



Committee of the Whole Board

Monday, June 11, 2018
Board Room, Education Centre

AGENDA

- A – 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (7:15 p.m.)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B – 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Ad Hoc Committee – Grand Erie & Six Nations to Review Enrolment Pressures at McKinnon Park Report B. Blancher
 - * (b) Caledonia Centennial PS French Immersion Update R. Wyszynski
 - (c) Selection of Slate of Officers B. Blancher
 - (i) Appointment of Scrutineers
 - (ii) Method of Nominating
 - (iii) Nominations of OSPBA Director & Voting Delegate
 - (iv) Motion to Destroy Ballots
 - (v) Nomination Committee Report
 - * (d) Student Transportation Update R. Wyszynski
 - * (e) Mapleview Elementary Construction Project Update R. Wyszynski
- C – 1 **Director's Report**
- D – 1 **New Business - Action/Decision Items**
- * (a) Annual Review of the Special Education Plan L. Thompson
 - * (b) 2018-19 Board Budget R. Wyszynski
- D – 2 **New Business - Information Items**
- * (a) Category III Trips (SO15) B. Blancher
 - * (b) Implications of 2018-19 Friday the 13th Events on Lakewood Elementary School W. Baker
 - * (c) The Joint Protocol for Student Achievement L. Thompson
 - * (d) Revised Violent Threat Risk Assessment Protocol D. Martins
W. Baker
- E – 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) FT5 Pupil Accommodation Review (C) R. Wyszynski
 - * (b) BL27 Electronic Meetings (A) B. Blancher
 - * (c) SO6 Student Suspensions (A) W. Baker



Committee of the Whole Board

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E – 2 Procedure Consideration - Information Items

- * (a) SO124 Use of Service Dogs in School [\(I\)](#)

L. Thompson

F – 1 Other Business

- * (a) OPSBA Report

C.A. Sloat

G – 1 Correspondence

H – 1 Adjournment

Future Meetings (held at the Education Centre unless noted otherwise)

Special Education Advisory Committee	June 14, 2018, 6:00 p.m.	Board Room
Chairs' Committee	June 25, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	June 25, 2018, 7:15 p.m.	Board Room
Indigenous Education Advisory Committee	June 26, 2018, 1:30 p.m.	Alexandra Room, TRC
Audit Committee Meeting	June 27, 2018, 3:30 p.m.	Board Room
Chairs' Committee	August 27, 2018, 5:45 p.m.	Norfolk Room
Board Meeting	August 27, 2018, 7:15 p.m.	Board Room



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: Brenda Blancher, Director of Education & Secretary

RE: **Report of the Joint Grand Erie and Six Nations Ad Hoc to Review Enrolment Pressures at McKinnon Park Committee**

DATE: June 11, 2018

<p>Recommended Action: Moved by _____ Seconded by _____</p> <p>THAT the Grand Erie District School Board receive the Report of the Joint Grand Erie and Six Nations Ad Hoc to Review Enrolment Pressures at McKinnon Park Committee as information.</p>
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<p>Recommended Action: Moved by _____ Seconded by _____</p> <p>THAT the Grand Erie District School Board disband the Grand Erie and Six Nations Ad Hoc to Review Enrolment Pressures at McKinnon Park Committee.</p>

Background

The Grand Erie and Six Nations Ad Hoc to Review Enrolment Pressures at McKinnon Park Committee was established to allow for targeted consultation around enrolment pressures at McKinnon Park and secondary school choice decisions by students from Six Nations of the Grand River. As stated in the approved terms of reference, the committee met over four months to:

- i. meet to review the enrolment pressures at McKinnon Park in Caledonia connected to attendance patterns for students on Six Nations of the Grand River
- ii. develop shared solutions and offer input to Board and staff
- iii. reflect the opinions and interests of the groups represented by the members of the committee
- iv. report back to the stakeholders they represent

Meeting notes were shared with committee members. At each meeting committee members shared input from their community. Input is included in this report and is provided to Trustees as information to take into consideration for any recommendations that will affect students living on Six Nations of the Grand River.

Committee Membership

Brenda Blancher – Committee Chair
Karen Sandy – Trustee
John Harris – Trustee
Denise Martins – Superintendent of Education
Dave MacDonald – Principal, McKinnon Park Secondary School
Shaun McMahon – Principal, Hagersville Secondary School
Dave Thomas – Principal, Cayuga Secondary
Stacy Hill – Native Advisor
Audrey Powless-Bomerry – Six Nations Elected Councillor and Education Committee Chair
Hazel Johnson – Six Nations Elected Councillor
Kris Hill - Haudenosaunee Confederacy Council of Chiefs

Catherine Jamieson – Principal, Emily C. General Elementary Six Nations
Robin Staats – Parent
Julie Bomberry – Parent
Elaine Warner – Parent

Valerie Slawich – Recording Secretary

Meeting Dates

February 28, 2018
March 28, 2018
April 17, 2018
May 1, 2018

Data Presented to the Committee

1. Enrolment Trends and Forecasts – McKinnon Park Secondary School, Cayuga Secondary School, and Hagersville Secondary School
2. March 2017 Enrolment of Students from Six Nations by School and Grade
3. Map of Six Nations and New Credit – displaying student home location and school attendance – March 2017
4. Map of Six Nations and New Credit – displaying student home location and school attendance – October 2017
5. Map of Haldimand County – displaying student home location and school attendance – all students – October 2017

Information Shared and Discussed at Committee Meetings

1. Background on this issue
 - 2013-14 Pupil Accommodation Review of Haldimand Secondary Schools
 - Recommendations from the Haldimand Secondary Accommodation Review Committee approved by Grand Erie Trustees
 - Boundary Review initiated by Board motion in September 2017 and withdrawal of this motion in October 2017
2. Student Decisions around School Choice
3. Programs and Initiatives
 - Specialist High Skills Major Programs (SHSM)
 - Alternative Education Programs including Turning Point
 - Exploration of NBE – English: Understanding Contemporary First Nations, Metis, and Inuit Voices, Grade 11 as the compulsory Grade 11 English credit for all Grand Erie students
 - Transition Planning
4. Communications
 - How we share information with the Six Nations' community
 - Plans for enhancing communication

Input from the Committee

1. Appreciation was expressed for the Board's change in decision to move forward with a boundary review and instead to gather input from the community through this committee.
2. In 1994 when McKinnon Park (MPSS) was being built, input was sought by the Haldimand Board of Education from both the Caledonia and Six Nations community.

3. At one point there were boundaries for students from Six Nations. In 2000 the Board dropped the boundaries and opened up choice; MPSS became a walking school only and students who required busing were not allowed to attend MPSS – this continued until around 2006 and created a lot of upset in the community.
4. The issue is more than just boundaries – it's about relationships that are built, the community is hurt when student choices are restricted.
5. If racism is perceived to be an issue at a school, even if the incident in question took place a long time ago, students don't want to attend that school.
6. Rumours get around – in the fall during the boundary review planning, students heard rumours that MPSS doesn't want students from Six Nations even though this is not the case.
7. Many students choose MPSS because it is the closest Grand Erie secondary school to their home and they feel a part of the Caledonia community.
8. MPSS is also seen as the newer school with many more local amenities like fast food restaurants for students to go to compared with other Haldimand secondary schools.
9. The fact that Grand Erie now has a Transition Plan that reaches out to Grade 7 students is seen as a great new direction.
10. The committee would like to know how many school staff are Indigenous. Right now we don't have a mechanism to capture this data; however, through the Ontario Education Equity Action Plan there is direction to collect workforce identity data.
11. Is there a Haudenosaunee presence in resources in our schools? – library books, Indigenous artwork displays etc., so that students can see themselves represented in their school
12. Does the board connect with post-secondary schools offering teaching programs to allow for a strong recruitment strategy for Indigenous teachers?
13. A separate open house at Haldimand secondary schools for parents from Six Nations would be welcome.
14. Communications Ideas:
 - Stories about students from Six Nations in local papers – *The Two Row Times* and *The Turtle Island News*
 - An insert in the Six Nations Band Council newsletter that is mailed out to homes
 - A separate mail out to homes from the Grand Erie Indigenous Education Team
 - Work with the federal schools on reserve to connect with any social media they currently use to communicate with families
15. Program Ideas to Attract Native Students:
 - an arts-based or foods-based program with a Native focus
 - a certificate in lacrosse program like the hockey program at MPSS
 - an Interdisciplinary Studies course that includes land-based learning and has components connected to agriculture, tree identification, corn harvesting that includes community connections
 - more Communications Technology programs
 - a bank of traditional peoples who would visit classes to share knowledge and experience
16. Other Considerations
 - encourage Grade 9 students to take a Native language course, where offered, instead of substituting a non-language course for French
 - explore partnerships with Kawennio:io such as the agreement in the past when Kawennio:io accessed science labs at Hagersville Secondary
 - revisit the Cultural and Curricular Connections Professional Development Day where Grand Erie and Six Nations staff come together for joint learning

- explore joint professional learning excursions for Grand Erie and Six Nations staff, e.g., bus tours, canoe trips
- need to reflect on what we have learned that will impact the work and composition of the Native Advisory Committee, e.g., the people invited to participate, the input from the community

Committee Summary – What worked well in this process

1. providing an overview of how we got here at the beginning of our work together
2. coming together with an open to learning from each other stance
3. a willingness on the part of committee members to share and to learn
4. open conversation in a non-threatening environment so that we could discuss the not so nice aspects of our shared history and the nice things – being able to feel safe doing this
5. feeling heard
6. being able to walk away with a better understanding of issues presented and discussed

Next Steps

1. A commitment to continuing the conversation between Six Nations and Grand Erie – could be through the Native Advisory Committee or through the Indigenous Education Advisory Committee.
2. Development of an Action Plan including timeframe and responsibility to be shared with committee members to address ideas shared to enhance our relationship that will cover:
 - a. Communications Plan
 - b. Exploration of Program Opportunities
 - c. Joint Learning Opportunities
 - d. Partnership Opportunities

Respectfully submitted,

Brenda Blancher
Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
 RE: Caledonia Centennial PS French Immersion Update
 DATE: June 11, 2018

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board receive the Caledonia Centennial PS French Immersion Update as information.

Background:

The Quality Accommodations Committee met twice during the 2017-18 school year and focused on the 2017 Quality Accommodations Committee report and the 2017 Capital Priorities Submission as a foundation for establishing a plan for 2018-19 for both the capacity and utilization in Caledonia.

The Committee recommended that the French Immersion program be split between Caledonia Centennial Public School and River Heights School. The core of the recommendation was a focus on the current growing French Immersion enrolment at Caledonia Centennial Public School combined with continued regular program growth as a result of the McClung development. The split was to be determined by space available at each school; likely JK-3 at Caledonia Centennial Public School and grades 4-8 at River Heights School. This would have eliminated the additional portables at Caledonia Centennial Public School to accommodate development growth from McClung for the 2018-19 school year.

The table below illustrated the impact of moving grades 4 to 8 from Caledonia Centennial Public School to River Heights School effective September 2018.

Current Scenario					
Caledonia Centennial			River Heights		
Capacity			Capacity		
366			668		
Portables			Portables		
2			0		

	Enrolment	Utilization		Enrolment	Utilization
Oct 2017	334	91.3%		531	79.5%
Oct 2018	387	105.7%		518	77.5%
Oct 2019	404	110.4%		482	72.2%
Oct 2020	430	117.5%		452	67.7%
Oct 2021	450	123.0%		443	66.3%
Oct 2022	462	126.2%		414	62.0%

Proposed Scenario					
Caledonia Centennial			River Heights		
	Enrolment	Utilization		Enrolment	Utilization
Oct 2017	334	91.3%		531	79.5%
Oct 2018	317	86.6%		588	88.0%
Oct 2019	308	84.2%		578	86.5%
Oct 2020	318	86.9%		564	84.4%
Oct 2021	325	88.8%		568	85.0%
Oct 2022	329	89.9%		547	81.9%

At the April 2018 Board meeting, the recommendation was not supported by trustees for 2018-19 and a report back was requested to further dissect the accommodation challenges in Caledonia.

Additional Information:

- The French Immersion student demographics are summarized below. These maps show where the students who are attending Caledonia Centennial Public School's French Immersion program reside.
 - Appendix A illustrates the location of all JK and SK French Immersion students at Caledonia Centennial PS
 - Appendix B illustrates the location of all Grade 1 to Grade 3 French Immersion students at Caledonia Centennial PS
 - Appendix C illustrates the location of all Grade 4 to Grade 6 French Immersion students at Caledonia Centennial PS
 - Appendix D zooms in on the town of Caledonia and identifies all French Immersion students in the map and their grade classification.
- French Immersion Student Transportation Data
 - The table below indicates how many students are currently eligible for transportation. Currently there are currently 106 students who are eligible for transportation to Caledonia Centennial PS's (CAL) French Immersion program. If the program were to be moved to River Heights (RHS), 18 additional students would become eligible to receive transportation services; this increase is due to the fact that there is a higher concentration of students who reside in town and north of the bridge.

Grade	Total Student Count	Total Eligible to CAL	Total Eligible to RHS
JK	28	14	18
SK	29	20	21
1	27	16	19
2	27	13	14
3	20	12	14
4	23	11	16
5	18	13	13
6	14	7	9
7	0	0	0
8	0	0	0
Total	186	106	124

- The Quality Accommodations Committee selected River Heights for accommodating the Grade 4 to Grade 8 French Immersion students for the following reasons:
 - Caledonia Centennial PS is currently exceeding capacity and is expected to be over 110% capacity by October 2019 whereas River Heights School has excess space and a projected capacity of 72%.
 - The movement and installation of portables is expensive and not a desired location for students or parents
 - No other Grand Erie District School Board elementary school is close enough in proximity to be utilized as an alternative
 - The majority of French Immersion students at Caledonia Centennial PS live in Caledonia, this would minimize travel and logistic challenges when compared with other options.
 - As the McClung area continues to develop, the Board is expected to submit another Capital Priority submission for a new school in the area. In order to maximize the effectiveness of the business case for a new school, nearby schools should not be lower than 75% utilization, as would be the case with River Heights if the accommodation issue was not addressed.

- Cayuga Secondary School has underutilized space but was not considered a viable option due to proximity and the investment required to retrofit secondary classrooms
- Schools in Dunnville were also not considered due to extreme distances from Caledonia.

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer

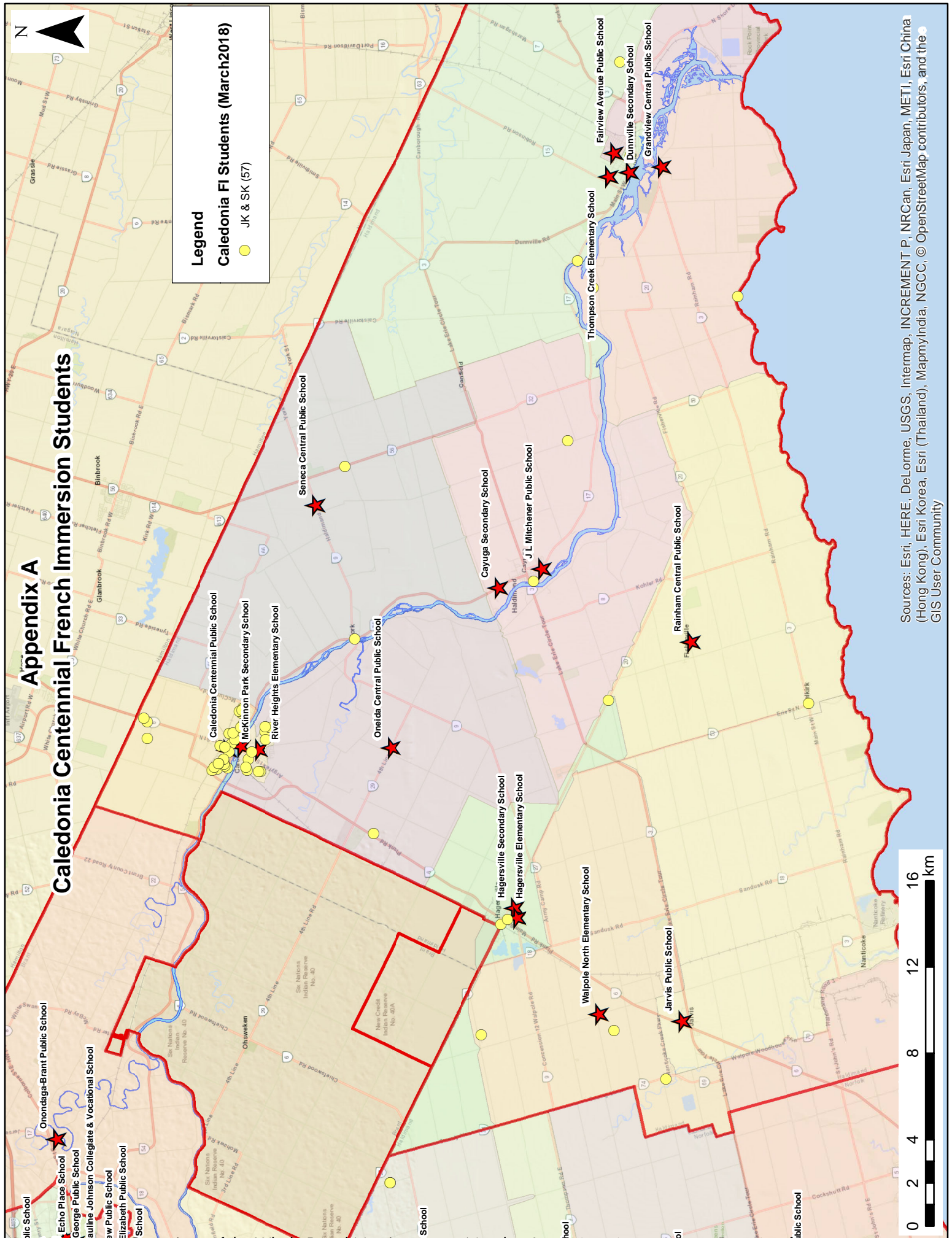
Appendix A Caledonia Centennial French Immersion Students

Legend

Caledonia FI Students (March 2018)

●

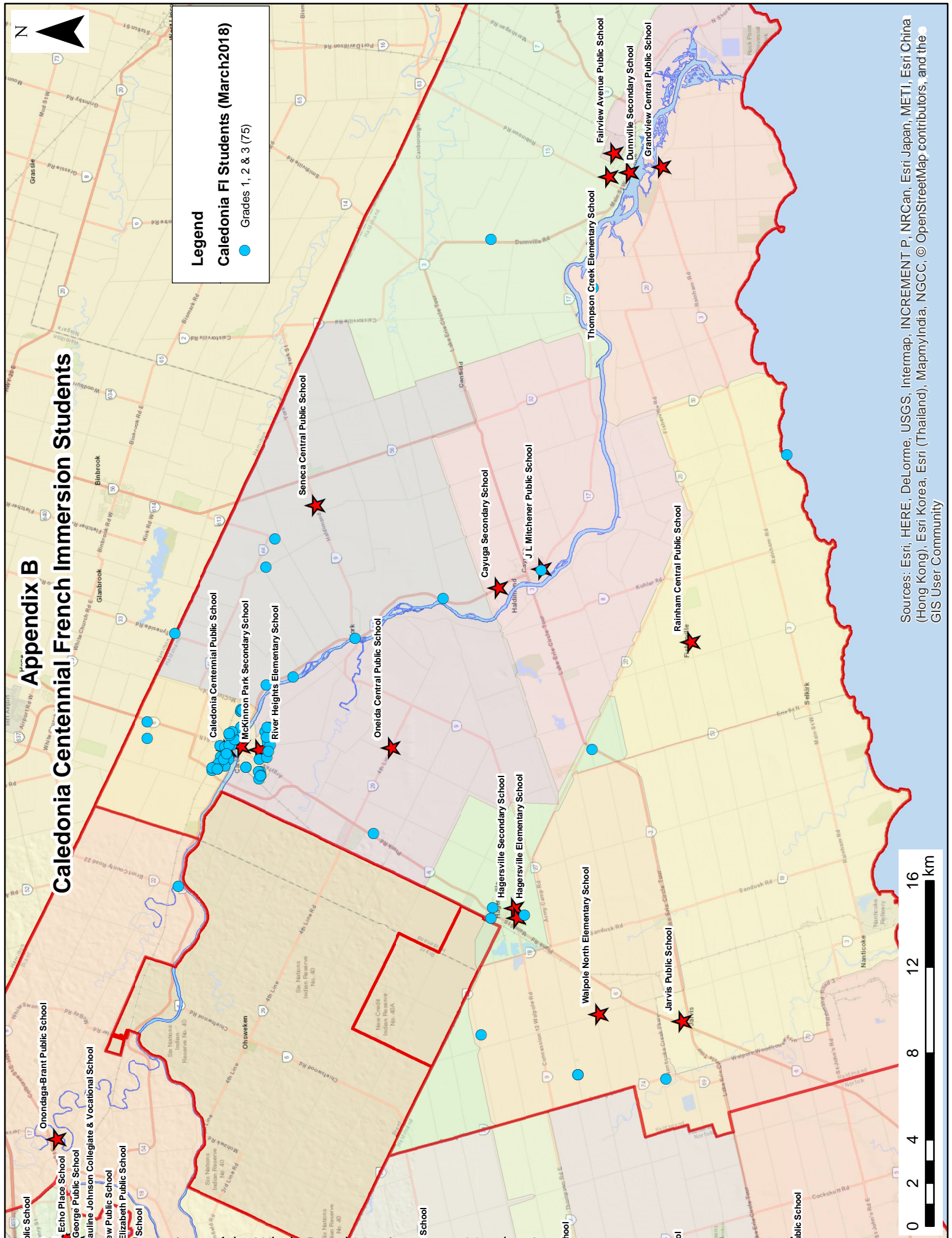
JK & SK (57)



Sources: Esri, HERE, DeLorme, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), MapmyIndia, NGCC, OpenStreetMap contributors, and the GIS User Community

