Curran, SEAC Recording Secretary 519-756-6306 ext. 281173

Resource

- Julie White, Principal Leader Special Education 519-756-6306, ext. 287214
- Karin Mertins, School & Programs Supports Lead 519-756-6306, ext. 287219
- Lesley Boudreault, Program Coordinator Special Education 519-756-6306 ext. 287217
- Piyali Bagchee, Mental Health Lead Special Education 519-756-6306 ext. 287226

Local Organizations / Agencies

- **Contact Brant**
LeaAnn Boswell 519-758-8228 ext. 228
- **Family Counselling Centre of Brant**
Keith Anderson 519-753-4174 ext. 246
- **Fetal Alcohol Spectrum Disorder (ONE)**
Dr. Louise Scott, 519-442-9994
- **Haldimand-Norfolk REACH**
Ronelda Smith, 519-426-7899
- **Lansdowne Children's Centre**
Lorraine DeJong, 519-753-3153 ext. 202
- **Woodview Children's Centre**
Christine Clattenburg, 519-752-5308 ext. 941

APPENDIX A

Special Education Advisory Committee
(Ontario regulation 464/97 made under the Education Act)
Terms of Reference

1.0 Statement of Purpose and Responsibility

The Special Education Advisory Committee makes recommendations to the Board regarding matters related to the establishment, development and delivery of special education programs and services. All meetings of SEAC shall be open to the public and shall be held at a location that is accessible to the public.

2.0 Committee Composition

As per Ontario Regulation 464/97 of the Education Act, the Special Education Advisory Committee (SEAC) shall be comprised of:

2.1 A member of SEAC, unless a Native representative, must be:

- a Canadian citizen,
- 18 years of age,
- a resident within the jurisdiction of the Board, and
- a public school board elector.

A person is not eligible to be a member of SEAC if he/she is employed by the Board.

2.2 One representative from no more than twelve local associations appointed by the Board. Local Association is defined as an association or organization of parents that operates locally within the area of jurisdiction of the board which further the interest and well-being of exceptional children or adults and one alternate for each representative of local associations/agencies, where possible.**2.4 Two trustees appointed by the Board and two alternates.****2.5 Community members who are neither a representative of a local association or organization, nor members of the Board of Trustees.****2.6 One Native representative and one alternate.****2.7 The total number of members of SEAC should not exceed 20.****3.0 Committee Operating Procedures and Scope****3.1 The term of members of the committee shall be the same as the term of the Board of Trustees.****3.2 In September of an election year, the Superintendent of Education with responsibility for Special Education shall commence a recruitment process for a new roster of SEAC members. All current SEAC members will be involved in this process and will submit a proposed roster to the board of Trustees for approval by the November Board meeting.**

- 3.3 There shall be a minimum of ten meetings per year excluding July and August. Meetings may occur by electronic means. All meetings are open to the public.
- 3.4 Minutes will be taken at all meetings and distributed to members. Once approved by members of SEAC, minutes will be distributed to the Board of Trustees.
- 3.5 Recommendations from SEAC to the Board can occur at any time providing a majority of SEAC members approve the recommendation.
- 3.6 A majority of the members of SEAC is a quorum, and a vote of the majority of the members is necessary for a recommendation to be approved to move forward to the Board.
- 3.7 Every member present at a meeting, or his/her alternate when attending a meeting in his/her place, is entitled to one vote.
- 3.8 In January of each year SEAC will select both a Chair and Vice-Chair of the committee. Both the Chair and Vice-Chair positions should not be held by a trustee at the same time.
- 3.9 Vacancies:
 - a) If any Local Organization / Agency Representative SEAC member vacates their position, the organization will be asked for a representative to replace the vacancy by the Superintendent responsible for Special Education.
 - b) If the Native Representative SEAC member vacates their position, the Superintendent responsible for Special Education will liaise with the Six Nations Community to find a replacement.
 - c) If any Community Representative SEAC member vacates their position, the Superintendent responsible for Special Education will review previous applications, and if necessary, initiate a recruitment process.
 - d) New recruits will be recommended to the Board as a member of SEAC.
- 4.0 Staff will provide information, support, and direction and will facilitate the work of the committee in matters related to the establishment, development and delivery of Special Education programs and services.

4.0 **Role of the Board of Trustees**

- 4.1 Provide the opportunity to the committee to participate in the Board's annual review of its Special Education Plan.
- 4.2 Provide the opportunity to the committee to participate in the Board's annual budget process as it relates to special education.
- 4.3 Provide the opportunity to the committee to review the financial statements of the board as they relate to special education.
- 4.4 Ensure the Superintendent with responsibility for Special Education will provide orientation sessions and arrange for knowledgeable persons to provide information during regular meetings.
- 4.5 Receive and review the minutes of the committee.

- 4.6 Appoint trustees and alternates. Approve membership to SEAC
- 4.7 May solicit and will take in to consideration the recommendations from SEAC with regard to matters that relate to special education programs and services
- 4.8 In the case of recommendations/motions from SEAC, the Superintendent responsible for Special Education will provide a response to the outcome of the Board recommendation/motion in a timely fashion.