Appendix B Caledonia Centennial French Immersion Students

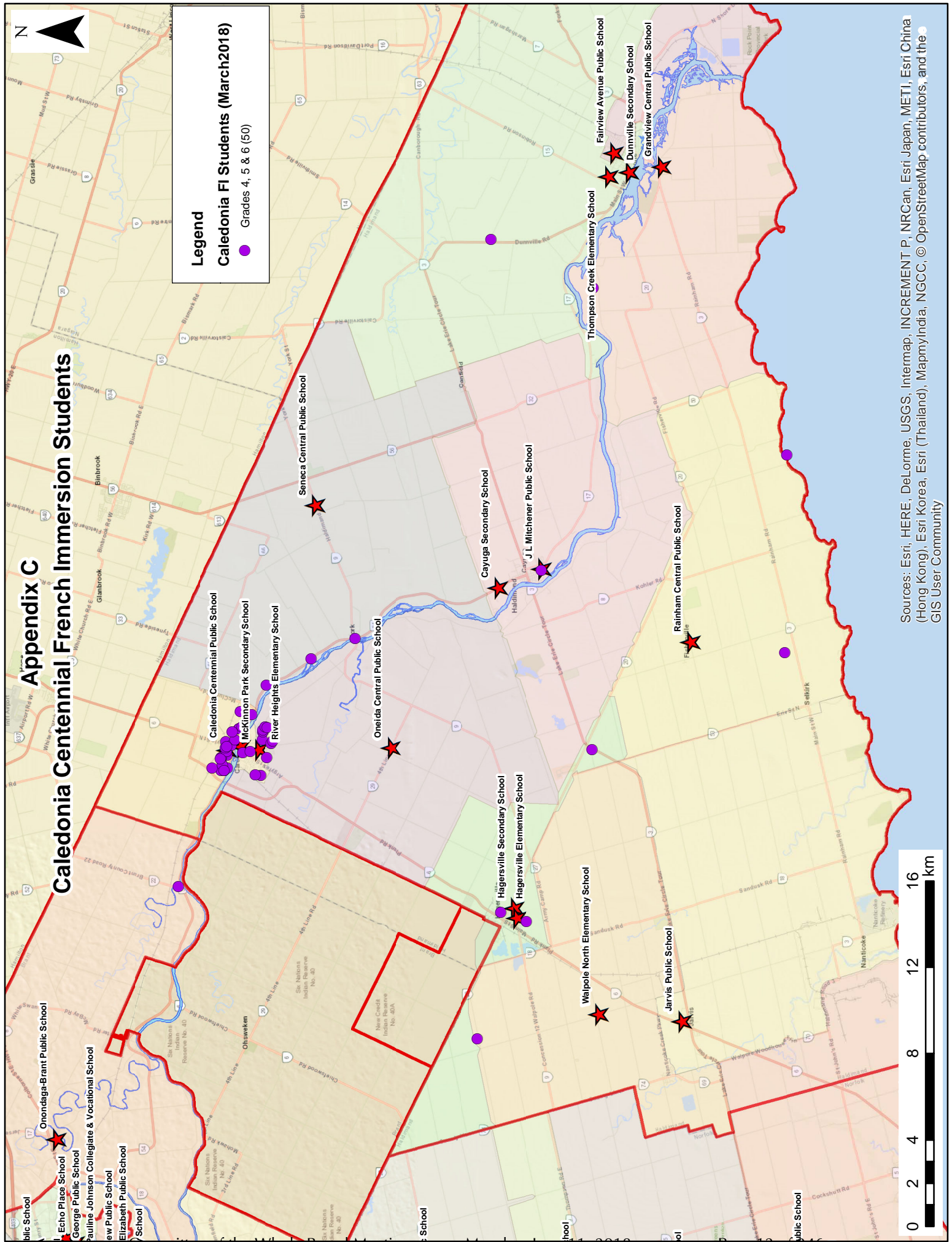
Legend
Caledonia FI Students (March 2018)
● Grades 1, 2 & 3 (75)



Sources: Esri, HERE, DeLorme, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), MapmyIndia, NGCC, OpenStreetMap contributors, and the GIS User Community

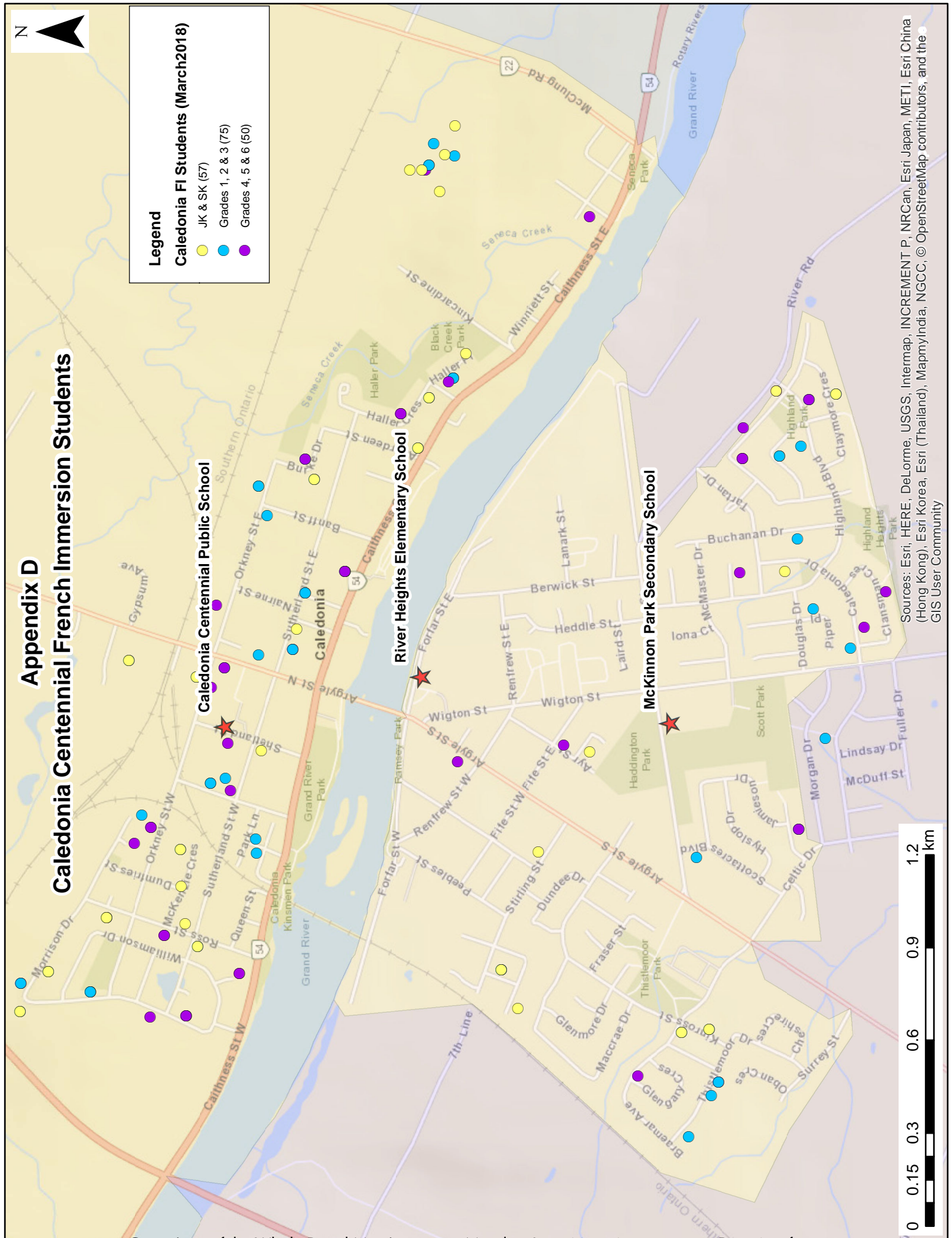
Appendix C Caledonia Centennial French Immersion Students

Legend
Caledonia FI Students (March 2018)
● Grades 4, 5 & 6 (50)



Sources: Esri, HERE, DeLorme, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), MapmyIndia, NGCC, OpenStreetMap contributors, and the GIS User Community

Appendix D Caledonia Centennial French Immersion Students



Sources: Esri, HERE, DeLorme, USGS, Intermap, INCREMENT P, NRCan, Esri Japan, METI, Esri China (Hong Kong), Esri Korea, Esri (Thailand), MapmyIndia, NGCC, OpenStreetMap contributors, and the GIS User Community



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business
RE: **Student Transportation Update**
DATE: June 11, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report on Student Transportation Update as information.

Background

Due to some developments at the most recent Student Transportation Services Brant, Haldimand, Norfolk (STSBHN) Board of Directors meeting, this report is being provided as an update to Trustees.

On February 26, 2018, a report on the STSBHN walking distance review was presented to Trustees to share that an issue around elementary walking distances first surfaced at the October 31, 2017 STSBHN Board of Directors meeting regarding a position from the Brant Haldimand Norfolk Catholic District School Board (BHNCDSD) representative that the Catholic Trustees were interested in exploring a decrease in the current walk distance for elementary students from 1.6 km to 1.4 km.

The report also detailed that the walking distance, as part of the scheduled review of STSBHN Procedure 002 – Transportation Eligibility was to be a discussion item at the May 22, 2018 Board of Directors meeting.

Additional Information

Director Blancher informed Trustees in an email on April 6, 2018 that the BHNCDSD policy committee had recommended a change to the walking distance for elementary school students to 1.4 km effective September 2018. At the May 22, 2018 Board of Directors meeting, it was confirmed that BHNCDSD approved the change to their transportation policy at their April 24, 2018 Board Meeting which revised the elementary student walking distance in that board to 1.4 km.

During the May 22nd Board of Directors meeting, Phil Kuckyt, Manager of Transportation Services, presented procedures for review including Procedure 002 – Transportation Eligibility. The draft Procedure 002 being sent out for comment, has been revised to show that BHNCDSD has changed their elementary walking distance to 1.4 km while Grand Erie and Conseil Scolaire Catholique MonAvenir have kept the elementary walking distance at 1.6 km. The procedure is now out for 60 days and the Board of Directors will meet on July 24th to approve a revised procedure.

The current situation will mean that our walking distances are no longer harmonized.

Next Steps

Trustees will be informed of the outcome of the July 24, 2018 STSBHN Board of Directors Meeting.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education and Secretary
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer
RE: **Mapleview Elementary Construction Project Update**
DATE: June 11, 2018

Recommended Actions: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the recommendation from Senior Administration to delay the opening of Mapleview Elementary in Dunnville until January 2019.

Background:

In the Fall of 2018, construction began of a new elementary school in Dunnville, later named Mapleview Elementary School, to accommodate the consolidation of Fairview Avenue PS and Grandview Central PS on the existing Fairview Avenue PS site. The new construction will include child care and child and family program spaces. The current school will be demolished following occupancy of the new elementary school. The timelines at the beginning of construction were moderately aggressive, but occupancy by September 2018 was achievable.

At the May 28, 2018 Board Meeting, the Major Construction Project Report indicated that there was a medium risk that the school would not be ready for occupancy for the first week of September 2018. There was a construction meeting scheduled for June 5, 2018 to ascertain whether or not the original established timelines would be met.

Additional Information:

At the June 5th meeting, it was discovered that occupancy by the first week of September cannot be guaranteed. Although most of the classrooms are expected to be ready, there are expected to be delays in the opening of both the gymnasium and library. As Grandview PS is still expected to close, the current Fairview Avenue site will be able to absorb the students with minimal disruption to staffing and transportation. At this time the Board will need to consider one of four options:

1. Option 1 – Move in September 2018

Plan for the move to take place to the new building right before the first week of September. Although the library and gymnasium would not be completed, staff would be able to move into the classrooms to prepare for the first day of school and potentially still utilize the existing Fairview Avenue gymnasium and library until the new Mapleview site is 100% operational. The drawback in this scenario is the risk of further construction delays in the summer and the potential of having students occupy a building that is still partially under construction.

2. Option 2 – Move in October 2018

Plan for the move to the new building to take place over the Thanksgiving weekend (October 6-8, 2018) so that students and teachers can occupy classrooms on Tuesday October 9, 2018. This option extends the construction window by five weeks and would allow for the movement of supplies and equipment over this window as well. The gymnasium and library should be completed by this time; however, should delays in construction be extended; students would be occupying a building still under construction or the board would be forced to move the date of occupation for a second time.

3. **Option 3 – Move in January 2019**

Plan for the move to the new building to take place during the Christmas Break so that students and teachers occupy classrooms on Monday January 7, 2019. This would essentially guarantee that classrooms, gymnasium and library are complete, and it will also provide board staff with approximately two weeks to facilitate a move of supplies and equipment from Fairview Avenue to Mapleview.

4. **Option 4 – Delay the Announcement**

Delay the announcement of a move-in date until the August 27, 2018 Board meeting. This option will give the Facilities department and project managers all the information required to identify the absolute date of completion. In this scenario, a report will be brought forward recommending the date for transition into the fully completed school. The communication plan would include a notice that a delay will occur and that the occupancy date will be announced closer to the start of the school year. This will ensure minimal risk with the construction schedule but will take advantage of potentially occupying the school at an earlier date which may still make use of the Thanksgiving weekend in early October.

Recommendation:

Regardless of the option taken, senior administration will ensure that communication with families, students, staff and the community is a top priority. There is a great deal of planning and time that is required in a transition of this magnitude; as such Senior Administration recommends that option 3, moving in January 2019, be selected due to the fact that it is the most conservative approach which offers the most flexibility and allows for clear messaging to be provided to families, students, staff and the community prior to the end of this school year.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business and Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Annual Review of the Special Education Plan**
DATE: June 11, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Annual Review of the Special Education Plan, and the submission of two copies of the plan the Special Education Report Components Checklist to the Regional Office of the Ministry of Education.

Background/Rationale

As per regulation 306, each school Board is required to maintain a Special Education Plan, to review it annually and to make amendments as appropriate. Each school Board is also required to ensure that updated and comprehensive information regarding Special Education programs and services is made available to the community by the start of the school year. The Special Education Plan is posted on the board website.

A copy of the updated Grand Erie Special Education Plan 2017-18 and checklist is attached.

Additional Information

Any changes to the plan were made in response to feedback from Special Education Advisory Committee (SEAC) and parent and community input. As well, Ministry personnel from the London Regional Office attended the October 19, 2017 SEAC meeting to review the 2016-17 Special Education Plan with the group. Feedback about the content and structure of the Grand Erie plan was highly positive and changes to specific areas were made to this year's plan based on this feedback.

Summary of Changes

- All dates were changed where applicable from 2016-17 to 2017-18.
- Wherever possible, Appendices were removed and the information in the appendix embedded into the body of the Standard. The purpose of this was to decrease the number of places the community had to look to find information.
- Professional development offerings for the year were updated.
- Updated special education staff roles and numbers were updated.
- IPRC data was updated.
- Standard 17, Special Education Advisory Committee, was updated extensively based on feedback from Ministry personnel and input from current SEAC members.

The Special Education Plan 2017-18 was presented for review at the April 19, 2018 SEAC meeting, and approved at the May 17, 2018 meeting.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for student and staff achievement.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Special Education

A Grand Erie Program

SPECIAL EDUCATION PLAN 2017-18

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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 2017-18 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 April 19, 2018;
- final draft was received on May 17, 2018.

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

- None Received

On May 17, 2018 the Special Education Advisory Committee passed the following motion:
"THAT the Special Education Advisory Committee recommend the Grand Erie District School Board approve the 2017-18 Special Education Plan, dated July 31, 2018.
The motion was carried.

Public Consultation

Overview information about the Special Education Plan, a link to the Special Education Plan, and a survey inviting public consultation about the plan were posted on the new Grand Erie website throughout the 2017-18 school year.

School principals were given suggestions about promoting the survey, i.e., inclusion in school newsletter, social media promotion.

As a result of the Board's consultation with the community, limited feedback was received. Survey questions and responses are summarized below:

- What are the strengths of the plan?
Respondents shared that the plan itself is comprehensive and complete. "The plan says everything it should and is every special needs parent's dream...."

- What is still needed in the plan?
Respondents expressed concern about accountability for follow through with the plan and with Individual Education Plans themselves. Insufficient resources were a common complaint. A recommendation was made for system staff to follow up directly with parents of identified students to see what is working and what is not. One respondent advocated for work around acceptance of special needs by other students. There was a suggestion for someone to audit schools to see if they are using identified strategies.
- Does this plan help? Why or why not?
Respondents identified that early childhood educators and classroom teachers are the primary supports for students but stated that more Educational Assistants are needed to support plan implementation and ensure that the needs of individual students are met.

Survey responses are currently anonymous which makes it difficult to follow up with respondents who have concerns. An option to submit with school name and parent name will be added to the survey to promote follow up.

Implementation of “Guiding Principles for Special Education” continued. In particular, principals reviewed the Guiding Principles in detail at the GREAT session on February 20th, applying the principles to decision-making processes throughout two case studies. Additionally, the planned reviews as articulated in 2015-2016 Board Improvement Plan for Student Achievement, (Appendix C) occurred as follows:

Review of Grand Erie’s Achievement Plan – Success for Every Student

Special Education instruction will continue to focus on working in alignment with Elementary Program and Student Success to support the implementation of the Renewed Math Strategy, with a special focus on meeting the needs of students with Learning Disabilities.

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 2018 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, differentiated instruction, the tiered approach to interventions and the effective use of assistive technology. • Spotlight on Special Education: Focused on the tiered approach to interventions • Full day learning session for all administrators on the Pathways to Modification
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 2016-2017 IEP audit • Continued emphasis on Improved implementation of IEPs.

During the 2017-18 school year, the Board continued to implement the Child and Youth Mental Health Strategy. The Grand Erie Mental Health Strategy is based on three pillars: Suicide Prevention, Mental Health Literacy, and Mental Health Prevention/Promotion. Training and learning opportunities for staff from all areas of our organization continued to be offered under all three pillars. The Be Well campaign provides students with ideas of how to “be well” at school. This includes helping students to “Connect”, “Reach Out”, “Don’t Wait” and “Recharge”. The social-emotional curriculum, Promoting Alternate Thinking Strategies (PATHS), was co-delivered by Grade 1 Teachers and Child and Youth Workers. During the school year, all SO 108 Community Partnerships were reviewed with participating community agencies. The Grand Erie Suicide Protocol was developed and reviewed internally and by relevant community agencies. Secondary Wellness Champions were established in Secondary Schools.

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.

In Grand Erie the ultimate goal is to provide an inclusive environment for students in whatever classroom and school they are educated. "Inclusion is a way of thinking, a way of being, and a way of making decisions about helping everyone belong." (Causton-Theoharis, Julie N. The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to Be Supported - Teaching Exceptional Children, Vol. 42, No. 2, pp. 36-43. Copyright 2009, CEC). In inclusive classrooms, the principals of universal design for learning and differentiated instruction and assessment are implemented. 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

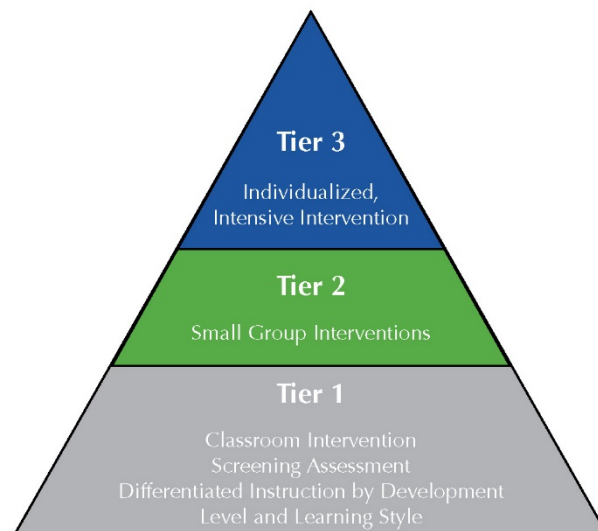
1. All students can succeed. Success looks different for different students.

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.

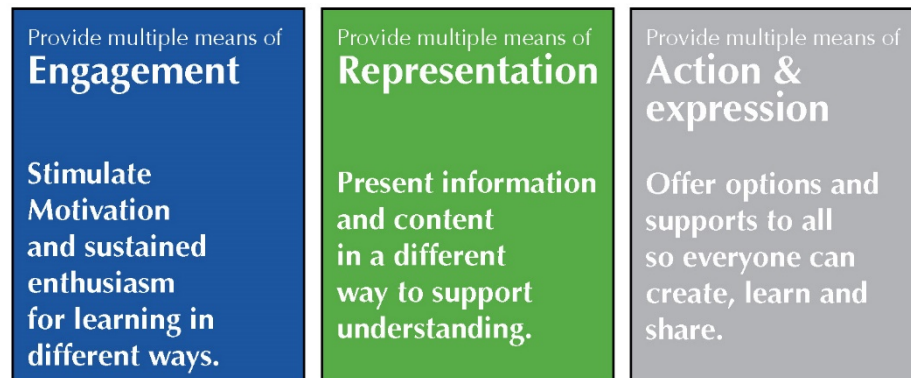
Schools within Grand Erie represent diverse communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning.

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.

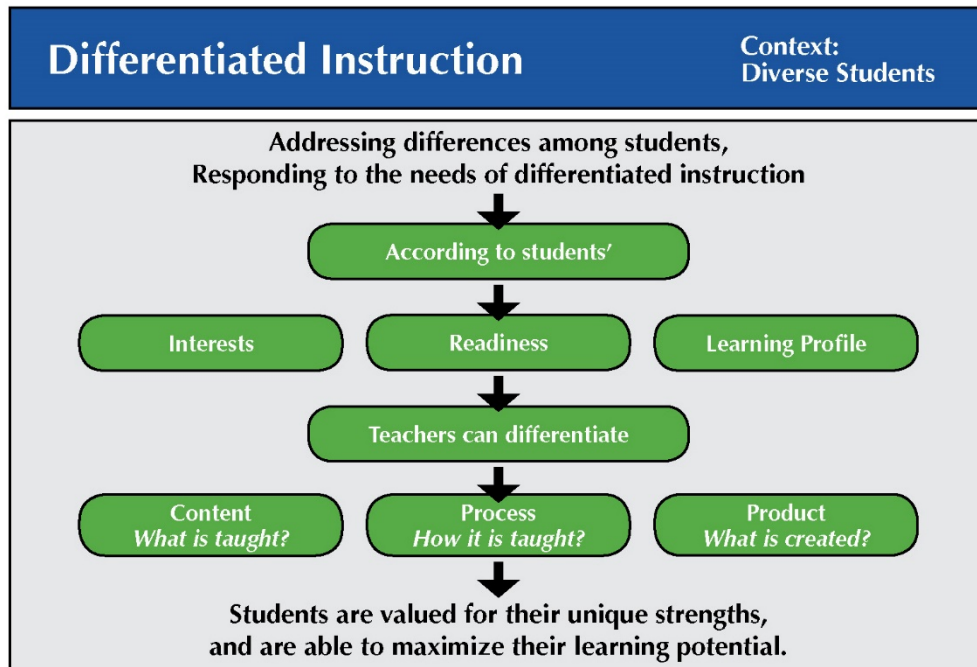
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.

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 <u>ACCESS</u> to learning and equal <u>OPPORTUNITY</u> 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/Itinerant 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 / Student Profile;
 - 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 Special Education in Ontario, Kindergarten to Grade 12: Individual Education Plans, Ministry of Education, 2017.
 - 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:
 - o assessment of the child's ability to produce speech sounds and control the muscles and oral structures required for speech;
 - o assessment of vocal quality, pitch, loudness and resonance;
 - o assessment of stuttering.
 - **Language:** These tests may involve the following:
 - o assessment of the child's understanding of oral language;
 - o assessment of the child's ability to orally express himself/herself;
 - o assessment of a child's needs for additional communication support.
 - **Behavioural Assessments:** These assessments measure a child's adjustment to social situations.
 - o 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/parents/speced.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 Special Education in Ontario, Kindergarten to Grade 12: The Individual Education Plan, Ministry of Education 2017
 - *An IEP may be developed for a student who has not been identified by an IPRC as exceptional, but who has been deemed by the board to require a special education program or services in order to attend school or to achieve curriculum expectations and/or to demonstrate learning.*
 - 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), 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	

Early ON Child and Family Centres	
Haldimand & Norfolk	Brant/Brantford
Mapleview Elementary once open; interim location at Dunnville Secondary	Bellview School
Houghton Public School	Branlyn Community School
J.L. Mitchener	King George Public School
Lakewood Elementary School	Major Ballachey
	North Ward School
	Oakland-Scotland Public School
	Prince Charles Public School
	Princess Elizabeth
	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 2017-18 School Year

- To date, 4 students have been discharged from IBI this year.
- Currently, we have 12 students receiving service from IBI.
- To date, 0 students have been discharged from Connections
- Currently, we have 16 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 2017 2018: 302

Number of IPRC reviews for the school year 2017 2018: 2,326

Number of IPRC appeals for the school year 2017 2018: 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

Assessments are intended to assist the student by providing staff with insights into the student's strengths, needs and learning profile. 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 Comprehension Assessment (OCA)
Groupe Beauchemin (GB+) – French Immersion

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 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 Edition (WISC V) (Canadian norms)
Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV) (Canadian norms)
Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI-IV) (Canadian norms)
Stanford-Binet Intelligence Scale – Fifth Edition (SB5)
Wechsler Nonverbal Scale of Ability-(Canadian norms)

(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:*

California Verbal Learning Test – Children (CVLT-C)
Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)
Bender Visual-Motor Gestalt Test – Second Edition
Beery Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition (VMI-6)
VMI Developmental Test of Visual Perception – Sixth Edition
VMI Developmental Test of Motor Coordination – Sixth Edition
Peabody Picture Vocabulary Test: Fourth Edition (Forms A & B) (PPVT)
Rey Complex Figure Test (RCFT)
Test of Memory and Learning – Second Edition (TOMAL-2)
NEPSY-A Developmental Neuropsychological Assessment – Second Edition
Children's Colour Trails Test
Process Assessment of Learning – Second Edition (Language and Math) (PAL-II)
Delis-Kaplan Executive Function System (DKEFS)

(d) *Surveys and Checklists:*

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

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)
Pre-Reading Inventory of Phonological Awareness (PIPA)
Rapid Automatized Naming/Rapid Alternating Stimulus Tests (RAN/RAS)
Structured Photographic Test of Articulation –D: II (SPAT-D:2)
Stuttering Severity Instrument

(b) *Language:*

Bankson Language Test – 2 Screen (BLT-2S)
Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5)
Clinical Evaluation of Language Fundamentals – Primary (Second Edition)
Clinical Evaluation of Language Fundamentals, Fifth Edition Metalinguistics
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)

Structured Photographic Expressive Language Test – Preschool Second Edition (SPELT-P2)
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)
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 – 3: Elementary
The Word Test – 3: 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 (*Kindergarten Language and Literacy in the Classroom*) (KLLIC) program.

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 or telephone call 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.: LHIN 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 LHIN (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 SHSS CM 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. LHIN has an appeals process available.

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: LHIN, 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 LHIN (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 LHIN (SHSSPT)	Assessment by PT	As above	Re-assessment	As above
Nutrition	Agent of LHIN (SHSSNT)	Medical Referral	As above	Re-assessment	As above
Speech & Language Therapy	LHIN (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 LHIN 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). LHIN 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 LHIN	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 LHIN	HNHB LHIN Grand Erie DSB pays fee for catheterization services	Medical Referral	Physician	Physicians order or student demonstrates independence with procedure. LHIN 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.: LHIN, 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 LHIN, Educational Assistants perform catheterization duties. Currently, this duty is voluntary in Grand Erie.	Medical Referral	Physician	As above	As above
Suctioning	LHIN agent	Medical Referral	Physician	Physician and parent/guardian/student agreement along with health professional assessment (LHIN 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 LHIN 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 - LHIN agent	Medical Referral	Physician, Nurse	LHIN 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

CM – Case Manager
EA – Education Assistant
ELK– Early Learning Kindergarten
GEDSB/Board – Grand Erie District School Board
LHIN – Local Health Integration Network
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.

Students will be identified as exceptional by an Identification, Placement and Review Committee (IPRC) 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.)

The IPRC requires an individual educational (classroom) assessment before making a decision about the identification of a student as exceptional or the placement of a student in a special education program. Educational assessments are conducted by the classroom teacher, often under the guidance of the School Team. Data from ongoing assessment *for* learning by the classroom teacher(s) and from ongoing assessment *as* learning by the student is collected to plan instruction and further assessment. Assessment *for* learning involves gathering evidence from a variety of sources to plan, adjust, and deliver instruction that meets the particular needs of individual students. It includes both diagnostic (i.e., review of recent report cards, consultation with previous teachers, parents, special educational teachers, classroom observations, classroom assessments) and formative (i.e., classroom tests, assignments, observations, progress towards alternate programming goals) assessment practices. Both educational (classroom) assessments and professional supporting assessments contribute to IPRC decisions. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of the individual student based on an individual assessment of strengths and needs. It should be noted that when the IPRC identifies the student as exceptional and applies the ministry’s definition to describe the exceptionality, it is not diagnosing a condition but merely indicating an educational category. The IPRC identification should not be interpreted as a diagnosis.

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:

- 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.

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 such 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 continue despite the implementation of behaviour strategies and interventions;
- Allowable accommodations have proven to be insufficient.

Supporting Assessment:

- ✓ School Documentation demonstrates that the nature, frequency, severity of the behaviours are disruptive to the student's learning;
- ✓ Behaviours are not secondary to other medical, neurobiological or other developmental disorders;
- ✓ All behaviours must be looked at in the context of functional/developmental age, 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.

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.

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 of Ontario or qualified member of the College of Psychologists of Ontario.

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.

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 assessment 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.

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.

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 of Ontario

- ✓ Psycho-educational Assessment completed by or under the supervision of a qualified 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.

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:

- Difficult to understand speech that affects communication;
- The student displays a severe to profound impairment in articulation, phonology, motor speech and/or fluency that results in unintelligible (difficult to understand) 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.

Learning Disability

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

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

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 Canadian Cognitive Abilities Test (CCAT) and discussion at school Resource Team.

Supporting Assessment:

- ✓ 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: 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 (FSIQ) or General Ability Index (GAI);
- ✓ AAB or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team.

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 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.

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 in the Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (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 qualified member of the College of Physicians and Surgeons of Ontario 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.

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 students without exceptionalities who are of the same age or developmental 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 qualified medical practitioner belonging to the College of Physicians and Surgeons of Ontario;
- ✓ Occupational Therapy or Physical Therapy assessment may be required to delineate functional needs.

MULTIPLE

Blind and Low Vision

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

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.

Multiple

Multiple Exceptionalities

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

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

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;
- 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 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)
- Robarts 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 2017-2018	
School	Class
Agnes Hodge	Multi-Handicap (6)
Banbury	Junior Tech (8)
Bellview	Pr Strategies (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 Disabilities (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	Autism (6)
Grandview	Pr/Jr Autism (6)
Greenbrier	Autism (6)
Greenbrier	Jr/Int Mild Intellectual Disabilities (16)
Greenbrier	Pr/Jr Developmental Disabilities (10)
Hagersville Elem	Deaf/HH (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)
Langton	Autism (6)
Lynndale Hts	Jr/Int Developmental Disabilities (10)
Major Ballachey	Strategies (8)
Major Ballachey	Jr/Int Mild Intellectual Disabilities (16)
Prince Charles	Multi-Handicap (6)
Russell Reid	Autism (6)
Russell Reid	Jr/Int Mild Intellectual Disabilities (16)
Ryerson Heights	Pr/Jr Developmental Disabilities (10)
Thompson Creek	Autism (6)
Thompson Creek	Jr/Int Mixed Exceptionalities (16)
Thompson Creek	Pr Strategies (8)
Walsh	Pr/Jr/Int Developmental Disabilities (10)

22/03/2018

Secondary Self Contained 2017-2018	
School	Class
Cayuga Secondary School	Mixed Exceptionalities (16)
Cayuga Secondary School	Developmental Disabilities (10)
Cayuga Secondary School	Developmental Disabilities (10)
Cayuga Secondary School	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)
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)

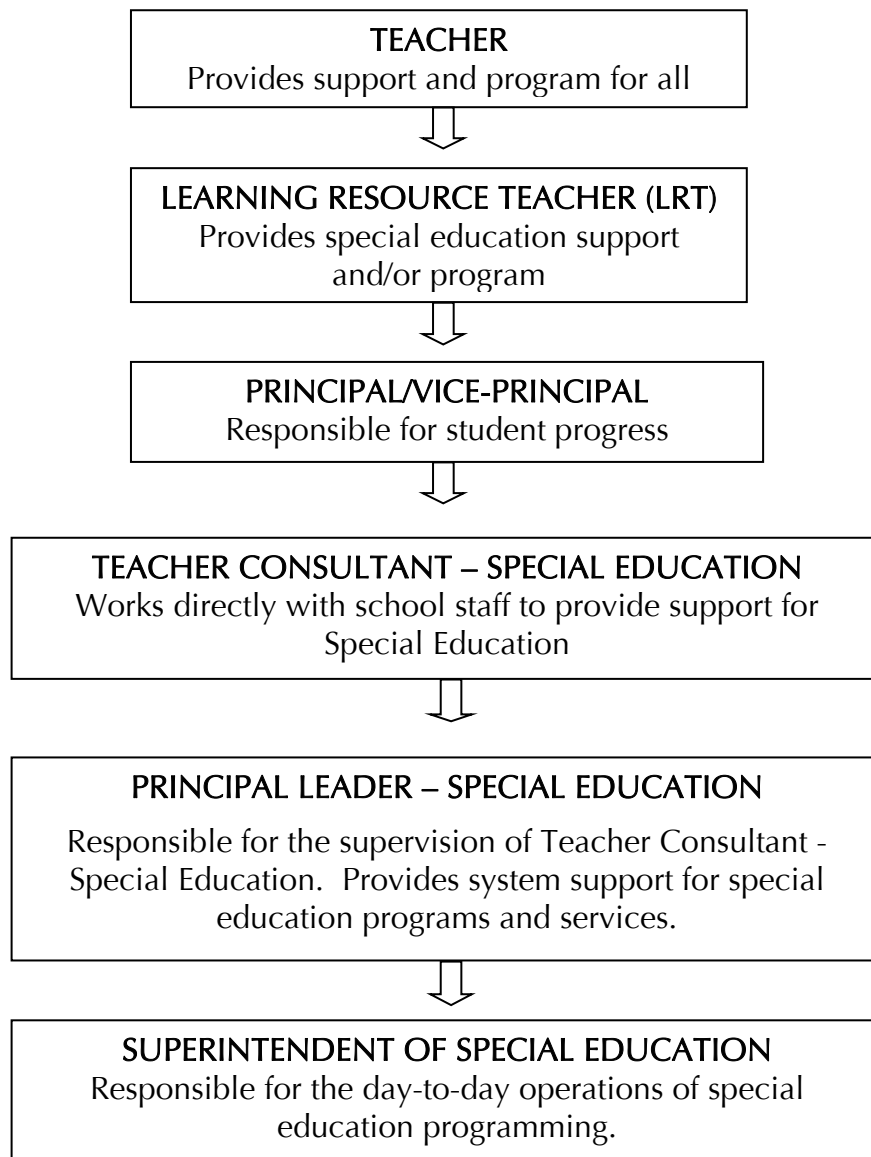
The purpose of the standard is to inform the ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

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:



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, 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)

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

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	40
E.C. Drury	3
Robarts	2
Amethyst	0

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)	62.5 FTE	14 FTE	Special Education (minimum Part I)
Teachers for Self-Contained Classes	39 FTE	37.66 FTE	Special Education (minimum Part I)
Other Special Education teachers			Special Education (minimum Part I)
Itinerant teachers	1.0 1.0 3.0		Deaf Specialist, advanced knowledge of strategies to support differentiation of curriculum and assessment, and self-regulation supports for students
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	3.0		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
Transitional Support Educational Assistant	7.0		Community College Diploma in field relating to special needs; experience

Other Professional 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	0	Master's Degree
Psycho-Educational Consultants	8.0	Master's Degree
Speech-Language Pathologists	7.0	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	6.5	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, Mental Health & Wellness Lead, School and Program Supports Lead)
- 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
- 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, before and 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), Applied Behaviour Analysis (ABA) and New Teacher Induction Program (NTIP)
- 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
- Training in current counselling methods for the purpose of evidence-based and consistent approaches and services delivery.

Awareness of Professional Development Opportunities

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

- Scheduled area Resource Teacher meetings, School Resource Team Meetings, and Support Staff Meetings
- Staff Portal
- Staff email
- Monthly administrator and LRT Special Education newsletters
- 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 2017-18 school year:

Title	Description
Behaviour Management System [BMS]	Multiple sessions offered where the 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.
ASIST	Applied Suicide Intervention Skills Training for staff only
New LRT Training	Training in Special Education processes, including School Team/Resource Team, SEA, IPRCs, LITE, etc... for staff new to the Learning Resource Teacher role.
LRT Update Sessions	Workshops offered at the beginning of the year and as needed to highlight new items that affect Learning Resource Teachers – upgrades to LITE, Personal Care Plan, Applied Behaviour Analysis Bins, EducATe website, IEP consultation, self-regulation supports, etc....
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.
Junior Technology Transition Workshops	Training for teachers who were receiving students back at home schools from the LD Technology classrooms that focused on: how to integrate technology into the classroom program, student and teacher collaboration on a task using assistive technology, useful websites, etc...
Differentiated Instruction and Assistive Technology for Primary Teachers	The System LRT for Learning Disabilities and the Itinerant Teacher for Differentiation offered differentiation and assistive technology strategies for students who struggle with reading and writing, with consideration given to students who have difficulties with attention and concentration.
iPad Training	Workshop for teachers of students who have SEA iPads, with a focus on accessibility features and specific apps to access alternative curriculum goals. Individual training is also offered by our Lead EA for SEA when iPads are delivered to schools.
Structured Teaching and Use of Visual Supports; Motivating and Engaging Special Needs Students	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.
IEP Support Sessions	IEP Writing Sessions have been offered at both the school and system level, some open to any teachers and some specialized for self-contained teachers. Support is provided by System LRTs and Special Education Teacher Consultants.

Academic Achievement Battery™ (AAB)	This two-part in-service on our 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	On April 5, 2018 we offered a full day presentation within the theme of Learning for All and Applied Behaviour Analysis. Kelly Rogers, from Grand State University, presented “Looking at Autism Differently – Strategies for Students with ASD and Other Exceptionalities”. Topics included use of visual supports, behavior management, using data to drive programming, implications of paraprofessional support, etc.... Program centred on the resource “Just Give Him the Whale” by Paula Kluth – each participant received a copy.
Students with Complex Needs in the Kindergarten Classroom	This workshop was offered to kindergarten teachers who have students with complex needs—in their kindergarten classrooms. Topics included visual supports, classroom layout, structured teaching, use of the new Applied Behaviour Analysis (ABA) bins, self-regulation, 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. This presentation, 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, with a focus on the importance of developing a Student Profile and instruction on how to record information in LITE. 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.
Topics in Response to School Requests	Administrators request professional development for their staff members on a regular basis, with training usually delivered at Staff Meetings or during “Lunch and Learn” sessions. Topics have included: the SEA process, pathway toward modifications, use of visual supports and alternative communication systems, Microsoft assistive tools, Kurzweil, assistive technology in French Immersion, Autism awareness, etc....
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	A series of workshops designed to guide staff through the process of creating function based behavior interventions, strategies to increase appropriate behaviours rather than reinforcing problem behaviours, and class wide interventions.
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 classroom sessions.

Special Education GrEAT Session	On February 20, 2018 a full day of training on special education Guiding Principles, processes, regulations and best practices in supporting children with special education needs from school entry to exit was provided to school administrators.
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.
Renewed Math Strategy for Primary, Intermediate, and Secondary Teachers	Separate RMS sessions with a focus on the profile/case studies of students with Learning Disabilities and strategies/accommodations for LD students.
Teaching Numeracy Skills to Students in Self-Contained Classrooms	Presentation of strategies, lesson ideas, and manipulative kits to use with students in ASD and DD classrooms
Training for new Transitional Educational Assistant Team	A variety of in-house workshops were offered by our Lead Educational Assistants; Topics included: visual supports, use of Microsoft Office, function of behavior, Picture Exchange Communication System, Autism toolbox, etc....
Topics for Educational Assistants	A variety of topics were offered to Educational Assistants on PD days throughout the school year. Topics included: Microsoft Suite Tools, moving towards independence, level of prompting, Handwriting Without Tears, American Sign Language, Kurzweil, iPad apps, etc...
Administrator Breakfast Sessions	A variety of topics were offered to principals during early morning sessions. Topics included: IEP development, EA allocation, IPRCs, Behaviour/Safety Plans, Standardized Assessment, etc...
Supporting Children and Caregivers with Coping with Grief and Loss	7 th Annual PSSP Conference Liana Lowenstein, Registered Clinical Social Worker provided an overview of up-to-date theory and practical techniques for supporting children and families coping with loss.
Mental Health Mondays	After school workshops which advance mental health knowledge, attitudes and skills. Topics include Mind-Up curriculum, Understanding Anxiety and Depression, and Trauma-informed classrooms.

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

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representatives from the Ministry of Education discuss initiatives, share effective programs and services, and discuss emerging issues. The Mental Health and Wellness Lead attends provincial and regional meetings and workshops by School Mental Health ASSIST and Special Interest Groups. The Special Education Management Team attend applicable workshops on education, Special Education, Mental Health legislation provide by Osgoode Professional Development Centre.

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 Services);
- 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.

With the support of Teacher Consultants-Special Education, schools 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 non-computer 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 four 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
4. sensory equipment

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.

Each elementary Family of Schools (Brantford, Brant and Norfolk, Haldimand) has at least one school ranked at Level Three and another at Level 4.

Each secondary Family of Schools (Brantford/Brant, Haldimand-Norfolk) has at least one school ranked at Level Three and another at Level 4.

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 \$1000.
- 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.

[Grand Erie DSB Multi-Year Accessibility Plan 2017-22](#)

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 and Contact Information

Chair:

Kyle Smith, Community Representative (Acclaimed January 18, 2018) 519-755-4153

Vice-Chair:

Rita Collver, Trustee (Acclaimed January 18, 2018) 519-582-4969

Local Agency Representatives:

LeaAnn Boswell, Information Services Coordinator, Contact Brant 519-758-8228, x-228
(Jane Angus, Contact Brant Alternate)

Christine Clattenburg, Woodview Mental Health and Autism Services 519-752-5308 x-137

Lorraine DeJong, Lansdowne Children's Centre 519-753-3153, x-202

Dr. Louise Scott, Fetal Alcohol Spectrum Disorder - ONE 519-414-9444

Ronelda Smith, Haldimand-Norfolk R.E.A.C.H. 519-426-7899

Parents/Community Representatives:

Beth Caers 905-768-3222

Michelle Carpenter 519-442-7209

Michelle Falkiner 519-755-7667

Kyle Smith (Chair) 519-755-4153

Don Werden 519-426-8372

Rochelle Winter 519-720-6778

Native Representative:

Lisa Nydam ###-###-####

Trustees:

Rita Collver (Vice-Chair) 519-582-4969

Carol Ann Sloat 519-757-0536

(Alternates Diane Sowers and Tom Waldschmidt)

Staff:

Liana Thompson, Superintendent of Education 519-756-6306, x281122

Paula Curran, SEAC Recording Secretary 519-756-6306, x281173

Resource:

Julie White, Principal Leader – Special Education 519-756-6306, x287214

Karin Mertins, School and Program Supports Lead - Special Education 519-756-6306, x287219

Lesley Boudreault, Program Coordinator – Special Education 519-756-6306, x287217

Piyali Bagchee – Mental Health and Wellness Lead 519-756-6306, x287226

What is SEAC?

- SEAC is an advisory committee mandated through the Education Act as a standing committee of each school board and governed by O. Reg. 464/97: Special Education Advisory Committees
- 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) parents and other community representatives;
 - b) representatives of up to 12 local chapters of associations which further the interests of people with exceptional needs;
 - c) at least one person representing the interests of Native Students; and
 - d) board personnel who act as a resource to the committee

How are SEAC Members selected?

- The term of members of the committee shall be the same as the term of the Board of Trustees
- 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.
- Current members in good standing will be asked to confirm their commitment to SEAC.
- If a full complement is not achieved from current members, the Communications department will place ads on the board's website and in selected media inviting interested persons to submit a letter of intention to the SEAC Chair.
- All current SEAC members will be involved in this process and the Committee will submit a proposed roster to the board of Trustees for approval by the November Board meeting

What does SEAC do?

- A special education advisory committee of a board may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.

When does SEAC meet?

- SEAC meetings are held on a monthly basis, with a minimum of ten meetings per school year.
- The meetings begin at 6:00 p.m. at the Education Centre, 349 Erie Avenue, Brantford, and are open to the public.

September 14, 2017

October 19, 2017

November 16, 2017

December 7, 2017

January 18, 2018

February 15, 2018

March 8, 2018

April 19, 2018

May 17, 2018

June 14, 2018

How SEAC Fulfilled its Role and Responsibilities:

Public Consultation

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

What was done –

- A banner was placed on the Grand Erie DSB main webpage reminding the public to provide input through the survey which is linked to the Special Education Plan.
- School Administrators were asked to ensure parents are aware of the survey and encouraged to participate. <https://www.surveymonkey.com/r/SKKFJH5>

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 –

December 7, 2017

Grand Erie DSB SEAC sent a letter to the Assistant Deputy Minister with copies to all Ontario SEAC and the chair of all Ontario School Boards, in response to the October 2017 Ministry announcement of the “Pilot to Improve School-Based Supports for Students with Autism Spectrum Disorder”.

Supporting documentation –

[http://www.granderie.ca/application/files/6115/1569/4059/Ltr - Pilot for School Based Supports SGND.pdf](http://www.granderie.ca/application/files/6115/1569/4059/Ltr_-_Pilot_for_School_Based_Supports_SGND.pdf)

April 30, 2018

Grand Erie DSB SEAC recommended the addition of Lisa Nydam as Native Advisory Representative to SEAC.