5.0 Role of SEAC Members

- 5.1 Attend regular meetings. If a SEAC member is unable to attend a meeting, that member needs to notify the alternate, where one exists for that position to attend instead. If an alternate is unavailable, the SEAC member should notify the secretary and the Chair of SEAC that there will not be a representative at the meeting.
- 5.2 If a member of SEAC misses three consecutive meetings without notice, the member's position will be disqualified and a new member will be appointed as laid out in section 3.9.
- 5.3 A member of SEAC may resign their position at any time by providing a letter, in writing, to the Chair of SEAC with a copy to the Superintendent responsible for Special Education.
- 5.4 To be well informed about the role of SEAC and expectations set out for SEAC by legislation.
- 5.5 To acquire and maintain a working knowledge of the special education programs and services provided by the board.
- 5.6 In the case of members representing local organizations, to represent effectively the organizations by which they were nominated to SEAC, by ensuring that they are expressing the concerns of their organizations and not their own personal concerns. In addition, to provide their organizations with a report on relevant SEAC proceedings.
- 5.7 To represent the interests of all students of the board receiving special education programs and services from the perspective they bring as parent and/or community partner.
- 5.8 To be respectful, responsible, build positive relationships and to act with integrity in keeping with the values of the Board and to ensure smooth operation of SEAC.
- 5.9 In the interest of avoiding a perception of conflict of interest, SEAC members should state their conflict and abstain from speaking and voting on any recommendation that might be perceived as a conflict to them or their organization.

6.0 Role of School Board Personnel

- 6.1 The Administrative Assistant to the Superintendent responsible for Special Education, attends SEAC meetings to record the minutes of SEAC and to produce and distribute minutes and agendas. Draft minutes will be reviewed by the Chair before distribution. Agendas will be developed by the Superintendent responsible for Special Education and the Chair and Vice-Chair of SEAC, with input from members as appropriate. Materials for meetings will be distributed ahead of each SEAC meeting to provide members with time to prepare for the meetings.

- 6.2 The Superintendent responsible for Special Education will attend SEAC meetings to provide information on special education programs and services. The Superintendent of Business Services or an alternate will attend SEAC meetings as deemed necessary to provide information and obtain feedback on the annual budget process as it pertains to special education.
- 6.3 The Principal-Leader of Special Education will attend SEAC meetings on a regular basis, and may act as alternate to the Superintendent if the Superintendent is unable to attend a scheduled meeting.
- 6.4 Other board personnel will be made available to SEAC to address their area of expertise in the Board.
- 6.5 Board personnel do not vote at SEAC.

7.0 Making Recommendations to the Board of Trustees

- 7.1 A recommendation made by SEAC to the Board requires a mover and a seconder.
- 7.2 A recommendation can be made through the approved minutes of the SEAC meeting or more immediately by the Superintendent responsible for SEAC directly to the Board of Trustees and presented by the Superintendent responsible for SEAC.

Grand Erie DSB General and Special Education Acronyms	
ABA	Applied Behaviour Analysis
ABC	Association for Bright Children
AAB	Academic Achievement Battery
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactive Disorder
ADE	Average Daily Enrolment
AER	Assessment Evaluation and Review Policy
AIP	Assessment For Improvement
ALL	Analysis of Language Learning
AODA	Accessibility for Ontarians with Disabilities Act
APA	Additional Professional Assignment
APD	Auditory Processing Disorder
ARC	Accommodation Review Committee
ASD	Autism Spectrum Disorders (formerly PDD)
BCP	Business Continuity Plan
BIPSA	Board Improvement Plan Student Achievement
BMS	Behaviour Management Systems
CAS	Children's Aid Society (see also FACS)
CASI	Comprehension Attitude Strategies Interests
CCAC	Community Care Access Centre
CEC	Council for Exceptional Children
CILM	Collaborative Inquiry Learning Model
CLA	Contextualized Learning Assignment
CPRI	Child Parent Resource Institute
CSAP	Cumulative Student Assessment Portfolio
DD	Developmental Disabilities
DE	Developmental Education
D/HH	Deaf and Hard of Hearing
DI	Differentiated Instruction
DOB	Date of Birth
DPA	Daily Physical Activity
DRA	Diagnostic Reading Assessment
DSM	Diagnostic and Statistical Manual of Mental Disorders
EA	Educational Assistant
E&E	Effectiveness & Efficiency
EDI	Early Development Instrument
EFIS	Education Finance Information System
ELD	English Literacy Development
ELL	English Language Learners
ELP	Early Learning Program