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

What was done –

Consultation with the Special Education Advisory Committee

To meet the requirements of 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 of its Special Education Plan guided by Regulation 306 of the Revised Regulations of Ontario (1990). Involvement has included:

- ongoing discussion at SEAC meetings throughout the 2017-18 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 April 19, 2018;
- final draft was received on May 17, 2018.

September 14, 2017

- Standard 15 – Accessibility of School Buildings and Annual Updated Multi-Year Accessibility Plan 2017 were reviewed.
- 2017-18 Special Education Plan Consultation Process was reviewed.
 - SEAC recommended staff continue with the online review, extending the period for input.

- The SEAC representative to the GEPIC committee will spearhead promotion at GEPIC meetings.

October 19, 2017

- Education Officers from the London District Office attended the meeting to review Grand Erie's Special Education Plan with members noting the strong consultation process and a plan that was clear and well organized.

December 7, 2017

- Special Education Plan – Standard 18 Coordination of Services was reviewed.
January 18, 2018
- Special Education Plan - Standard 8 Categories of Exceptionalities was reviewed.
– and Related Appendices K and L

March 8, 2018

- Special Education Plan – Standard 17 Special Education Advisory Committee was reviewed and related Appendices M-1 and M-2

April 19, 2018

- The Special Education Advisory Committee received the first draft version of the Special Education Plan 2017-18.

May 17, 2018

- The Special Education Advisory Committee received the second draft version of the Special Education Plan 2017-18.

June 17, 2018

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~~ 2017-2018 Special Education Plan, dated July 31, ~~2017~~ 2018”

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

What was done -

January 18, 2018

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

Supporting documentation – is contained in the Board's budget.

http://www.granderie.ca/application/files/4514/9987/2354/Budget_2017-18.pdf

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

What was done –

March 8, 2018

- The Manager of Business Services presented a high level overview of revenue and expenditures related to Special Education programs and services.

Supporting documentation – [SEAC Financial Reporting Fiscal 2016-17 at March 2018.pdf](#)

May 17, 2018

- The Superintendent of Business and Treasurer attending the meeting to review Special Education Funding in 2018-19 as outlined in Ministry Memorandum 2018 SB10 and explained in the GSN (Grants for Student Needs) Technical Paper Update.

Supporting documentation – [Special Education Funding in 2018-19 Memo SB10.pdf](#)

Contacting SEAC for Membership or to Express a View:

Parents, community members, or members of local associations wishing representation on SEAC or wishing to express their views on a special education topic should contact the SEAC Chair at SEACchair@granderie.ca

Questions Related to Special Education Services or Programs:

Principal Leader of Special Education (Services) 519-756-6306, ext. 287214

or

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

SEAC Terms of Reference:

Terms of Reference for SEAC were approved by the Board in June 2015 and are contained in pages 4-7 of [ByLaw 8 Committees of the Board](#).

<http://www.granderie.ca/board/about/bylaws-policies-procedures-protocols/bylaws>

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) For students entering school for the first time, intake meetings are scheduled in the Spring for students entering Grand Erie in September of that year. For students entering school at any other time during the school year, the outside agency contacts the Program Coordinator of Special Education or Teacher Consultant-Special Education to arrange a meeting. The content of the meetings provides a brief overview of students entering Grand Erie. 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 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 agency 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.

Sharing of information to support the transition from Pre-School Speech and Language Services (PSL) to School Speech and Language Services (SLS) for students entering their Senior Kindergarten year in September, involves meetings between Speech-Language Pathologists in May/June of the Junior Kindergarten year after the informed consent of the parent/guardian has been obtained. PSL providers provide a written copy of the most recent assessment report along with recommendations to school principals in the fall, so that discussions and referrals can be made at the Resource Team. Service cut off dates for Junior Kindergarten aged students are different for the Brant County Speech and Language Program than they are for the Haldimand-Norfolk Speech and Language Program. This information is received by Grand Erie and shared in a variety of ways with parents and school staff.

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. The Special Education Program Support Team has also developed a “Transitions Guide for School Teams” document that can support staff to facilitate smooth transitions for a variety of situations where students may be moving from one setting to another. 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
- Violence Threat Risk Assessment Protocol
- Police and School Board Protocol
- Partnering Together for Healthy Schools 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.

Standard - 18 Page 2 of 3

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 contact 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.;

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, Psychological Associates/Psycho-Educational Consultants and 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 (Brant and Haldimand-Norfolk); Joint Protocol for Student Achievement; Brant Suicide Prevention Committee; Suicide Prevention Network of Haldimand-Norfolk, and Case Resolution, which bring together agencies, ministries and school boards to consider common interests.

Grand Erie continues to implement SO108 Community Service Providers and Schools Working Together. This allows for a better understanding of community services, facilitates communication and collaboration between community agencies and the school board, and increases access to mental health services with a school setting. Partnerships continue to be reviewed annually with the community partner.

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 April 19, 2018 the Special Education Advisory Committee received the first draft version of the Special Education Plan.

On June 17, 2018 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 2017-2018 Special Education Plan, dated July 31, 2018"

On June 25, 2018 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 2017-18 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 2017-18 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/board/elementary/special-education>

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

The following recommendations from SEAC were made to the board during the 2017-18 school year.

October

December 7, 2017

Grand Erie DSB SEAC sent a letter to the Assistant Deputy Minister with copies to all Ontario SEAC and the chair of all Ontario School Boards, in response to the October 2017 Ministry announcement of the "Pilot to Improve School-Based Supports for Students with Autism Spectrum Disorder".

April 30, 2018

Grand Erie DSB SEAC recommended the Board approve the addition of Lisa Nydam as Native Advisory Representative to SEAC.

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Grand Erie’s Achievement Plan: Success for Every Student 2017-2018

SUCCESS for Every Student

Where Are We Now?

Needs Assessment Findings

When we review our data from various sources, we find our student needs in mathematics align with the provincial EQAO trends. Upon further in-depth analysis, which includes achievement data for students with special education needs, corroborating evidence supports the need for a continued focus on providing differentiated instruction in mathematics. The identified focus will remain on our most urgent student learning needs in Number Sense and Numeration. Specifically, the content and process will focus on Quantity Relationships and Algebraic Reasoning, so students can capably think, reason, represent, and apply their understanding when solving mathematical problems. This focus enables students to develop key mathematical skills to be successful in cross curricular areas, and in their mathematics courses.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the knowledge and skills to provide differentiated mathematics instruction. This provides opportunities for all students to understand mathematical concepts and processes through problem-solving. Further findings indicate Grand Erie staff continue to seek to learn and acquire strategies to promote and support student mental health and well-being, while maintaining high expectations for mathematics achievement in the classroom. Professional Collaborative Learning Initiatives at the system and school level will continue to be offered to support educators with their individual learning gaps.

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

How Did We Do?

Elementary

Percentage of students achieving level 3 or 4 in reading, writing and oral language on report cards.
Percentage of students achieving level 3 or 4 in mathematics on report cards.
Percentage of students achieving level 3 or 4 in language and mathematics on the Primary and Junior EQAO Assessments.

Student Success (7-12)

Percentage of Grade 7 & 8 students achieving level 3 or 4 in mathematics on report cards.
Percentage of students in Grade 10 Applied English 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 mathematics and participating students in the Academic Grade 9 mathematics.
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.

Special Education

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

Other: F, EL, HIP Schools.

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

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 – Superintendents and Central Teams will support/guide Principals and their teams through learning about and implementation of effective instruction; ongoing assessment and reflection on student responses to instruction and feedback.

Principal and school professional learn teams will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective classroom instruction and assessment to meet individual student learning through the use of the plan, act, observe, and reflect cycle.

Individual student needs: In maintaining and striving for high expectations in achievement for all learners, wrap around supports are provided to decrease barriers, in response to student needs.

How Will We Know?

The focus is on the Renewed Math Strategy. All of the following practices are expected to be evident for school based literacy work.

Educators implement effective instructional and assessment practices in response to individual student needs, supported by the leadership of the Principal.
Delivery and implementation of professional learning is responsive and grounded in evidence based practice and research that focusses on continuous improvement of teaching and learning.
Schools will be supported by system and principal leadership so that educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.
Teachers demonstrate a collaborative culture by co-planning, co-teaching, and co-reflcting 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 Professional Learning is monitored and measured as adapted from Guskey’s 5 Levels of Professional Learning.

System

- Family of Schools Superintendent Learning Observations; Conversations.

Schools

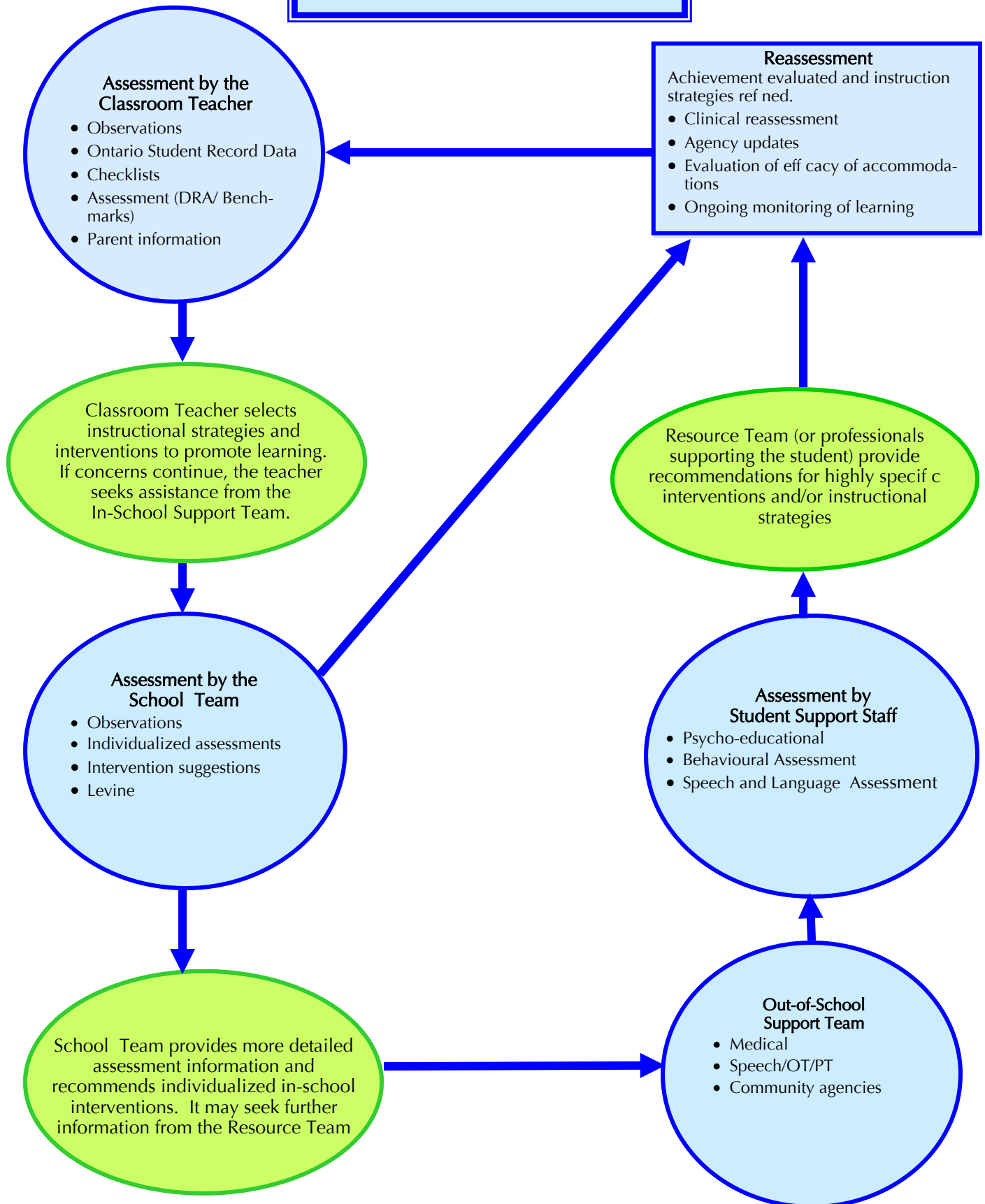
- Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.
- School Self-assessment, feedback, and reflections inform practice.
- Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys).
- Principal and teacher dialogue and feedforward regarding their own professional learning and growth.

Classroom

- Student evidence in a variety of forms (work samples, conversations, attitudes).
- Student voice regarding improved confidence and competence as a result of engagement with their most urgent learning needs.

School Team — Resource Team Process

Appendix B





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

Appendix C

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

- | | | | |
|---|--|---|---|
| <input type="checkbox"/> Academic Growth | <input type="checkbox"/> Attendance | <input checked="" type="checkbox"/> Behaviour | <input type="checkbox"/> Medical Concerns |
| <input type="checkbox"/> Social/Emotional | <input type="checkbox"/> 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 _____

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

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

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

4. 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)?

5. 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

APPENDIX H
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.

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



Grand Erie District School Board
Superintendent of Education— Special Education 756-6301 (Ext 281122)
Principal-Leader of Special Education 754-1606 (Ext 287214)
Program Coordinator of Special Education 756-6301 (Ext 287217)

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

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 transition plan for all students who have an IEP, whether identified as exceptional by an IPRC or not, for a variety of contexts that may include: entry to school, between grades, movement from elementary to secondary, movement from secondary to post-secondary, etc....

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:

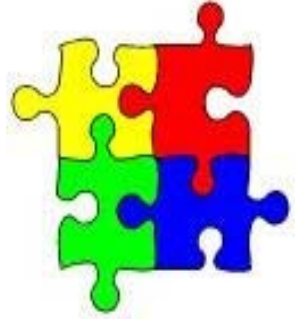
- The School's principal decides that the student will be assessed using modified expectations and/or
- The student regularly needs supports and services (accommodations) for instruction or assessment.

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.
- Practice 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)

Appendix H

IEP

(Working Copy) Printed: Date

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	yyy/yyyy
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)

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
-----------	--------------	---------

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)

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 Reporting Dates

Date of IEP completion dd-mmm-yyyy dd-mmm-yyyy dd-mmm-yyyy

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



Individual Education Plan
Last Name, First Name (000000000)

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)

Appendix H

IEP

(Working Copy) Printed: Date

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 yyyy/yyyy
---------------------------------------	--------------------	------------	-----------------------	--------------------------

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

I was consulted in the development of the IEP.

☐ Parent/Guardian

☐ Student

I declined the opportunity to be consulted in the development of the IEP.

☐ Parent/Guardian

☐ Student

I have received a copy of the IEP.

☐ Parent/Guardian

☐ Student

I give permission for the IEP to be shared with school board teaching staff involved in the transition planning.

☐ Parent/Guardian

☐ 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)

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
dd-mmm-yyyy	IEP reviewed by Principal	
dd-mmm-yyyy	Copy of IEP to parents/student 16+	

**SPECIAL EDUCATION PLACEMENTS/PROGRAMS
PROVIDED BY THE BOARD
2017-2018**

Self Contained Class/Program	Criteria for Placement	Student/Staff Ratio
<p>Autism (ASD) Self- Contained</p> <ul style="list-style-type: none"> • Provides individualized programming for students with Autism Spectrum Disorder; • Programming will align with the individual strengths and needs of the student – including modified or alternative curriculum; • Programming will support the principles of Applied Behaviour Analysis (ABA), as outlined in Ministry of Education PPM 140; • Programming will include individualized transition plans for students, as outlined in PPM 140. 	<p>Placement in an ASD Class may be recommended through the Identification Placement and Review Committee (IPRC) process to a student who:</p> <ul style="list-style-type: none"> • Identified as an exceptional student through the IPRC process under the category of Communication: Autism; • Evidence that ongoing interventions in regular class have been insufficient to meet the student's needs, including the utilization of ABA strategies, interventions and transition supports; • Evidence that smaller class size and program structure will allow the child to thrive and be more successful in their school environment. 	<p>Class Capacity = 6 1 Teacher 2 Educational Assistants, when class is at capacity</p>
<p>Deaf and Hard of Hearing (DHOH) Self Contained</p> <ul style="list-style-type: none"> • Provides individualized programming for students with moderate to severe hearing loss; • Programming will align with individual strengths and needs of the student - modified or alternative curriculum; • Emphasis on self advocacy in the use of audiology equipment (hearing aids, FM Systems) • Allows for integration into the regular class in subject areas of strength up to 49% of the day 	<p>Placement in the Deaf and Hard of Hearing class may be recommended through the IPRC process to a student who:</p> <ul style="list-style-type: none"> • Identified as an exceptional student through the IPRC process under the category of Communication: Deaf and Hard of Hearing; • Evidence that ongoing interventions in the regular class have been insufficient to meet the student's learning needs; • Evidence that smaller class size and program structure will allow the child to thrive and be more successful in their school environment. 	<p>Class Capacity = 12 1 Teacher 1 Educational Assistant (American Sign Language (ASL) qualifications preferred)</p>

<p>Developmental Disabilities Class (DD) Self Contained</p> <p>The program in a self-contained DD class focuses on developing functional skills for the highest possible level of personal independence. The program is developed based on the student's individual needs in the following areas:</p> <ul style="list-style-type: none"> • Functional Academics – literacy and numeracy skills that are relevant and meaningful to the student. Some students will be at a pre-academic stage of learning. • Social Skills – demonstrating appropriate social behaviours in a variety of settings both in the school and in the community • Skills for Independent Living – encompass a wide range of skills including: personal care and hygiene, shopping and food preparation, cleaning and organizing tasks, transportation and community safety skills, pre-vocational skills), and recreation • Communication Skills – communicating for different purposes in a variety of settings; some students may require assistive or augmentative means of communication • Self-advocacy skills – asking for help when help is required; making choices and decisions; speaking up when there is a problem 	<p>Placement in a Self-Contained Developmental Disabilities Class may be recommended through the IPRC process when:</p> <ul style="list-style-type: none"> • The student has been Identified through the IPRC process under the category of Intellectual/ Developmental Disability; • The student requires a program that focuses on functional skills for daily living and personal independence; • Evidence that smaller class size and program structure will allow the child to thrive and be more successful in their school environment; • The student will require a supported living environment and supported employment in the future 	<p>Class Capacity = 10 1 Teacher 2 Educational Assistants when class is at capacity</p>
<p>Enrichment Program</p> <p>The Enrichment program is a 1 day a week withdrawal program in an area congregated classroom.</p> <ul style="list-style-type: none"> • Provides differentiated learning experiences of depth and breadth beyond the regular curriculum; • Provides opportunity for collaboration, learning and leadership with peers of similar intellectual abilities; • Programming focuses on critical and higher order thinking skills, creativity, problem solving, research, technology, and metacognition. <p>The Enrichment Learning Resource Teacher provides support to the home school teacher to assist with appropriate differentiated programming in the regular classroom.</p> <p>Mind Sparklers Program</p> <p>The Mind Sparklers Program is a two-day program for Grade 3 students to help them become familiar with the Enrichment congregated classroom and Enrichment programming to inform participation in the Enrichment Program beginning in Grade 4.</p>	<p>Attendance in the Enrichment program may be recommended at the Grade 4-8 level through the school resource team process. Considerations for participation include:</p> <ul style="list-style-type: none"> • Eligibility Scores from participation in Grade 3 blanket/ or Grade 4-8 individual Canadian Cognitive Abilities Test (CCAT); • Results of other existing standardized assessment; • Review of Profile of Strengths and Needs at school resource team meeting; • Recommendation to the program through participation in Grade 3 Mind Sparklers program and/or performance in regular classroom where student exhibits exceptionally high performance beyond grade level expectations in numerous subject areas which can be better addressed in a congregated setting. 	<p>Class Size- is in compliance with Ministry of Education capacity requirements. Grand Erie DSB average is 24.15 students to 1 Teacher</p>

<p>Gifted Self- Contained</p> <ul style="list-style-type: none"> • Provided at the Elementary Level (Grade 5-8); • Provides differentiated learning experiences of depth and breadth beyond the regular curriculum; • Provides opportunity for collaboration, learning and leadership with peers of similar intellectual abilities; • Programming focuses on critical and high order thinking skills, creativity, problem solving, research, technology, and metacognition; • Integration into regular class setting as appropriate for individual student needs and as school schedules allow. 	<p>Placement in a Gifted class may be recommended at the Grade 5-8 level through the system IPRC process to a student who:</p> <ul style="list-style-type: none"> • Identified as an exceptional student through the IPRC process under the category of Intellectual: Gifted; • Evidence that ongoing interventions in regular class and enrichment program have been insufficient to meet the student's academic or social/emotional needs; • May exhibit exceptionally high performance beyond grade level expectations in numerous subject areas which can be better addressed in a congregated setting with students of similar intellectual abilities. 	<p>Class Capacity = 25 1 Teacher</p>
<p>Secondary Programs Available to Gifted or Enriched Students</p> <p>The academic stream at Secondary meets the programming needs of many students with Gifted and/or Enriched learning needs.</p> <p>Pre-Advanced Placement and Advanced Placement (AP) courses are available to students in high schools in each area of the board (2017-18: Hagersville Secondary, North Park Collegiate, Pauline Johnson, Simcoe Composite). Advanced placement courses allow students to pursue university-level studies while in high school. Many universities grant credits to high-achieving AP exam writers. AP courses are currently offered in Biology, Calculus, Chemistry, English Literature, French, Physics, and Studio Art at different Grand Erie schools. Offerings vary year by year.</p> <p>The Laurier Program is offered at Brantford Collegiate Institute in partnership with Wilfred Laurier University. It offers enrichment in Leadership, Teamwork, and Presentation. There is an application process to be accepted to the Laurier Program.</p> <p>Specialist High Skills Majors (SHSM) – Students participating in a SHSM complete a bundle of classroom courses, workplace experiences, and sector certifications to receive a special designation on their diploma. A SHSM can prepare students for apprenticeships, college, university or the workforce</p>	<p>Registration in these courses and programs is determined at the school that holds the program.</p>	<p>Class size varies by program and enrollment.</p>

<p>Junior Technology Self Contained</p> <p>The Junior Technology Program is a 1-year program for students identified by IPRC with a Learning Disability who are using Assistive Technology:</p> <ul style="list-style-type: none"> • Programming will align with the individual strengths and needs of the student – including modified or alternative curriculum; • Focus on executive functioning and self-advocacy skills • Use research based best practices for instruction and programming in literacy and numeracy for LD students to narrow academic gaps; • Emphasize the use of assistive technology: teach keyboarding and use of assistive software and hardware as assigned through SEA; • Help students understand their Learning Disability (demystification) and to utilize their strengths and interests; • Allow students to participate in self-contained classroom instruction as well as integration into regular classroom instruction daily; • Prepare student for the transition back to home school, regular class after one year. 	<p>Placement in a Jr. Technology Class may be recommended for students in Grade 5 (or 6) age who:</p> <ul style="list-style-type: none"> • Identified as an exceptional student through the IPRC process under solely the category of Communications: Learning Disabled; • Do not present with significant behavioural challenges (e.g. opposition, defiance, aggression, anger management problems); • Have average assessed cognitive ability; • Have very weak academic achievement, particularly in the reading skills; • Demonstrate spelling and writing skills far below grade expectations with difficulties putting thoughts and ideas onto paper; • May also present with other difficulties in: fine and gross motor coordination; visual or grapho motor coordination (letter and number formation), concentration/attention; • Evidence showing student is successful when information is visually mediated rather than language based; evidence that the student may have more success in hands-on learning; • Demonstrates consistently good attendance; • Evidence that smaller class size and program structure will allow the child to close learning gaps and develop technology skills to enable them to be successful in the regular classroom; • Students may also have emotional reactions related to frustration with school; these could include low motivation, discouragement, embarrassment, task avoidance, poor self-esteem, and over-independence on assistance; • Student selection for the class happens Annually at the end of March/Beginning of April through an application process led by the school resource team. 	<p>Class Size = 8 1 Teacher</p>
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<p>Mixed Exceptionality (ME) / Mild Intellectual Disability (MID) Self Contained</p> <ul style="list-style-type: none"> • Available in Elementary beginning in Grade 4 • Programming will align with individual strengths and needs of the student - modified or alternative curriculum; • Individualized programming in literacy and numeracy is modified to the degree that significant achievement gaps can be addressed; • Alternative programming in the area of Life skills, personal living skills, pre-employment and employment skill; • Allows for integration into the regular class in subject areas of strength up to 49% of the day; • Programming in the self-contained class is not for credit • Secondary placements options are available for both fully and partially contained. 	<p>Placement in a Mixed Exceptionalities class may be recommended beginning in Grade 4 through the IPRC process to a student:</p> <ul style="list-style-type: none"> • Who is identified as an exceptional student through the IPRC process, usually within the category intellectual: Mild Intellectual Disability; • Evidence that ongoing interventions in regular class have been insufficient to meet the student's academic or social/emotional needs; • Where there is evidence that the student will be unable to achieve enough credits in Secondary School to graduate with an Ontario Secondary School Diploma (OSSD). Opportunity for graduation with some credits would result in a Certificate. 	<p>Class Capacity = 16 1 Teacher 1 Educational Assistant when at cap.</p>
<p>Multi-Handicapped (MH) Self Contained</p> <p>The program in an MH class focuses on individual goals for each student to meet his or her specific needs in the following areas:</p> <ul style="list-style-type: none"> • Medical and Safety needs; • Personal Care - feeding and toileting; • Physical/Motor – physical therapy needs as per Physiotherapist (PT) and Occupational Therapist (OT) recommendation; developing gross and fine motor skills; • Cognitive and Sensory – stimulating students' minds through various modalities (sight, touch, hearing, taste, smell); developing understanding of cause and effect; building functional skills (e.g. sorting, matching); • Communication – developing communication skills based on recommendations from Speech/Language Pathologist (SLP) reports; providing authentic opportunities to motivate the student to communicate; students may require assistive or augmentative means of communication; • Social Interaction – providing opportunities for students to participate in meaningful social interactions with people beyond the MH classroom; • Self-help – developing skills toward greater independence (e.g. eating with a spoon; washing hands). 	<p>Placement in a Self-Contained Multi-Handicapped Class may be recommended through the IPRC process when:</p> <ul style="list-style-type: none"> • Student is Identified through IPRC process under the category Multiple; • Student has both significant physical and intellectual impairments; • Student requires a high level of support for physical or medical needs (toileting, feeding, mobility, supervision for safety). 	<p>Class Capacity = 6 1 Teacher 2 Educational Assistants when class is at capacity.</p>

<p>On Track</p> <p>On Track is an intensive resource program for students who are able to focus on only two or three periods of credit-bearing courses. A classroom teacher and EA work with students individually to support success in their other classes, while encouraging positive social interactions. On Track is only 1 or 2 sections a semester. On Track sections on their own are not for credit.</p>	<p>Students are not placed in On Track by an IPRC. On Track is timetabled for students who are identified as requiring a high degree of additional support as a result of behaviour or social/emotional needs.</p> <p>On Track sections are for secondary students who have been identified at elementary transition meetings prior to the student entering secondary school and can also be recommended by the secondary In School Resource Team.</p>	<p>Class capacity = 16 1 Teacher 1 Educational Assistant</p>
<p>Strategies Self Contained</p> <ul style="list-style-type: none"> Strategies classes are offered at the Elementary level for both Primary and Junior/Intermediate age level. Provides individualized Behaviour Support Programming; Programming will align with individual strengths and needs of the student - modified or alternative curriculum; Emphasis on self advocacy, recognizing personal triggers and self regulation; Allows for integration into the regular class in subject areas of strength up to 49% of the day; Increased Behaviour Counsellor support; Goal is for students to acquire the necessary skills to return to regular class within 2 years 	<p>Placement in a Strategies classroom may be recommended from SK to 8 level through the System IPRC process to student who:</p> <ul style="list-style-type: none"> Identified as an exceptional student through the IPRC process under the category of Behaviour; Evidence that learning gaps are the outcome of behaviour, and not an overall low level of cognitive development or Learning Disability. Evidence that ongoing interventions in the regular classroom, as outlined in an Behaviour and Safety Plan, have been insufficient to meet the students' needs; Evidence that smaller class size and program structure will allow the needed focus on alternative behaviour goals 	<p>Class capacity = 8 1 Teacher 1 Educational Assistant</p>

Grand Erie DSB General and Special Education Acronyms		
AAB	Academic Achievement Battery	Special Education
ABA	Applied Behaviour Analysis	Special Education
ABC	Association for Bright Children	Special Education
AC	Attendance Counsellors	Student Support Services
ADD	Attention Deficit Disorder	Special Education
ADHD	Attention Deficit Hyperactive Disorder	Special Education
ADE	Average Daily Enrolment	Business Services
AER	Assessment Evaluation and Review Policy	Special Education
AIP	Assessment For Improvement	
ALL	Analysis of Language Learning	Special Education
AODA	Accessibility for Ontarians with Disabilities Act	Special Education
AOYAP	Accelerated Ontario Youth Apprenticeship Program	Student Success
APA	Additional Professional Assignment	
APD	Auditory Processing Disorder	Student Support Services
ARC	Accommodation Review Committee	Business Services
ASD	Autism Spectrum Disorders (formerly PDD)	Student Support Services
BASP	Before and After School Programs	Elementary Program
BC	Behaviour Counsellors	Student Support Services
BCP	Business Continuity Plan	Business Services
GEAP	Grand Erie Achievement Plan	Board
BMS	Behaviour Management Systems	Student Support Services
BYOD	Bring Your Own Device	Information Technology
CAS	Children's Aid Society (see also FACS)	Schools
CASI	Comprehension Attitude Strategies Interests	Student Support Services
CCAC	see LHIN	
CDA	Communicative Disorders Assistant	Student Support Services
CEC	Council for Exceptional Children	Special Education
CILM	Collaborative Inquiry Learning Model	Student Success
COI	Certificate of Insurance	Business Services
CLA	Contextualized Learning Assignment	Student Success
CPRI	Child Parent Resource Institute	Student Support Services
CSAP	Cumulative Student Assessment Portfolio	Student Success
CUS	Community Use of Schools	Business Services
CYW	Child & Youth Worker	Student Support Services
DD	Developmental Disabilities	Special Education
DE	Developmental Education	Special Education
D/HH	Deaf and Hard of Hearing	Special Education
DI	Differentiated Instruction	Student Support Services
DOB	Date of Birth	Schools
DPA	Daily Physical Activity	Schools
DRA	Diagnostic Reading Assessment	Elementary Program
DSM	Diagnostic and Statistical Manual of Mental Disorders	Special Education
EA	Educational Assistant	Student Support Services
E&E	Effectiveness & Efficiency	Business Services
EDI	Early Development Instrument	Elementary Program
EFIS	Education Finance Information System	Business Services

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

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

Grand Erie DSB General and Special Education Acronyms		
PTR	Pupil Teacher Ratio	School
QA	Quality Accommodations	Business Services
RHPA	Registered Health Professionals Act	Staff
RMA	Risk Management Advisory	Business Services
RMS	Renewed Math Strategy	Elementary Program
ROKS	Reaching Out to Kids in Schools	Student Support Services
SAD	Student Achievement Division	Student Success
SAL	Supervised Alternative Learning	Student Support Services
SALT	System Administrative Leadership Training	Staff
SAO	Student Achievement Officer	Student Success
SAP	Student Action Plan	Student Success
SAPP	Sexual Abuse Prevention Program (Grant from the Ministry)	Business Services
SC	Special Class	Special Education
SDW	Student Data Warehouse	Student Success
SEA	Special Equipment Amount	Special Education
SEAC	Special Education Advisory Committee	Special Education
SEF	School Effectiveness Framework	Student Success
SEPPA	Special Education Per Pupil Amount	Special Education
SHSM	Special High Skills Major	Student Success
SIM	Schools in the Middle	Student Success
SIP	School Improvement Plan	Student Success
SIP	Special Incidence Portion (Special Education)	Special Education
SIT	School Improvement Team	Student Success
SLP	Speech / Language Pathologist	Student Support Services
SRPR	Surveyor's Real Property Report	Business Services
SS	Student Success	Student Success
SSI	Student Success Initiative	Student Success
SST	Student Success Teacher	Student Success
STEP	Student Transition Experience Program	Student Support Services
STRIVE	Socialization, Transition, Reflection, Innovation, Vocation and Education	Student Support Services
SW	Social Workers	Student Support Services
SWAC	Students Within A College	Student Success
SWS	Student Work Study	Student Success
TAC	Tangible Capital Assets	Business Services
TAS	Tuition Agreement Student	Business Services
TC	Teacher Consultants	Student Support Services
TCPS	Total Capital Planning Solutions	Business Services
TIPS	Targeted Implementation and Planning Supports	
TLCP	Teacher-Learning Critical Pathway	Staff
TLX	Teaching Learning Examples	Staff
TPA	Teacher Performance Appraisal	Staff
ULC	Underwriters Laboratory of Canada	Health & Safety
VMI	Visual-Motor Integration	Special Education
VoIP	Voice over Internet Protocol	Information Technology
WAN	Wide Area Network	Information Technology
WHMIS	Workplace Hazardous Materials Information System	Health & Safety

2018-19 Special Education Plan Checklist
Please submit to your regional office by July 31, 2018

District School Board/School Authority: <div style="text-align: center; font-size: 1.2em;">Grand Erie District School Board</div>		
Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i>	Report on the provision of Special Education Programs and Services	Amendments to the 2018-19 Special Education Plan
Special Education Programs and Services		
Model for Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Placements Provided by the Board	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Individual Education Plans (IEP)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Special Education Staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized Equipment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transportation for Students with Special Education Needs	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Transition Planning	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provincial Information		
Roles and Responsibilities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Related Information Required for Community		
The Board's Consultation Process	<input checked="" type="checkbox"/>	<input type="checkbox"/>
The Special Education Advisory Committee (SEAC)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Early Identification Procedures and Intervention Strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Educational and Other Assessments	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Specialized Health Support Services in School Settings	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Staff Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Accessibility (AODA)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Parent Guide to Special Education	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>Where programs and services have not been provided as outlined in the 2017-18 Special Education Plan, please provide a description of the variance:</i>		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	<input checked="" type="checkbox"/>
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	<input checked="" type="checkbox"/>

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file <input checked="" type="checkbox"/> Paper copy	http://www.granderie.ca/board/elementary/special-education
Parent Guide to Special Education	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file	<i>*The Parent's Guide to Special Education outlines the Identification, Placement and Resource Committee (IPRC) process. (this does not appear to be on our current website)</i>
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	<input checked="" type="checkbox"/> Board Website <input checked="" type="checkbox"/> Electronic file	http://www.granderie.ca/application/files/1615/0108/6410/SO108_Community_Service_Providers_and_Schools_Working_Together.pdf

<p>Name of the Director of Education</p> <p><u>Brenda Blancher</u></p>	
<p>Signature of the Director of Education</p> <p>_____</p>	<p>Date</p> <p><u>July 31, 2018</u></p>



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **2018-19 Budget Approval**
DATE: June 11, 2018

Recommended Action: Moved by _____, Seconded by _____
THAT the Grand Erie District School Board approve the 2018-19 Operating Budget of \$326,607,308.

Recommended Action: Moved by _____, Seconded by _____
THAT the Grand Erie District School Board approve the 2018-19 Capital Budget of \$25,569,629.

Background:

The 2018-19 Operating and Capital Budgets have been developed as set out in Policy F2 – Budget Development Process, in consultation with program and service area staff and in consideration of budget priorities provided by the Board, Multi-Year Plan and the Multi-Year Financial Recovery Plan. The budgets will be submitted to the Ministry as required by regulation on or before the submission deadline of June 29, 2018 pending Board approval.

Operating Budget Highlights:

- The total Operating Budget of \$326,607,308 is up \$7,120,966 or 2.22% from the 2017-18 budget of \$319,486,342.
- Total projected Average Daily Enrolment (ADE) for the Board for 2018-19 is anticipated to be approximately 25,706; a decrease of 463 from the 2017-18 actual enrolment of 26,169. The chart below illustrates the changes by panel:

	2017-18	2018-19		
Summary of Enrolment	Actual	Estimates	Change	Change (%)
Elementary ADE for Grant	17,879	17,753	-126	-0.70%
Secondary ADE for Grant & Tuition	8,290	7,953	-337	-4.07%
Grand Total ADE	26,169	25,706	-463	-1.77%

- The Ministry has earmarked funding for new initiatives, these include:
 - Funding for students to enhance success in high school and beyond by providing an allocation for additional resources over the next three years to support additional teachers who will help Grade 7 and 8 students make successful academic transitions and engage in career and pathways planning. The Grand Erie District School Board is expected to receive \$796,332 for the 2018-19 school year.
 - Special Education Funding will be provided for the creation of a multi-disciplinary team for the Grand Erie District School Board to build board capacity and help teachers, educational assistants (EAs), and other staff better understand and adapt to the unique needs of their students. The allocation for 2018-19 is expected to be \$707,161.

- The Ministry has also provided for the following:
 - Benchmark salary increases for staff will be funded at 1.5 per cent to reflect the 2017-19 central labour agreements.
 - Increased Special Incidence Portion (SIP) funding
 - Funding for smaller class sizes
 - Full implementation of the Employee Life and Health Trust (ELHT) for employee benefits
 - The School Operations Allocation will receive a 2 per cent cost benchmark update to the non-staff portion of the to assist boards in managing the increases in commodity prices (electricity, natural gas, facility insurance, and other costs)
 - Continuation of Rural and Northern Education Funding

- The Ministry's Education Program Other (EPO) Grants of \$2,271,916 are highlighted below:

EPO	2018-19 Grant
Community Use of Schools - Outreach Coordinators	95,200
Community Use of Schools - Priority Schools	102,000
Focus on Youth	130,000
Renewed Math Strategy K-12	1,085,868
Highly skilled Workforce Strategy K -12: Experiential Learning	151,462
Indigenous Support and Engagement Initiative	100,000
Innovation in Learning Fund	108,111
Mental Health Workers in Schools	344,050
Well Being Safe, Accepting and Healthy Schools and Mental Health	155,225
\$ 2,271,916	

- Local Priorities funding was confirmed for a second consecutive year. Funding of \$3,174,261 was added to the Learning Opportunities allocation to support obligations under labour extension agreements.

Capital Budget Highlights:

- The total capital budget for 2018-19 is expect to be \$25,569,629; the details are identified below:
 - Capital Priorities \$3.2 million
 - Elgin Avenue Public School
 - Child Care Capital \$3.6 million
 - Elgin Avenue Public School
 - Central Public School
 - Child and Family Program Capital \$0.5 million
 - Elgin Avenue Public School
 - School Condition Improvement \$14.0 million
 - Learning Commons Conversions
 - Accessibility Upgrades
 - Asbestos Removal
 - Heating, Ventilation, Air Conditioning
 - Masonry
 - Paving
 - Roofing
 - Window and Door upgrades
 - Community Hubs Funding \$1.0 million
 - Greenhouse Gas Funding \$1.2 million
 - School Renewal \$1.4 million
 - Minor Tangible Capital Assets \$0.6 million
 - Technology Purchases
 - Facilities Equipment

Outlook:

The 2017-18 fiscal year was challenging as enrolment projections were slightly over-estimated creating complicated in-year decisions in order to re-balance the budget in November 2017 in the face of additional pressures triggered by absenteeism and difficult-to-predict utility costs. In addition, the Grand Erie District School Board was legislated to participate in two-year Multi-Year Financial Recovery Plan (MYFRP) that requires the Board's accumulated surplus to reach \$2.9 million by August 2019. The complex planning to this target had a significant impact on the Board's financial flexibility in determining priorities for the 2018-19 budget.

For 2018-19, the restrictions enforced by the Multi-Year Financial Recovery Plan coupled with declining enrolment and a significant investment to support current transportation challenges required reductions in order to reach the target surplus. Reductions to staffing, deferral of investments in technology, and global cutbacks to ensure a lean budget was incorporated in all departments. These decisions will allow the Board to reach their goals within the MYFRP and in the future, will provide the Board with opportunities enhance investments; including those identified by our stakeholders in our first budget survey.

Although, the upcoming year will be challenging in many different ways, we will ensure our focus continues to be student achievement, fiscal responsibility and the goals identified in the Multi Year Plan.

Grand Erie Multi-Year Plan:

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes.

Respectfully submitted

Rafal Wyszynski,
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Category III Trips**
DATE: June 11, 2018

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Category III Trips as information.

Background Information

As per Procedure SO15 "Out-of-Classroom Field Trips and Excursions", the attached list is for trustee information.

Additional Information

The January report includes trips that were approved between January and June 2018, and previously approved trips that have not yet taken place.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary

Director Approval	School	Destination	Trip Departure Date	Trip Return Date	Anticipated # Students	Educational Purpose & Outcomes
March 1, 2018	BCI	Atlanta Georgia	April 20, 2018	April 26, 2018	1	DECA - International Career Development Conference
March 1, 2018	SCS	Cleveland Ohio	May 11, 2018	May 13, 2018	40	School Band/Music, support curriculum expectations
November 27, 2017	TTSC	Camp Chikopi	June 7, 2018	June 16, 2018	35	Extension of Tech Program: Groupwork Experience
April 20, 2018	Centennial-GrandWoodlands	Kingston	June 14, 2018	June 15, 2018	44	Grade 7&8 Trip - Fort Henry, 1000 Islands
April 20, 2018	Echo Place	Kingston	June 14, 2018	June 15, 2018	14	Grade 7&8 Trip - Fort Henry, 1000 Islands
May 14, 2018	Burford Elementary	Niagara Falls/Toronto	June 20, 2018	June 21, 2018	57	Science, Cultural, Historical, Physical Education advancement
April 24, 2018	NPCVS	Alberta	December 12, 2018	December 16, 2018	15	Senior Boy's Basketball team tournament in Edmonton Alberta
April 17, 2018	MPSS	Budapest, Vienna	March 7, 2019	March 16, 2019	24	Experience Culture of 4 European countries/historic sites
April 5, 2017	DSS	Mediterranean Coast	March 8, 2019	March 18, 2019	12	exposure to French/Italian/Spanish language and culture/history/art
June 4, 2018	SCS	Italy/Greece	March 8, 2019	March 17, 2019	18	Experience Culture, encourage diversity and global awareness
March 22, 2018	WDHS	Greece	March 8, 2019	March 16, 2019	25	History, Geography, Art
May 14, 2018	CSS	London/Belgium	May 30, 2019	June 9, 2019	16	Culture and History Tour
May 17, 2018	HSS	Scotland/Ireland	March 10, 2020	March 19, 2020	20	Explore diverse culture, art, history in two countries

This Chart reflects all trips approved by the Director since the last Board Report on January 15, 2018, and all previously approved trips that have not taken place yet



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Implications of 2018-19 Friday the 13th Events on Port Dover Students**
DATE: June 11, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report on Implications of 2018-19 Friday the 13th Events on Port Dover Students as information.</p>

Background

Annually at the June Committee of the Whole meeting, a report on the implications for Port Dover Students of Friday the 13th events in the upcoming school year is presented.

Additional Information

During the 2018-19 school year there are no months with the 13th day falling on a Friday and thus, there is no need for Trustees to approve any options dealing with this.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary

FROM: Liana Thompson, Superintendent of Education
Denise Martins, Superintendent of Education

RE: **Joint Protocol for Student Achievement (JPSA)**

DATE: June 11, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Joint Protocol for Student Achievement (JPSA) as information.

Background

The Ministry of Children and Youth Services and the Ministry of Education have committed to improving the educational outcomes of students who are in the care of, or receiving the services of, Child Welfare Authorities. The Joint Protocol for Student Achievement (JPSA) has been developed to support the unique circumstances and educational needs of children and youth involved in the child welfare system. It contains procedures to minimize disruptions to school attendance and ensure access to supports that maximize learning potential and promote student achievement. The purpose of the JPSA is to support the educational success and well-being of children and youth involved in the child welfare system, and to help them reach their full potential. The JPSA provides a framework for collaborative practices and clarifies the roles and responsibilities of the school boards and the child welfare authorities serving Brant, Haldimand, Norfolk, Hamilton-Wentworth, Six Nations of the Grand River and Mississaugas of the New Credit First Nation. The JPSA also outlines a dispute resolution process to assist in timely resolutions of disagreements that may occur between school boards and child welfare authorities.

Communication Plan

The Joint Protocol for Student Achievement will be shared with school administrators at the September Director's meeting and posted on the Board's website.

Grand Erie Multi-Year Plan

This report supports the Achievement and Well-Being indicators of Success for Every Student and the following statements: we will set high expectations for achievement for our students and we will create and promote an enabling environment where all students can participate fully in their education.

Respectfully submitted,

Liana Thompson
Superintendent of Education

Denise Martins
Superintendent of Education

JOINT PROTOCOL FOR STUDENT ACHIEVEMENT

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SIGNATORIES

The Joint Protocol for Student Achievement (JPSA) details our commitment to support the educational success and wellbeing of children and youth involved in the child welfare system, and to help them reach their full potential.

Signatures forthcoming

School boards:

- ✓ Brant Haldimand Norfolk Catholic District School Board
- ✓ Conseil scolaire catholique MonAvenir
- ✓ Conseil scolaire Viamonde
- Grand Erie District School Board
- Hamilton-Wentworth Catholic District School Board
- ✓ Hamilton-Wentworth District School Board

Child welfare authorities:

- ✓ Brant Family and Children's Services
- ✓ Catholic Children's Aid Society of Hamilton
- ✓ The Children's Aid Society of Haldimand and Norfolk
- ✓ The Children's Aid Society of Hamilton
- ✓ Ogwadeni:deo

The JPSA is effective as of September 4, 2018.