Grand Erie DSB General and Special Education Acronyms	
EPO	Education Programs Other (Grants)
EQAO	Education Quality and Accountability Office
ESL	English as a Second Language
ETFO	Elementary Teachers' Federation of Ontario
FACS	Family and Children's Society (see also CAS)
FASD	Fetal Alcohol Spectrum Disorder
FDL	Full Day Learning
FOG	aka Nominal, Head Count (actual number of students, not ADE)
FOS	Family of Schools
FRG	Facilities Renewal Grant
FTE	Full Time Equivalent
GEESA	Grand Erie Elementary Sports Association
GEPIC	Grand Erie Parent Involvement Committee
GLD	General Learning Disability
GPL	Good Places to Learn funding
GrEAT	Grand Erie Administrators Team
GSN	Grants for Student Needs
HVAC	Heating Ventilation Air Conditioning
HI	Hearing Impairment
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IIR Data	Individual Item Report Data
IPRC	Identification Placement and Review Committee
ISA	Intensive Support Amount
ISC	Intensive Support Class
ISRT	In School Resource Team (LRT, principal, Spec Ed Teacher Consultant, etc.)
JOHSC	Joint Occupational Health and Safety Committee
KLLIC	Kindergarten Language and Literacy in the Classroom
LAN	Local Area Network
LANSA	Leadership Alliance Network for Student Assessment
LD	Learning Disability
LDCC	Locally Developed Compulsory Credit
LEED	Leadership in Energy and Environmental Design
LITE	Learner Intervention Tracking for Excellence
LLI	Levelled Literacy Intervention
LNS	Literacy Numeracy Secretariat
LRT	Learning Resource Teacher
LTSP	Long Term Suspension Program
LSA	Leading Student Achievement
MACSE	Minister's Advisory Council on Special Education
MAP	Math Alignment Project

Grand Erie DSB General and Special Education Acronyms	
MFIPPA	Municipal Freedom of Information and Protection of Privacy Act
MHAN	Mental Health and Addictions Nurse
MID	Mild Intellectual Disability
MOE	Ministry of Education
NETS-S	National Educational Technology Standards
NTIP	New Teacher Induction Program
OCA	Ontario Comprehension Assessment
OCD	Obsessive Compulsive Disorder
OCT	Ontario College of Teachers
OCUP	Ontario Curriculum Unit Planner
ODA	Ontarians With Disabilities Act
ODD	Oppositional Defiant Disorder
OELC	Ontario E-Learning Consortium
OEN	Ontario Education Number
OERB	Ontario Education Resource Bank
OESC	Ontario Education Services Corporation
OFIP	Ontario Focused Intervention Partnership
OISE	Ontario Institute for Studies in Education
OnSIS	Ontario School Information System
OPSBA	Ontario Public School Boards Association
OSAPAC	Ontario Software Acquisition Program Advisory Committee
OSR	Ontario Student Record (Student's School File)
OSSD	Ontario Secondary School Diploma
OSSLT	Ontario Secondary School Literacy Test
OSSTF	Ontario Secondary School Teachers' Federation
OSTA	Ontario Student Trustees' Association
OT	Occupational Therapist
OYAP	Ontario Youth Apprenticeship Program
PASS	Principals' Assessment of Schools Survey
PDD	see ASD
PDT	Program Development Team
PDT	Provincial Discussion Table
PIM	Privacy Information Management
PIPA	Preschool and Primary Inventory of Phonological Awareness Skills
PLC	Professional Learning Community
PLT	Principal Learn Team
PNC	Professional Network Centre
PSAB	Public Sector Accountability Board
PSSP	Professional Student Services Personnel (Psychology, Speech & Language, Social Work)
PT	Physio Therapist
PTR	Prohibitive to Repair funding

Grand Erie DSB General and Special Education Acronyms	
PTR	Pupil Teacher Ratio
QA	Quality Accommodations
RHPA	Registered Health Professionals Act
SALEP	Supervised Alternative Learning for Excused Pupils
SALT	System Administrative Leadership Training (formerly known as School Administrative Leadership Training)
SAO	Student Achievement Officer
SAP	Student Action Plan
SAPP	Sexual Abuse Prevention Program (Grant from the Ministry)
SC	Special Class
SDW	Student Data Warehouse
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEF	School Effectiveness Framework
SEPPA	Special Education Per Pupil Amount
SHSM	Special High Skills Major
SIM	Schools in the Middle
SIP	School Improvement Plan
SIP	Special Incidence Portion (Special Education)
SIT	School Improvement Team
SLP	Speech / Language Pathologist
SRPR	Surveyor's Real Property Report
SS	Student Success
SSI	Student Success Initiative
STEP	Student Transition Experience Program
STRIVE	Socialization, Transition, Reflection, Innovation, Vocation and Education
SWAC	Students Within A College
SWS	Student Work Study
TAC	Tangible Capital Assets
TCPS	Total Capital Planning Solutions
TIPS	Targeted Implementation and Planning Supports
TLCP	Teacher-Learning Critical Pathway
TLX	Teaching Learning Examples
TPA	Teacher Performance Appraisal
ULC	Underwriters Laboratory of Canada
VMI	Visual-Motor Integration
VoIP	Voice over Internet Protocol
WAN	Wide Area Network
WHMIS	Workplace Hazardous Materials Information System