1. INTRODUCTION

The educational attainment of children and youth in care is significantly lower than that of the general school population. According to the Ontario Association of Children's Aid Societies (OACAS), 46 per cent of Ontario students who are in extended society care graduated from high school in 2012-13. Though not directly comparable due to differences in methodologies, the provincial rate of students graduating within five years of starting high school was 83 percent in 2012-13.

Children and youth involved in the child welfare system encounter numerous barriers to school success, and often experience academic, social, emotional, and behavioural challenges. They may be dealing with abuse, neglect and other protection issues, and the emotional consequences of being separated from their families, friends and communities. These issues often result in frequent residential changes and movement among schools. This instability may make it difficult for children and youth to focus on their studies as they adjust. One of the recommendations of the Blueprint for Fundamental Change to Ontario's Child Welfare System¹ was to provide "support, including transportation, to allow children and youth to stay in their schools of origin if this is the best option for them."

Research and anecdotal evidence indicates that students involved in the child welfare system are more likely than the general student population to miss school because of suspensions, delays in school placements, expulsions, or refusal or reluctance to attend. Extensive absenteeism is a known precursor of students leaving school early.

The **Joint Protocol for Student Achievement (JPSA)** has been developed to support the unique circumstances and educational needs of children and youth involved in the child welfare system. It contains procedures to minimize disruptions to school attendance and ensure timely access to supports that maximize learning potential and promote student achievement.

1.1 Goals and Objectives

The purpose of the JPSA is to support the educational success and wellbeing of children and youth involved in the child welfare system, and to help them reach their full potential. This supports the realization of *Achieving Excellence: A Renewed Vision for Education in Ontario*.²

It provides a framework for collaborative practices, and clarifies the roles and responsibilities of the following School Boards and Child Welfare Authorities serving Brant, Haldimand and Norfolk, Hamilton-Wentworth, Six Nations of the Grand River and Mississaugas of the New Credit First Nation.

¹ Final Report of the Youth Leaving Care Working Group (2013). Blueprint for Fundamental Change to Ontario's Child Welfare System.

² Ontario Ministry of Education (2014). *Achieving Excellence: A Renewed Vision for Education in Ontario*. Toronto, ON: Queen's Printer for Ontario.

School Boards	Child Welfare Authorities
<ul style="list-style-type: none"> • Brant Haldimand Norfolk Catholic District School Board • Conseil scolaire catholique MonAvenir • Conseil scolaire Viamonde • Grand Erie District School Board • Hamilton-Wentworth Catholic District School Board • Hamilton-Wentworth District School Board 	<ul style="list-style-type: none"> • Brant Family and Children's Services • Catholic Children's Aid Society of Hamilton • The Children's Aid Society of Haldimand and Norfolk • The Children's Aid Society of Hamilton • Ogwadeni:deo

The JPSA is also applicable to children and youth involved with other Child Welfare Authorities in Ontario who attend public schools in the communities served by these organizations.

1.2 Guiding Principles

The following principles will guide the parties and assist them in carrying out their roles and responsibilities:

- ***Child and Youth Focused*** – Children and youth involved in the child welfare system will be supported to achieve their full potential. A strength-based approach will be used in developing individualized solutions for all students.
- ***Inclusive*** – Children, youth, and their families/caregivers will be welcomed, valued, accepted, supported, and treated with dignity and respect by all parties. Services will be accessible and responsive to students regardless of cultural, language, socio-economic, sexual orientation and religious backgrounds.
- ***Confidential*** – Children, youth, and their families/caregivers will have their privacy and confidentiality respected, in accordance with applicable legislation and regulations.
- ***Prompt and Effective Supports*** - Children and youth will be given timely access to available and appropriate opportunities and supports to succeed in school.
- ***Participatory Decision-Making*** – Children and youth will be involved in decisions that affect them, and will participate in the development of their educational pathway, as appropriate for their age, developmental level, and cognitive capabilities.

1.3 Elements of the JPSA

The collaborative practices and processes outlined in the JPSA are grouped into the following sections:

- Eligibility
- Consent
- Information sharing
- Administrative processes
- Planning for student achievement
- Dispute resolution processes
- Monitoring and evaluation

The roles and responsibilities of the parties, as well as a glossary of terms and acronyms can be found in the appendices.

2. ELIGIBILITY

This protocol is applicable to children and youth in Kindergarten to Grade 12 who are:

- **In Care** of a Child Welfare Authority through a court order or voluntary agreement (i.e., extended society care, interim society care, temporary care agreement);
- Part of a **Customary Care Arrangement** with a First Nations community; or
- Receiving **voluntary or court-ordered services** from a Child Welfare Authority (i.e., voluntary services, supervision order).

2.1 List of Students Eligible for the JPSA

The Child Welfare Lead will provide the School Board Lead with a list of all children and youth “**in care**” of the Child Welfare Authority at least twice a year (by the end of the first week of March and the first week of October). This list of students eligible for the JPSA will include the following information:

- Student’s name
- Date of birth
- Child Welfare Authority (legal guardian)
- JPSA consent

The School Board Lead will verify with the Child Welfare Lead the names of students registered in the School Board, and will maintain a master list of students who are eligible for the JPSA. The School Board’s master list will include the following:

- Student’s name
- Ontario Education Number (OEN)

- Date of birth
- Name of school attending
- Child Welfare Authority (legal guardian)
- JPSA consent

The School Board Lead will forward the list of verified students in each school to the applicable School Point Person.

3. CONSENT

The JPSA will require different levels of informed consent based on varied circumstances, as follows:

- **students age 12 or older** capable of providing informed consent must be asked to do so, in accordance with the *Child, Youth and Family Services Act*;
- in cases where a student does not have the capacity to provide informed consent, a Child Welfare Authority:
 - may exchange personal information with School Boards respecting children and youth **in care**;
 - must obtain written consent from the **customary caregiver** or **parents/legal guardians** of children receiving voluntary or court-ordered services.

3.1 Process for Obtaining Consent

It is the responsibility of the Child Welfare Authority to obtain informed consent for the JPSA. The Child Welfare Point Person will:

- a. determine if the student is capable of providing a valid consent (as appropriate to his/her age, developmental level, and cognitive capabilities), and if the request for consent is in the best interests of the child;
- b. provide the student (over 12 years old) and the parent/legal guardian with information about the potential benefits and risks of consenting to the sharing of information between the Child Welfare Authority and the School Board, so that the student and the parent/legal guardian are reasonably informed before giving, withholding or revoking consent;
- c. obtain written consent needed to initiate the protocol; and
- d. provide the School Board with a copy of the written consent.

The informed consent form will confirm the scope of consents obtained (i.e. information, services, etc.), and will be kept in the student's Ontario Student Record (OSR) and in the child welfare files.

4. INFORMATION SHARING

A Child Welfare Authority may disclose information to a School Board about a student's involvement with a Child Welfare Authority for the purpose of supporting and improving the student's educational achievement. Information should be disclosed to authorized persons on a need-to-know basis and in accordance with all applicable legislation and regulations, including but not limited to the *Education Act*, the *Child, Youth and Family Services Act*, and the *Municipal Freedom of Information and Protection of Privacy Act*.

Where legally authorized, the School Point Person will facilitate the release of the following information to the Child Welfare Point Person:

- most recent provincial report cards and progress reports;
- credits and community hours achieved to date (for secondary school students);
- Individual Education Plan (IEP) and Identification, Placement and Review Committee (IPRC) documents;
- Ontario Secondary School Literacy Test (OSSLT) results;
- Education Quality and Accountability Office (EQAO) results; and
- other assessments administered by the School Board.

There may be other circumstances in which a Child Welfare Authority and a School Board are authorized to share information under applicable legislation and regulation, and nothing in this protocol is intended to interfere or limit such authorized disclosure. For example, information may be reported in accordance with the duty to report that a child is in need of protection services under the *Child, Youth and Family Services Act*.

5. ADMINISTRATIVE PROCESSES

The parties agree that providing as much stability as possible for students involved in the child welfare system is a common goal. Attempts will be made to minimize the number of school transitions, in order to promote stability and continuity within the educational setting. Such transitions may include:

- registration in a new school;
- moving from elementary to secondary school;
- a change in the student's residence that necessitates a change in schools; and

- a change in the student's residence that necessitates transportation so that the student can stay in the same school.

Although transitions are a part of normal childhood development, many related to students involved in child welfare system occur as a result of circumstances beyond the control of the student, school, or Child Welfare Authority.

Options should be considered for the student to remain in his/her existing school, if this in the student's best interests. The needs of students identified as members of a particular Indigenous, ethnic or linguistic community should also be considered.

5.1 School Registration and Transfer Process

If a student in the care of a Child Welfare Authority transfers to a new school, the Child Welfare Point Person should contact the receiving school to arrange for registration for the student. Where appropriate, the Child Welfare Point Person can delegate this action to the caregiver.

If a student is part of a customary care arrangement or receives voluntary or court-ordered services from a Child Welfare Authority, the Child Welfare Point Person should offer to provide support to the parent/legal guardian in setting up the appointment and when registering the student, if appropriate.

Either before or at the time of registration, the parent/legal guardian, the Child Welfare Authority, or the caregiver, as appropriate, should provide the principal with the required information needed for registration and special programming, accommodations and supports. For children in care, the Child Welfare Point Person will be responsible for completing a copy of the **Pre-Registration Information Form**, in collaboration with the child or youth. This form will provide preliminary planning information regarding the student's education program, and will be placed in the OSR. (A copy of the form can be found in Appendix D).

A **planning** meeting should be scheduled by the school and should occur within **five (5) school days** of the school's receipt of the necessary registration information. The student may wish to participate in the meeting and should be invited as appropriate, considering age, developmental level, and cognitive capabilities.

After the initial planning meeting, once mitigating and/or special circumstances have been taken into consideration, if attendance at school is not achieved within the next **five (5) school days**, the dispute resolution process should be initiated (see section 7).

The timelines identified are maximum periods to ensure that any challenges are addressed promptly. All efforts should be made to minimize disruptions to school attendance, in accordance with the Ministry of Education's policies regarding attendance.

Whenever possible during the transition process, a student should remain in his/her original school without interruption to school attendance. In cases where a student cannot remain in his/her original school, transitioning strategies must be implemented to ensure educational continuity.

6. PLANNING FOR STUDENT ACHIEVEMENT

To support and promote the educational achievement of students, **REACH (Realizing Educational Achievement for Children/Youth) Teams** and **Educational Success Plans (ESPs)** should be offered to every student who is child welfare involved, with appropriate consents as outlined in section 3.

6.1 REACH Team

The REACH Team is intended to be a proactive and preventive measure to support students. It is recommended that an initial discussion with the School Point Person, the Child Welfare Point Person, the student, the parent/legal guardian and other stakeholders take place to discuss the benefits of establishing a REACH Team prior to implementation.

If informed consent for a REACH Team is not provided for a particular student, the School Point Person should monitor the student's educational progress, and if appropriate consents are in place, provide the Child Welfare Point Person and the parent/legal guardian or caregiver with information on academic progress as part of the school's regular processes.

Refusal of a REACH Team does not preclude the student from accessing other supports offered by the school (e.g. student success teachers) or the Child Welfare Authority (e.g. tutoring supports) or asking for a REACH Team later in the year.

REACH Team Membership

The REACH Team should be comprised of:

- the School Point Person;
- the Child Welfare Point Person;
- the parent/legal guardian and/or caregiver as appropriate; and
- the student, as appropriate to his/her age, developmental level, and cognitive capabilities.

In addition, depending on the needs and circumstances of the student, the REACH Team may also include, as appropriate:

- other school staff (e.g., special education and/or student services staff);

- other identified stakeholders (e.g., cultural adviser, community Elder, mental health professional, youth worker, youth justice worker);
- a representative from the Indigenous community, if the student self-identifies as First Nation, Métis, or Inuit;
- an advocate nominated by the student (e.g., youth group member, family friend, mentor); and
- members of a cross-panel school team (elementary) or the Student Success Team (secondary).

REACH Team Responsibilities

The responsibilities of the REACH Team include:

- identifying the student's learning strengths and needs, and supporting the student's educational achievement;
- supporting specific special education needs of the student, if required;
- determining if and when other community supports/programs and stakeholders need to be involved to support the student's success;
- identifying and implementing opportunities to celebrate the student's accomplishments, milestones, and successes;
- identifying options and solutions to help maintain attendance and ensure continuity of educational supports, when there is a change of residence and/or school; and
- facilitating the student's academic achievement, extra-curricular participation, and education and career plans (i.e., exploring postsecondary options, formal and informal mentorships, cooperative education courses, apprenticeship programs, internships, part-time work, job shadowing, educational supports, etc.).

REACH Team Meetings

A minimum of two REACH Team meetings per year should be held. The initial REACH Team meeting should occur within the **first month** of the student's registration at the school or the student's entry into care. Additional REACH Team meetings may be held, as requested by any of the REACH Team members, including the student, to discuss the ESP, required supports, and/or academically relevant changes in residence, health, mental health, or behaviour.

REACH Team meetings should:

- be aligned with existing school reporting periods and the Child Welfare Authority Point Person's meetings (and/or child protection worker meetings) with the student and the parent/legal guardian or caregiver, in order to minimize disruptions;

- be collegial, positive, student-centred, strength-based, solution-focused, and culturally responsive; and
- involve the student in decision making as appropriate to his/her age, developmental level, and cognitive capabilities.

6.2 The Education Success Plan (ESP)

The Education Success Plan (ESP) is an individualized plan that outlines services and supports required to promote student's educational achievement, and identifies key people and their roles and responsibilities. It is **distinct** from other existing education and child welfare plans. It is intended to augment but not replace the supports and elements of plans that are already in place.

Students with consent should be offered the opportunity to have an ESP. The ESP should be developed/amended within **one month** of the initial REACH Team meeting or as needed throughout the year, with consent. The plan should:

- build on the student's strengths, accomplishments and successes;
- be outcome based and focused on solutions;
- outline the services and supports needed to enable the student to achieve his/her identified goals and improve educational outcomes;
- contribute to stability for the student and minimize disruptions in school placement (including when there is a change in residence);
- **include but not replace or duplicate an IEP**, if appropriate;
- identify the relevant Child Welfare Authority and school personnel who have responsibility for the ESP;
- provide mechanisms that enable stakeholders to communicate and take joint action, based on their knowledge, expertise, and experience, to support the student in his/her learning;
- support the student's pathways planning, including opportunities for apprenticeship training, college, community living, university, or the workplace.

The ESP will be kept in the documentation section of the student's OSR. Access to the ESP should be limited to the REACH Team and other relevant personnel.

6.3 Minimizing Disruptions to School Attendance

To minimize disruptions to school attendance, the REACH Team should determine strategies and implement processes that promote students' regular attendance at school, identify students who are at risk of leaving school, and minimize disruptions in school programming.

The REACH Team, in collaboration with relevant school personnel, should develop a plan of action where there are:

- early signs that a student is at risk of being suspended or expelled or of dropping out of school;
- extended periods of absenteeism; and/or
- behavioural, emotional, or social issues that contravene board policies.

If the plan of action does not lead to timely access to school supports and/or programs for the student, the Child Welfare Lead should consult with the School Board Lead to determine the most appropriate next steps (e.g., case conferences and consultations with other School Board and Child Welfare personnel).

6.4 Providing Continuity for Students within the Education System

When a student is placed in a home outside the catchment area of the school he/she attends, the Child Welfare Point Person will inform the School Point Person or principal of the situation. The REACH Team or other structure in place within the School Board will work together to develop an appropriate response to ensure that:

- stability is maintained for the student within the education system;
- accumulated knowledge about the student at the current school is not lost, and is appropriately transferred to the new school, if a school change must occur;
- supportive connections between the student and his/her community are maintained.

The School Point Person will request a meeting of the REACH Team, including the student (as appropriate to his/her age, developmental level, and cognitive capabilities), to identify the impact of the change in residence and help determine next steps (e.g., the most appropriate school placement, transportation support) based on the best interests of the student.

The REACH Team will carefully consider the preferences of the student.

If it is determined that it is in the best interests of the student to continue in the current school, the REACH Team will identify options and solutions to facilitate the placement.

Transportation will be provided by the School Board if no existing transportation routes are available, as per the eligibility criteria for *Children and Youth In Care (CYIC) Transportation Funding*:

- To allow a student to remain in their home school **on a temporary basis** until a more natural transition time;
- **When an in-year change of residence results in a change in school.** This would also include when a change of residence occurs in the final year before a transition year (e.g., in final year before a transition between primary and secondary school or within final year of graduation from secondary school);

- **The student wishes to remain in his/her home school and it is in the best interest of the student** to remain in the home school based on relevant factors (e.g., strong supportive relationships in home school; risk to student achievement and/or well-being posed by changing schools in-year; feasibility and safety of transportation from new residence to home school; a specific program/activity that contributes to a CYIC's well-being is only available at a home school, etc.);
- The **best interest** decision is made **collaboratively** amongst the school board, education liaison or other Child Welfare representative, student, caregiver, and other relevant key stakeholders; and
- The cost of transportation is reasonable (based on comparative regional costs, mode of transport, distance, etc.).

If it is determined by the REACH Team, in consultation with the student, that it is in the student's best interests to move to a new school, the REACH Team will work with the new school to ensure a seamless transition and continued educational stability for the student (see section 5.1 - School Registration and Transfer Process).

7. DISPUTE RESOLUTION

Periodically, disagreements may arise between Child Welfare Authorities and School Boards. For disputes that have an immediate impact on the student's educational success, an intermediary solution must be implemented within **ten (10) school days** by the REACH team or other structure in place within the School Board. The following dispute resolution process will be used to identify solutions for individual cases and at the system level. This process is not intended to be an appeal or a legal process.

- Step 1: The Child Welfare Point Person and School Point Person will be the first level of dispute resolution authority.
- Step 2: If the dispute is not satisfactorily resolved within fifteen (15) school days, the matter will be referred to the Child Welfare Lead and the School Board Lead (see Appendix A).
- Step 3: If the dispute continues to be unresolved within another ten (10) school days, the matter will be further referred to the staff listed in the table below.

School Board	Child Welfare Authority
Director of Education Brant Haldimand Norfolk Catholic District School Board	Director of Service Brant Family and Children's Services
Superintendent of Education Conseil scolaire catholique MonAvenir	Director of Child Welfare Services Catholic Children's Aid Society of Hamilton
Superintendent of Student Services Conseil scolaire Viamonde	Director of Service The Children's Aid Society of Haldimand and Norfolk
Superintendent of Education Grand Erie District School Board	Director of Children's Services The Children's Aid Society of Hamilton
Superintendent of Safe Schools Hamilton-Wentworth Catholic District School Board	Manager of Service Ogwadeni:deo
Superintendent of Learning Services: Specialized Services Hamilton-Wentworth District School Board	

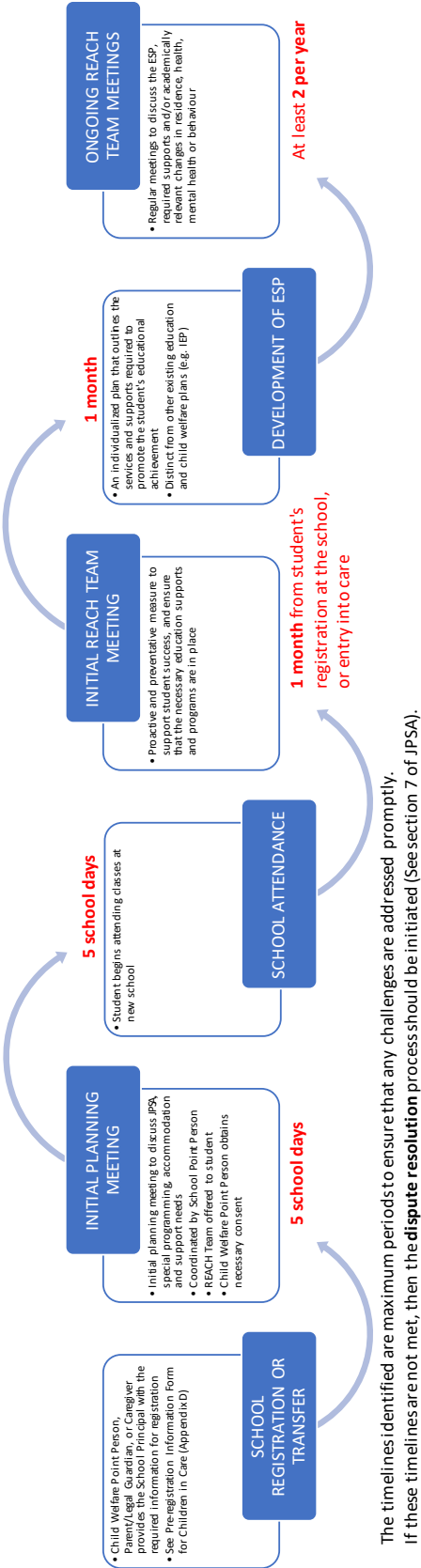
All disputes and resolutions should be documented, and the records retained for reference.

8. MONITORING AND EVALUATION OF THE PROTOCOL

The protocol will be reviewed by all signing parties to ensure that it is responsive to each party's needs and is an effective vehicle for achieving the goals and objectives of the protocol.

The protocol should be formally reviewed every two years. During the review process, the signatories will share quantitative and qualitative measures to evaluate the protocol and serve as the basis for revisions. Examples of educational outcome measures may include EQAO results, high school credit accumulation, and high school graduation rates.

APPENDIX A: FLOW CHART



APPENDIX B: LEAD ROLES & RESPONSIBILITIES

The “Lead” is the primary representative of a Child Welfare Authority or School Board who has been identified to facilitate the implementation of the JPSA in their organization. The responsibilities of the designated Leads also include but are not limited to ensuring appropriate collection and dissemination of information, protecting personal privacy, intervening when requested where procedures are not followed, or organizational barriers are identified, and developing strategies to address these barriers.

The following table contains a list of the designated Leads for each of the parties.

School Board	Child Welfare Authority
Superintendent Brant Haldimand Norfolk Catholic District School Board	Manager of Children’s Services Brant Family and Children’s Services
Gestionnaire des services cliniques en travail social et en santé mentale Conseil scolaire catholique MonAvenir	Service Director Catholic Children’s Aid Society of Hamilton
Superviseure clinique en travail social Conseil scolaire Viamonde	Child Welfare Supervisor The Children’s Aid Society of Haldimand and Norfolk
Mental Health Lead/Principal Leader Program Grand Erie District School Board	Manager of Children’s Services The Children’s Aid Society of Hamilton
Manager of Social Work Services Hamilton-Wentworth Catholic District School Board	Manager of Service Ogwadeni:deo
Assistant Manager of Social Work Services Hamilton-Wentworth District School Board	

APPENDIX C: POINT PERSON ROLES & RESPONSIBILITIES

The “Point Person” is the individual designated by the Child Welfare Authority (e.g. child protection worker) or School Board (e.g. principal) to be the primary contact for all processes involving the individual student.

	School Board	Child Welfare Authority
General Responsibilities	<ul style="list-style-type: none"> • Monitor the educational progress of each student and ensure that all relevant educational supports outlined in this protocol, including a REACH Team and an ESP, are made available to eligible students • Liaise with the previous school, Child Welfare Point Person, and other appropriate stakeholders to obtain and share relevant information needed to support the student’s educational success • Ask the parent/legal guardian or caregiver for relevant information about the student’s academic successes and challenges • Support the student, and facilitate support from the parent/legal guardian or caregiver, in academic achievement, extracurricular activities, and long-term education and career/life planning • Inform the student and parent/legal guardian or caregiver of supports and opportunities available to the student, including formal and informal mentorships, cooperative education courses, apprenticeship programs, internships, part-time work, job shadowing, educational supports, etc. • Engage the participation of other school staff when appropriate and with informed consent (e.g., supporting student success, preparing for a REACH Team meeting, developing and implementing the ESP, reporting 	<ul style="list-style-type: none"> • Obtain informed consent • Liaise with the previous school, the new School Point Person, and other appropriate partners to obtain and share relevant information needed to support the student’s educational success • Provide the School Point Person with information to help identify the student’s strengths and needs in order to facilitate educational programming • Ask the parent/legal guardian or caregiver for relevant information about the student’s academic successes and challenges • Support the student, and facilitate support from the parent/legal guardian or caregiver, in academic achievement, extracurricular activities, and long-term education and career/life planning • Attend readmission meetings or expulsion hearings, supporting the parent/legal guardian or caregiver to attend as well, as required • Advise the parent/legal guardian and/or student about available supports for student achievement, and, if authorized by the parent/legal guardian, act as their liaison with the relevant school point person regarding access to these supports

	School Board	Child Welfare Authority
	student achievement to caregivers and Child Welfare Point Person)	
REACH and ESP	<ul style="list-style-type: none"> • Work with the Child Welfare Point Person and appropriate partners to establish a REACH Team for the student • Support and facilitate the development, implementation, monitoring, and review of the ESP • Encourage the participation of the parent/legal guardian or caregiver in the development and implementation of the student's ESP • Ensure that the needs and strengths of the student are given primary consideration in the development of the ESP • Monitor the student's educational progress to ensure that the student receives the support he/she requires 	<ul style="list-style-type: none"> • Participate in REACH Team meetings and the development, implementation, monitoring, and review of the ESP • Encourage the participation of the parent/legal guardian or caregiver in the development and implementation of the student's ESP • Ensure that the needs and strengths of the student are given primary consideration in the development of the ESP • With input from the student and parent/legal guardian or caregiver, identify and suggest to the REACH Team the participation of other stakeholders, such as Band representatives, cultural advisers, contracted agency staff, and adults significant to the student
When a REACH Team has not been established	<ul style="list-style-type: none"> • Monitor the student's educational progress and provide the Child Welfare Point Person and/or caregiver with information to ensure student receives the supports he/she needs, as part of the school's regular processes 	<ul style="list-style-type: none"> • Assist and encourage the student to advocate for his/her own needs in school, or the parent/legal guardian to advocate for the student's needs • Maintain communication with the School Point Person as appropriate and in accordance with legislation, regulation, and the necessary informed consents • Initiate an annual discussion with the student or parent/legal guardian about establishing a REACH Team to support the student

APPENDIX D: PRE-REGISTRATION INFORMATION FORM FOR CHILDREN IN CARE

Principal's Name: _____

School Name: _____

School Phone: _____ School FAX: _____

Date of Registration Meeting: _____

*****This form with student details is not to be copied without the permission of the Child Welfare Authority.*****

Note: This form has been prepared by the agency worker, in collaboration with the child, to provide **preliminary** planning information regarding the child's education program, and should be placed in the Ontario Student Record.

Part A - Student Details

Student's Legal Name: _____

Student's Date of Birth: (day/month/year)

Current Grade Level: _____

Previous School: _____

Previous School Board: _____

Names of other biological/step siblings in this school: _____

Date of most recent admission to care: _____

Child Welfare Authority Details (check appropriate agency box)

- ☐ Brant Family and Children's Services
- ☐ Catholic Children's Aid Society of Hamilton
- ☐ Ogwadeni:deo
- ☐ The Children's Aid Society of Haldimand and Norfolk
- ☐ The Children's Aid Society of Hamilton

Name of Child Protection Worker: _____

Telephone Contact Number: _____

Caregivers as designated by Child Welfare Authority

Caregiver Name	Indicate Caregiver Role (choose 1)	Telephone Contact
	<ul style="list-style-type: none"> ▪ Kin Placement ▪ Foster Home ▪ Group Home 	

Part B – Student Strengths, Interests, Identities, Preferences

What important things do you want people to know about this student's strengths, interests, identities, and learning preferences?

	Yes	No	Unsure
Has this student been Identified through the IPRC process?			
If "yes", what is the identification?			
Does this student have an Individual Education Plan (IEP)?			
Has this student been placed in a specialized learning environment (e.g. self-contained, or Section classroom)?			
Does this student have a Safe Intervention Plan (SIP)?			
Has this student ever received English Language Learner/English as a Second Language (ELL/ESL) support?			
Has this student fulfilled the Literacy Graduation requirement?			
Has this student fulfilled the Community Involvement Graduation requirement?			
Is the student currently receiving supports for any of the following: <ul style="list-style-type: none"> • medication, behaviour, physical health, emotional well-being, mental health, communication? 	If "yes" to any of these supports, please provide additional details:		

Part C – Access Details

List all persons with signing authority for this student. <i>(Full Name of Persons)</i>	Authority (choose one) <ul style="list-style-type: none"> • Kin • Foster Parent • Child Protection Worker 	
	No	Yes
Are there other agencies or volunteer services (e.g. volunteer drivers) involved with this child?		If "yes", list agencies:
Are there restrictions related to parental/family access to this child?		If "yes", please discuss at the time of intake.

APPENDIX E: GLOSSARY

Caregiver	A person providing care to a child or youth in an out-of-home setting. There are two main categories of caregivers: those in family-based, out-of-home settings and those in institutional out-of-home settings. Family-based out-of-home settings may include foster homes and kinship care homes. Institutional out-of-home settings may include group homes.
Child Welfare Authority (also known as Children's Aid Society and Family & Children's Services)	A Child Welfare Authority is a provincially mandated not-for-profit organization that helps to protect infants, children and youth who are experiencing abuse or are at risk of experiencing abuse, physically, sexually, emotionally or through neglect or abandonment. The activities and purpose of a child welfare authority are set out in the <i>Child, Youth and Family Services Act</i> .
Child, Youth and Family Services Act (CYFSA)	Legislation governing the provision of child welfare services in Ontario.
Continued Care and Support for Youth (CCSY)	A voluntary service agreement signed between a youth aged 18 to 21 years and the Child Welfare Authority that identifies services and supports that will be provided by the Child Welfare Authority to the youth. The youth is not considered a child in care but eligible for ongoing services throughout the agreement.
Customary Care	The care and supervision of a First Nation child or youth in need of protection, by a person who is not the child or youth's parent, according to the custom of the child or youth's Band or Native community. The child or youth is not in the care of a Child Welfare Authority.
Education Success Plan (ESP)	A written document that outlines services and supports, and identifies key people and their roles for promoting the educational success of a student involved in the child welfare system. The ESP includes and augments but does not replace plans such as the IEP and the IPP.
Extended Society Care (formerly called Crown Ward)	A child or youth who has been placed in the permanent care of a Child Welfare Authority. The Child Welfare Authority has the responsibility to care for the children and youth.
Identification, Placement and Review Committee (IPRC)	A committee made up of School Board personnel that makes decisions about whether or not a child or youth should be identified as having special needs or exceptionalities and the appropriate placement for that child or youth. The goal of the committee meetings is to ensure that the student has the support and resources necessary to be successful and to reach his/her full potential.

In Care	A child or youth is in care if he/she has been assigned to the care of a Child Welfare Authority. This could occur by way of a court order or temporary care agreement. The Child Welfare Authority has the rights and responsibilities of a parent. The child or youth is placed in an out-of-home placement through kinship care, foster care, or group care.
Individual Education Plan (IEP)	A written plan describing the specific educational program and/or services required by a particular student, based on an assessment of the student's strengths and needs that affect his/her ability to learn and demonstrate learning.
Individual Pathways Plan (IPP)	The primary planning tool that students create and use as they proceed through school towards their initial postsecondary destination. Students in Grades 7 to 12 have a web-based IPP, which they review and revise at least twice a year.
Interim Society Care (formerly called Society Ward)	A child or youth who has been ordered by court into the care and custody of Child Welfare Authority for a specified period of time. There is a plan in place to reunite the family.
Kinship In Care	Care of a child or youth by members of the child or youth's family or community who have been approved by a Child Welfare Authority as foster parents for a child or youth.
Kinship Service	An arrangement whereby a child or youth resides with a relative or community member to prevent an admission into care. The child or youth is not in the care of a Child Welfare Authority, although the placement is supervised by a Child Welfare Authority. There may be an order placing the child or youth in the care and custody of the caregiver, subject to supervision by the Child Welfare Authority, or the placement may be voluntary.
Lead	A representative of a Child Welfare Authority or School Board who has been identified to facilitate the implementation of the JPSA in their organization. The responsibilities of the designated Leads also include but are not limited to ensuring appropriate collection and dissemination of information, protecting personal privacy, intervening when requested where procedures are not followed, or organizational barriers are identified, and developing strategies to address these barriers.
Ontario Student Record (OSR)	An official record for each student that contains achievement results, credits earned, diploma requirements completed, and other information relevant to the education of the student. Students and their parents/legal guardians (if the student is under 18 years of age) may examine the contents of the OSR. These records are protected by the <i>Education Act</i> and <i>Freedom of Information and Protection of Privacy legislation</i> .

Parent/Legal Guardian	A biological parent, an adoptive parent, or a person who under a written agreement or court order (which could include voluntary services, supervision orders, and customary care arrangements) has custody of the child or youth.
Parties	The children and youth who are eligible for the JPSA, their parent(s) and/or legal guardian(s), and the 11 signatories of this agreement (i.e., Child Welfare Authorities and School Boards serving Brant, Haldimand and Norfolk, Hamilton-Wentworth, the Six Nations of the Grand River, and Mississaugas of the New Credit First Nation).
Point Person	A person designated by the Child Welfare Authority or School Board to be the primary contact for all processes involving the individual student.
Postsecondary Pathways	The five possible destinations for students after secondary school: apprenticeship training, community living, work, college, and university.
REACH Team	A group responsible for developing and implementing a plan to support and promote the educational achievement of a student in the care of, or receiving services from, a Child Welfare Authority. The team includes a variety of School Board and Child Welfare Authority personnel, other relevant personnel, and the student, as appropriate for his/her age, developmental level, and cognitive capabilities.
School Day	A day on which school is in session.
Special Education Program	An educational program that is based on and modified by the results of continuous assessment and evaluation. It includes a plan containing specific objectives and an outline of educational services that meets the needs of an exceptional pupil.
Special Education Services	Facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.
Student Success Leader	A senior staff person in every School Board funded by the Ministry of Education who is responsible for coordinating Student Success initiatives.
Student Success Teacher (SST)	A designated teacher in every secondary school who is tasked with tracking the progress of students at risk of not graduating, providing direct support/instruction to students to help them improve their achievement, and working with parents, the broader school, and the local community to improve outcomes for struggling students.
Student Success Team	A team in each secondary school that includes the principal, the Student Success Teacher, a guidance counsellor, and a special education teacher. The team identifies and provides extra attention and support for students who are at risk of not graduating.

Supervision Order	A court order that provides for the oversight of a child or youth in the home of his/her parent or in the home of a person who is not the child's parent.
Temporary Care Agreement (TCA)	A written document voluntarily signed by a child or youth's parent/legal guardian and the children and youth (if 12 years of age or older) providing for a Child Welfare Authority to have care and custody of the child or youth for a specified period of time (not exceeding 12 months). Under the agreement, the parent/legal guardian may maintain certain parental rights.
Temporary Care and Custody Order (Interim Order)	A court order that places a child or youth in the temporary care and custody of a Child Welfare Authority during an adjournment period.
Voluntary Youth Services Agreement (VYSA)	A voluntary agreement signed between a youth aged 16 or 17 and the Child Welfare Authority that identifies services and supports that will be provided by the Child Welfare Authority to the youth. The youth is not considered a child in care but is eligible for full services throughout the agreement.

APPENDIX F: ACRONYMS

CYFSA	Child, Youth and Family Services Act
ESP	Education Success Plan
EQAO	Education Quality and Accountability Office
IEP	Individual Education Plan
IPP	Individual Pathways Plan
IPRC	Identification, Placement and Review Committee
JPSA	Joint Protocol for Student Achievement
OSR	Ontario Student Record
OSSLT	Ontario Secondary School Literacy Test
REACH	Realizing Educational Achievement for Children/Youth
SST	Student Success Teacher
TCA	Temporary Care Agreement



Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3
 (519) 756-6301 | granderie.ca | info@granderie.ca | Fax: (519) 756-9181

REACH Team - Education Success Plan (ESP)

Student Name:		OEN Number:	
School:		Date:	

Attendees Name:	Attendees Role:

Outline **1- 3 educational goals** and a **plan of action** to achieve the goals.

- Goals need to be specific, measurable, attainable, realistic and timely (SMART).
- Identify who/what actions need to be taken to support the goals.

Areas of Strength:

1.	
2.	
3.	

SUCCESS for Every Student

REACH Team – Education Success Plan (ESP)

Page 2

Areas of Need:

1.	
2.	
3.	

Goals:

Goal 1:	Plan of Action:	Who is responsible:
Goal: 2	Plan of Action:	Who is responsible:
Goal 3:	Plan of Action:	Who is responsible:

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Revised School and Community Violence Threat/Risk Assessment Protocol**
DATE: June 11, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive "Revised School and Community Violence Threat/Risk Assessment Protocol" as information.

Background

The School and Community Violence Threat/Risk Assessment (VTRA) Protocol was approved by Trustees in January 2013. The goal of the protocol is to reduce threats to the safety of students, parents, staff and other persons in the school community, arising from any behaviour engaged in by Grand Erie students on school property or in the community. Support for early intervention measures by Grand Erie staff and community partners mitigates violence in our schools and in the community.

Additional Information

Since the inception of this protocol, its use has increased significantly in our schools. Grand Erie administrators and social workers – trained in VTRA through Safe Schools-sponsored workshops by Kevin Cameron – work collaboratively to complete assessments, which become important components of suspension re-entry meetings, community crisis tables, and expulsion hearings.

The protocol is reviewed annually.

There were thirteen signatories on the original VTRA Protocol. For the current revision, there will be three signatories added, including the Brant Haldimand Norfolk Catholic District School Board.

The revised draft protocol is attached for review.

Next Steps

Grand Erie and the Brant Haldimand Norfolk Catholic District School Board will be hosting a protocol signing event at Walter Gretzky/St. Basil's on June 14.

The revised VTRA protocol will be shared with school administrators, PSSP staff, and protocol partners, and uploaded to the Grand Erie website.

Grand Erie Multi-Year Plan:

This report supports the Equity indicator of Success for Every Student and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Wayne Baker
Superintendent of Education

Grand Erie District School Board and Brant Haldimand
Norfolk Catholic District School Board

A School and Community Protocol for Violence Threat Risk Assessment and Intervention

~~A Collaborative Community Response to Student Threat Making
Behaviour~~

2nd Edition

Revised: May 2018

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School and Community Violence Threat Risk Assessment and Intervention Protocol

Rationale

The Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board's shared vision is to engage, support and inspire all learners to achieve and succeed. Safety in schools is fundamental to learning and well-being for all students. The Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board are both committed to creating and maintaining safe, caring, and accepting school environments.

As a result, the Boards will respond to all student behaviours that pose a potential risk to other students, staff, and members of the school community through the process of violence threat risk assessment.

The effective implementation of the Violence Threat Risk Assessment Protocol will support collaborative planning to prevent traumatic events. In addition, the timely sharing of information about students at risk for violence towards self and/or others will ensure that supportive plans are put in place for the student and school community.

The goal of this protocol is to remove, or reduce as far as possible, any threats to the safety of students, parents, school staff, other persons, the school, or other buildings or property, arising from any actions, physical or verbal behaviour engaged in, by students or their peers on school property or in the community. It is hoped that support for early intervention measures by the Grand Erie District School Board, the Brant Haldimand Norfolk Catholic District School Board and community partners will both reduce and prevent violence in our schools and in the community.

Vision

Violence Prevention in our schools and neighborhoods is a community responsibility. All partners are accountable and have a shared obligation to take active steps to prevent and reduce threats acts of violence in our schools and community. This means the timely sharing of information, advice, and support to assist in the prevention of violence.

What is Violence Threat Risk Assessment (VTRA)?

The assessment of violence, threat and risk is a team approach to identifying, evaluating and addressing potential threats from students toward other students, staff and parents within the school and community environment. The purpose of carrying out a violence threat risk assessment is to ensure that those who have knowledge of the student carry out a careful analysis of the potential severity of the threat and determine an appropriate response to the threat-maker.

A multi-disciplinary assessment of student behaviour helps determine whether or not a student is moving on a pathway towards violence against him/herself or others, and creates an opportunity to intervene to decrease the risks identified. Through developing an individualized intervention plan, the underlying issues that have contributed to high-risk behaviour can be addressed.

Where a high risk is identified, a student may require further assessment from community professionals, including but not limited to, child protection agencies and medical practitioners.

Threat Assessment is the process of determining if a student actually poses a risk to the person(s) they have threatened.

A threat is when a person utters, writes, or communicates through technology a threat to harm or kill a person or persons. Typically, threat assessment occurs within a few hours of a threat being made. The timeliness of information gathering is essential and includes input from the student, family, peers, school staff, and the community agencies that may have access to information relevant to the threat being made.

Risk Assessment is the process of determining if a student of concern may pose a risk to self (e.g. suicide) or risk to some person(s) at some unknown period of time.

Typically risk assessment is a lengthier process that may involve a number of assessments, tests, and measures beyond the scope of the school-based multidisciplinary team. Consultation with the School Social Worker is required in order to request a Risk Assessment for a student.

High Risk Behaviour: When to Enact the Violence Threat Risk Assessment and Intervention Protocol:

Student behavior that poses a threat or risk to self or others can present in a variety of ways. Examples of high risk behaviours addressed in this protocol include, but are not limited to:

- Serious violence or violence with intent to harm or kill
- Indicators of suicidal ideation as it relates to fluidity (both homicidal and suicidal)
- Verbal/written threats to kill others (“clear, direct and plausible”)
- The use of technology to communicate threats to harm/kill others or cause property damage (e.g.: computer, cell phone)
- Possession of weapons (including replicas)
- Bomb threats (making and/ or detonating explosive devices)
- Fire setting
- Sexual intimidation or assault
- Ongoing issues with bullying and/or harassment
- Gang related intimidation and violence
- Hate incidents motivated by factors including, but not limited to; race, culture, religion, and/or sexual orientation
- Rehearsal behaviours or evidence of planning an attack

Students who have experienced ongoing harassment and/or bullying, or students who have a history of perceived victimization, may pose a risk to safety and could be considered for a Risk Assessment.

All behaviours that may *pose a risk or threat to others* are to be reported to the school administrator. This includes the behaviour of students, staff or community members.

Note: Students who are displaying self-harm behaviour and/or suicidal ideation *pose a risk to themselves*. This behaviour may *not* require enacting the threat/risk assessment protocol. Both the Grand Erie District School Board and the Brant Haldimand Norfolk Catholic District School Board have procedures for dealing with students who are expressing suicidal ideation. Consultation with parents, school Social Worker and/or community agencies is required to determine next steps for both assessment and intervention with students at risk of self-harm or suicide.

Any of the behaviours below may lead a school towards a process of threat/risk assessment and should be reported to school administration:

Worrisome Behaviours	High Risk Behaviours	Immediate Threat: Call 911
<p>Include but are not limited to:</p> <p>Violent Content:</p> <ul style="list-style-type: none"> - drawing pictures - writing stories/journals - vague threatening statements - unusual interest in fire - significant change in anti-social behaviour -suicidal ideation 	<p>Include but are not limited to:</p> <ul style="list-style-type: none"> - bomb threat plan - verbal/written plan to kill/injure - internet website threats to kill or injure self/others - fire setting - threatens violence -suicidal ideation -hate incidents and bullying -evidence of planning, rehearsal behaviours -gang related violence 	<p>Include but are not limited to:</p> <ul style="list-style-type: none"> - possession of a weapon or replica - plan for a serious assault - homicidal/suicidal behavior that threatens safety (fluidity) - fire setting

In the case of immediate threats and high risk behaviours, the **Violence Threat Risk Assessment (VTRA) and **Intervention Protocol** is to be initiated.**

Worrisome behaviour can be addressed through consultation with School Social Worker, Student Support Services and/or community professionals, Resource Team Meetings and case conferences. If a school administrator is uncertain as to whether or not to enact the Threat Assessment Protocol, a consultation with the School Social Worker or Safe Schools Team is recommended. If a Risk Assessment is required, contact the School Social Worker designated to the school. If staff from a community agency is concerned about worrisome behaviour, with consent, information can be shared with the school administrator who will determine appropriate next steps.

VTRA Reminders:

Students With Diverse Learning Needs and VTRA

The VTRA protocol will not necessarily be activated when students with diverse learning needs engage in threat making or aggressive behaviours typical to their baseline. In other words, if the person's conduct is consistent with their diagnosis or how they're known to typically present, then a VTRA response isn't required. However, if the student with diverse needs moves beyond their typical baseline—either a single incident or a slow-and-steady increase—and is engaged in high-risk behaviour it would warrant a VTRA response.

The role of the VTRA team is to determine why there was an increase in the baseline behaviour and whether the student poses a risk to self or others. The process of data collection and assessment is not modified other than to ensure the appropriate interviewing strategies are used for the student with diverse needs. Staff members from the school and Special Education staff who are responsible for program planning and service delivery must consult with the VTRA teams in these cases.

As a note of caution, sometimes school and community members may under react to a serious threat posed by a student with diverse needs. They may assume all of the behaviours are a result of their functional impairment rather than considering a student with diverse needs can move along “the pathway to justification” as well.

Early Elementary Aged Children and VTRA

When younger students engage in violent or threat related behaviour, developmental and exceptionality issues need to be taken into consideration. Generally speaking, most threat-related behaviour exhibited by elementary-aged students falls into the category of “worrisome behaviours.” However, just because a student is elementary age doesn't mean they can't pose a risk. If high-risk behaviours are identified, a VTRA protocol should be activated.

VTRA Trumps Suspension

In most cases, unless the individual of concern already poses an imminent or obvious safety concern such as brandishing a weapon, a Stage 1 VTRA should occur before suspension is considered. A suspension can unintentionally create the necessary context for a student who is already struggling with suicidal or homicidal ideation to take the final step, from planning to taking action. Therefore, it is important to ensure that steps are taken to complete a Stage 1 VTRA and ensure that the student is connected with healthy supports in the home and community.

Crisis and Trauma Management

Supporting Those Who May Be Impacted: The school administrator and the VTRA lead for the school are responsible for ensuring any possible victims of the threat are assessed and services are provided as necessary. The circumstances of the threat, whether directed towards one or more individuals, an entire class or the school population, will dictate how far reaching the intervention needs to be. The VTRA lead in consultation with the school administrators, should determine if crisis counselling or trauma follow up is needed to re-establish calm.

System Communications

Any communication regarding violence threat risk assessment situations are directed to the Communications Department for vetting and consultation.

Violence Threat Risk Assessment (VTRA) Team: The Threat Assessment Team:

The VTRA team is a multi-disciplinary team comprised of the School Administrator(s), School Social Worker and/or Behaviour Counsellor (Grand Erie), Child and Youth Worker, Resource Officer (Secondary School), or Police Services of jurisdiction, and Guidance Counsellor (Secondary school). Teachers and school staff who have knowledge of the student, but who are not trained in Violence Threat Risk Assessment (Level One), can also provide valuable information.

(see Appendix E for further information regarding training)

~~*In the case of elementary students, Police may be contacted to obtain background information as a part of data collection.~~

Community Partners: Where applicable, other members from the community may be involved in information sharing and planning (e.g. Police Services, Children's Aid Society, Youth Justice agencies, counselling agencies, public health units, hospitals). Agreements both formal and informal between the school boards and agencies exist to allow active collaboration and information sharing. This collaborative process will respect the individual's rights to privacy and the safety of all. Information sharing may take place at a community team meeting. Where there is acutely elevated risk, or threat to personal safety, consent is *not* required to share information relevant to the identified risk.

Community professionals who become aware of student behaviour that may pose a threat are encouraged to initiate the Violence Threat Risk Assessment and Intervention Protocol through contacting the Principal or designate at the school. Community tables in

Brantford, Six Nations, Haldimand and Norfolk may also recommend a VTRA on behalf of a student of concern. (See Appendix B: Community Teams)

Community agencies participating in a violence threat risk assessment on behalf of a student may be included in the development of an intervention plan. A review of the student's intervention plan may include the student, parent(s), school staff and community professionals, and will be initiated by the school administrator as required.

Non-Work Hour Cases

If information is received by a VTRA member regarding serious violence, weapons possession or a threat that is clear, direct and plausible during non-work hours for protocol partners, Police will be called. Steps will also be taken to assess the person of concern and the target(s) will be notified and protected as required. The site specific VTRA team members and Police will determine if team members need to assist beyond regular work hours or if the non-Police aspects of the case can wait until regular work hours. In many cases, evening or weekend incidents continue to escalate into the workplace, school or community. The school Boards will be notified about any potential VTRA situations by partner agencies.

Is a student making a threat, posing a threat or neither?

Anyone in a moment of emotion can deliver a threat (verbal, written, electronic) that sounds foreboding or sinister, however that does not mean that anybody who "makes" a threat actually "poses" a threat. This document outlines the data collection process used in order to assess and evaluate the level of threat as well as develop a plan to reduce identified risks. Part of the process is to evaluate the person making the threat in order to determine whether the student has the intention, the ability or the means to carry out the threat.

The Four-Pronged Assessment Model is used as a framework for evaluating a student in order to assess the intention, ability, and means to carry out a threat. Under each area there are a number of "warning signs" which can be observed to help facilitate a determination of level of threat. The four factors include: personality of the student, family dynamics, school dynamics and social dynamics. The Threat Assessment data collection form includes questions that guide information gathering pertaining to the four identified factors. (Appendix C)

Three Primary Hypothesis in Violence Threat Risk Assessment

1. Is it a conscious or unconscious "Cry for Help"?
2. Conspiracy of two or more: Who else knows about it? Who else is involved?
3. Is there any evidence of fluidity (flow between both suicidal and homicidal thoughts or actions)?

Information Sharing between Schools and Community Agencies

There are two main pieces of privacy legislation in Ontario. They are the PHIPA (Personal Health Information Protection Act, 2004) and the FIPPA (Freedom of Information and Protection of Privacy Act, 1990). In addition, both the Youth Criminal Justice Act (2002) and the Child and Family Services Act (1990) speak to information sharing on behalf of children and youth.

The general intent of access to information and protection of privacy legislation is to limit the sharing of personal information without the consent of the person. **Wherever possible and reasonable, consent should be obtained.** The individual should know what he/she is consenting to, and understand the consequences of the intended disclosure. The individual must be made aware that he/she can withdraw consent at any time by giving written or verbal notice.

Challenges to the privacy legislation through the Supreme Court of Canada resulted in the decision that in cases of potential imminent danger, **safety trumps privacy.**

Green Light	Yellow Light	Red Light
<p>Generally speaking, pursuant to freedom of information and privacy acts, relevant personal information CAN be shared under one or more of the following circumstances:</p> <ul style="list-style-type: none"> • with written consent • to avert or minimize imminent danger to the health and safety of any person • to report a child who might need protection under the Child and Family Services Act • by order of the court • to facilitate the rehabilitation of a young person under the Youth Criminal Justice Act • to ensure the safety of students and/or staff under the YCJA • to cooperate with a police and/or child protection investigation 	<p>Obtain more information and/or get advice from a supervisor, or the board lawyer in any of the following circumstances:</p> <ul style="list-style-type: none"> • consent is not provided or is refused but where there may be a health or safety issue for any individual or group(s) • to report criminal activity to the police • to disclose records • where there is a demand or request to produce information for a legal proceeding • when a professional code of ethics may limit disclosure 	<p>Information can NEVER be shared under any of the following circumstances:</p> <ul style="list-style-type: none"> • there is a legislative requirement barring disclosure • no consent is given and there is no need to know or overriding health/safety concerns • consent is given but there is no need to know or overriding health/safety concerns

Keeping Records and Statistics

The Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board will maintain records of threat/risk assessments through the generation of summary reports which will be shared with parents/guardians. Summary reports will be completed by the school Social Worker and/or the school administrator. Reports will be shared with community agencies with signed consent. Raw data collected will not be shared, and will be maintained in Social Work or Principal files at the Grand Erie District School Board.

For the purposes of expulsion hearings, the summary findings of a Violence Threat Risk Assessment will be shared with the Student Discipline Committee.

Each community partner is responsible for documenting and storing information as required by their own policy or legislation.

Review

The School and Community Violence Threat Risk Assessment and Intervention Protocol will be reviewed bi-annually by the Grand Erie District School Board, Brant Haldimand Norfolk Catholic District School Board and community partners. It is considered a living document and will be adjusted to accommodate new community partners and changes in process, policies and procedures.

Appendix A

Violence Threat Risk Assessment Quick Guide

Worrisome, high-risk and/or threatening behaviors are identified to the school Principal

↓
Immediate Threat: call 911
Review available facts with VTRA Team

Evidence Indicates VTRA is Required



STAGE 1: Data collection and immediate risk-reducing intervention

1. Make sure all students are safe. Contact Police.
2. Contact Threat Assessment Team: (Principal, Vice Principal, Social Worker, CYW, Guidance, Police, Children's Aid Society)
3. Determine if threat maker has access to weapons. (locker check, bedroom check)
4. Interview students and witnesses.
5. Notify the parents/guardians of students involved, Superintendent(s) and Safe Schools.
6. Refer to *Threat Assessment Report Form* to guide data gathering process.
7. Interview the student of concern after data has been gathered.
8. Review findings with Threat Assessment Team.
9. Develop a plan to mitigate risk and share with student, parent/guardians.



Risk is deemed high and requires further intervention



STAGE 2: Multidisciplinary Risk Evaluation

1. Conduct additional interviews as required.
2. Contact community partners for additional background information.
3. Arrange meeting (s) with school Threat Assessment Team and community partners, and parents/guardians.
4. Review findings and recommendations for further assessment and/or intervention. Consider needs of school community.
5. Develop an intervention plan involving school, family and community. Contact the student(s) parent(s) or guardian(s) to discuss the intervention plan.
6. Review the plan within 30 days.

Evidence Does *not* Support VTRA



Review concerns with school team, Social Worker
Contact parent to discuss next steps
Consult with community agencies
Referral to Resource Team
Referral to Community Team



Variable, low risk identified

Risk has been mitigated
School team will monitor plan
Plan is reassessed within 30 days.

Appendix B

Guidelines for Administrators: The Violence Threat Risk Assessment and Intervention (VTRA) Process

Step 1: Make Sure All Students Are Safe and Call Police (911)

- Appropriately monitor and/or detain the student(s) of concern until the police member of the team is present.
- Do not allow access to coats, backpacks, desks or lockers.
- Contact Superintendent(s) of Safe Schools and Family of Schools.
- Contact School Social Worker and Threat Assessment Team.
- Contact Resource Officer at Secondary School; if not available, keep him/her informed.

Step 2: Determine if the threat maker has access to the means (knife, gun, etc). School personnel are to check locker, backpack, clothing, work area, and/or desk to look for possible weapon(s). If there is any evidence of bombs or traps, contact Police immediately and do not search the locker.

Step 3: Interview witnesses including all participants directly and indirectly involved.

Step 4: Notify the Student's Parent(s) or Guardian(s) as well as the parent (s) or Guardian (s) of the intended target.

-explain the VTRA response is not intended to be disciplinary, rather, it is a collaborative process to review risk and ensure safety of all;

-explain the data collection is an important part of the VTRA process, and their perspective is integral to developing a plan of support for their child

-request that they come in to the school

-advise them that as per VTRA protocol, the Police may be informed about the situation, as they are part of the Threat Assessment Team

Remember to ask parent if the student has access to weapons, as well as ask them to check student's bedroom for evidence of planning.

For the parents or guardians of the student making the threat or the student who is the target, it is important to provide basic information about the incident and reassurance that steps are being taken to mitigate immediate risk. Ask the parent for their perspective on the incident, or any relevant information that may assist in the investigation. Keep in mind the information can sometimes leave them feeling fearful or traumatized. Therefore, any notification should be conducted with skill, compassion and planning.

Step 5: Initiate Data Collection with Team members.

Sources of Immediate Data may be obtained from multiple sources including:

- Reporter(s)
- The student who has made a threat
- Target(s)
- Witness(es)
- Teachers and other school staff (secretaries, teacher assistants, bus drivers)
- Friends, classmate, acquaintances
- Parents/caregivers (Call both parents. Ask them to do a bedroom check.)
- Current and *previous* school records (Call the sending school.)
- Police record check
- Check the student(s) locker, desk, backpack, recent text books/ assignment binders, cars, etc.
- Activities: Internet histories, diaries

Determine who will interview which parties and who will be responsible for which tasks. Ensure team members have a copy of the Threat Assessment Form to record information.

Interviewing the Threat Maker:

When possible, interview the threat maker(s) or student(s) of concern **after** the initial data is collected—locker check, interviewing the person who reported the threat, interviewing potential targets or witnesses and background checks with Police and relevant partners. These will provide the interviewers with the comprehensive data needed to develop case-specific hypotheses and verbatim questions that can be asked in a strategic VTRA interview.

No more than two people should be present when interviewing the threat maker—one of whom must be a clinician or counselling team member. It's important to consider and explore all relevant aspects of the threat maker's life using the Stage 1 Report Form (see "Appendix C").

Community Agencies: Other agency partners may be involved in the process as consultants to the school/police Threat Assessment Team. Agencies may be sources of

initial data relevant to the case at hand, based on past or current involvement. Beyond initial school/police data collection, agencies may require a signed release form in order to share further information or physically join the team.

Determine which team member will contact community agencies. Some examples include but are not limited to:

- Children's Aid Society (Child Protection) for record check relevant to the case at hand
- Family Doctor/Specialist/Mental Health Nurses
- St. Leonard's' Community Services
- Youth Probation Services
- Haldimand Norfolk REACH/Woodview Mental Health and Autism Services
- Contact Agencies (i.e.: Contact Haldimand-Norfolk, Contact Brant)
- Hospitals, Public Health Units
- Domestic Violence Agencies

The questions in the Threat Assessment Profile are offered to guide the threat assessment process. The purpose of this process is to determine whether a student poses a threat to the safety of others. Does the student appear to have the resources, intent and motivation to carry out the threat? Is there evidence of attack-related behaviours that suggest movement from thought to violent action?

Document and discuss all warning signs that apply.

The Four-Pronged Assessment Model is used as a framework for evaluating a student in order to assess the intention, ability, and means to carry out a threat. Under each area there are a number of "warning signs" which can be observed to help facilitate a determination of level of threat. The four factors include: personality of the student, family dynamics, school dynamics and social dynamics. The Threat Assessment data collection form includes questions that guide information gathering pertaining to the four identified factors. (Appendix C)

Step 6: Review Findings with the Violence Threat Risk Assessment Team

Convene the Threat Assessment Team and discuss all relevant information regarding the student. As a team, ask the question: *"To what extent does the student pose a threat to school/ student safety?"* "Do they pose a threat to themselves or someone outside the school (i.e. family)?"

Variable/Low Level of Concern:

- Risk to the safety of target(s), students, staff, and school is minimal.
- Threat is vague and indirect.

- Information contained within the threat is inconsistent, implausible or lacks detail; threat lacks realism.
- Available information suggests that the person is unlikely to carry out the threat or become violent.
- Typical baseline behavior
- **Note:** Categorization of low risk doesn't imply no risk. Rather, it indicates the individual is at little risk for violence and monitoring the concern is appropriate.

Medium Level of Concern:

- The threat could be carried out, although it may not appear entirely realistic. Violent action is possible.
- Threat is more plausible and concrete than a low level threat. Wording in the threat and information gathered suggests that some thought has been given to how the threat will be carried out (i.e.: possible place and time).
- No clear indication that the student of concern has taken preparatory steps (i.e.: weapons seeking), although there may be ambiguous or inconclusive references pointing to that possibility. There may be a specific statement seeking to convey that the threat is not empty. "I'm serious!"
- There are moderate or lingering concerns about the student's potential to act violently.
- Increase in baseline behavior.

High Level of Concern:

- The threat or situation of concern appears to pose an imminent and serious danger to the safety of others.
- Threat is specific and *plausible*. There is an identified target. Student has the *capacity* to act on the threat.
- Information suggests concrete steps have been taken toward acting on threat. For example, information indicates that the student has acquired or practiced with a weapon or has had a victim under surveillance.
- Information suggests legitimate concern about the student's potential to act violently.
- Significant increase in baseline behavior

Step 7: Decide on a Course of Action

With the input of the **Violence Threat Risk** Assessment Team members, decide on a course of action. If there is a low to medium level of concern, the student can likely be managed at school with appropriate (increased) supervision.

Variable to Medium Level of Concern

Implement the Intervention Plan. (*Most students can be managed at school with interventions.*)

Medium to High Level of Concern

The Threat Assessment Team has determined that further medical/psychiatric/family assessment is needed.

If there is imminent danger, call 911 (i.e. a gun is found)

A Stage Two Violence Threat Risk Assessment is recommended. This means that a longer term intervention plan needs to be developed in order to mitigate risk. This will require involvement of the multi-disciplinary team, and both school and community partners. Stage One Interventions will continue until the Stage Two Assessments have been completed.

Step 8: Develop an Intervention Plan

Use the VTRA Intervention Planning Worksheet to address all concerns identified during the Violence Threat Risk Assessment (Stage One or Two) to help create a plan to mitigate risk. (Appendix D) Best practice is to schedule a follow up meeting within a 30 day time frame to review the intervention plan.

To reflect the level of risk and corresponding intervention plan, a summary report form will be completed by the school Social Worker and/or the school administrator. This report will be signed by both the author of the report along with the school administrator. A copy of the summary report will be provided to parents. The summary report will also be stored in the student's Ontario Student Record and a copy sent to Superintendent of Education responsible for Safe Schools for tracking purposes.

Appendix C

Violence Threat Risk Assessment Report Form

(Note: For raw data collection only: store in Principal file or Social Work file. Do not place in O.S.R.)

Student: _____ School: _____

DOB: _____ Grade: _____ Age: _____

Parents Name: _____

Date of Incident: _____

Three Primary Hypotheses in Violence Threat Risk Assessment:

One: Is it a conscious or unconscious “cry for help”?

Two: Conspiracy of two or more: who else knows about it? Who else is involved?

Three: Is there any evidence of fluidity?

Series I Questions (The Incident)	Notes: Indicate author/interviewer
Where did the incident happen & when?	
How did it come to the interviewee's attention?	
What was the specific language of the threat, detail of the weapon brandished, or gesture made? Was there stated: Justification for the threat? Means to carry out the threat? Consequences weighed out? Conditions that could lower risk?	
Who was present & under what circumstances did the incident occur?	
What was the motivation or perceived cause of the incident?	
What was the response of the target (if present) at the time of the incident?	

What was the response of others who were present at the time of the incident? Did they add to or detract from the Justification Process?	
Series II Questions (Attack-Related Behaviours)	Notes: Indicate author/interviewer
Has the student sought out information consistent with their threat making or threat related behaviour?	
Have there been any communications suggesting ideas or intentions to attack a target currently or in the past?	
Has the student attempted to gain access to weapons or do they have access to the weapons they have threatened to use?	
Have they developed a plan & how general or specific is it? (time, date, identified target selection, site selection, journal of justifications, maps & floor plans)	
Has the student been engaging in suspicious behaviour such as appearing to show an inordinate interest in alarm systems, sprinkle systems, video surveillance in school or elsewhere, schedules & locations of police or security patrol?	
Have they engaged in rehearsal behaviours, including packing or brandishing fake but realistic looking weapons, air rifles, pistols, or engaged in fire setting? (I.e. Lighting fire to cardboard tubes cut & taped to look like a pipe bomb, etc)?	
Is there any evidence of attack related behaviours in their locker (back pack, car trunk, etc) at school or bedroom (shed, garage, etc) at home?	

Have others been forewarned of a pending attack or told not to come to school because “something big is going to happen?”	
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Series III Questions (The Threat Maker/Subject)	Notes: Indicate author/interviewer
Does the student have a history of violence or threats of violence?	
Does the student appear to be more: a) Traditional Predominately Behavioural Type b) Traditional Predominately Cognitive Type? (Puppetmaster) c) Mixed Type? d) Non-Traditional?	
If yes, what is the frequency, intensity & recency (FIR) of the violence? Has there been an increase in baseline behavior?	
Does the student have a history of perceived victimization?	
What has been their past human target selection?	
What has been their past site selection?	
Do they have a history of depression or suicidal thinking/behaviour?	
Is there evidence of fluidity (i.e. both suicidal and homicidal thoughts)?	
Does the student use drugs or alcohol?	
Where does the student see themselves within the power structure of their class, school and community?	

Series IV Questions (The Person/Target)	Notes: Indicate author/interviewer
Does the person targeted have a history of violence or threats of violence?	

If yes, what is the frequency, intensity & recency (FIR) of the violence?	
What has been their past human target selection?	
What has been their past site selection?	
Is there evidence the person being targeted has instigated the current situation?	

Draft

Series V Questions (Peer Dynamics)	Notes: Indicate author/interviewer
Are others involved in the incident that may intentionally or unintentionally be contributing to the justification process?	
Who is in the student's peer structure & where does the student fit (i.e. leader, co-leader, and follower)?	
Is there a difference between the student's individual baseline & their peer group baseline behaviour?	
Who is in the target's peer structure & where does the target fit (i.e. leader, co-leaders, and follower)?	
Is there a peer who could assist with the plan or obtain the weapons necessary for an attack?	

Series VI Questions (Empty Vessel)	Notes- Indicate author/interviewer
Does the student of concern have a healthy relationship with a mature adult?	
Does the student have inordinate knowledge or interest in violent events, themes, or incidents, including prior school based attacks?	
How has the student responded to prior violent incidents (local, national, etc)?	
What type of violent games, movies, books, music, Internet searches, does the student "fill" themselves with?	
Is there evidence that what they are filling themselves with is influencing their behaviour? (Imitators vs. Innovators?)	
What related themes are present in their writings, drawings, etc?	
Is there evidence of fluidity and/or religiosity?	

Series VII Questions (Contextual Factors)	Notes: Indicate author/interviewer
Has the student experienced a recent loss, such as death of a family member or friend, recent break up, rejection from a peer or sports team?	
Have his/her parents just divorced or separated?	
Is she/he the victim of child abuse, either currently or in the past?	
Has he/she recently had an argument or "fight" with a caregiver?	
Has he/she recently been suspended or charged with an offence?	
Is the place where he/she has been suspended likely to increase or decrease his/her level of risk?	
Is he or she being initiated into a gang?	

Series VIII Questions (Family Dynamics)	Notes: Indicate author/interviewer
How many homes does the student reside in (shared custody, goes back and forth from parent to grandparent's home)?	
Is the student connected to a healthy/ mature adult in the home?	
Who lives in the family home (full-time and part-time)? Has anyone entered or left the home who may be influencing the level of risk?	
Who seems to be in charge of the family and how often are they around?	

Has the student engaged in violence or threats of violence towards their siblings or parent(s), caregiver(s)? If so, what form of violence and to whom including Frequency, Intensity, Recency (FIR)?	
---	--

What is the historical baseline at home? What is the current baseline at home? Is there evidence of evolution at home?	
Are parents or caregivers concerned for their own safety or the safety of their children or others?	
Does the student's level or risk (at home, school, or the community) cycle according to who is in the home (i.e. the student is low risk for violence when his/her father is home but high risk during the times their father travels away from home for work)?	
Does the student have a history of trauma? Including car accidents, falls, exposed to violence, abuse, etc.	
Has the student been diagnosed with a DSM IV diagnoses (e.g. mental health diagnosis of Anxiety, Depression, ADHD)?	
Is there a history of mental health disorders in the family?	
Is the student involved with other community services?	
Is there a history of drug or alcohol abuse in the family?	
Do the parents or caregivers know what the contents of the bedroom are or is the bedroom off limits?	
Are there indicators of domestic violence?	

*** consider including a genogram on the back of this document*

VTRA Intervention Planning Worksheet**Student:****School:****Date:**

Risk Enhancer:	Intervention:	Lead Professional/Agency
1.		
2.		
3.		
4.		
5.		
6.		
7.		

Sample Intervention Plan

Disciplinary action taken: _____

- ☐ Intended victim warned and/or parents or guardians notified.
- ☐ Suicide assessment initiated on: _____ by _____
- ☐ Stage Two Violence Threat Risk Assessment Initiated
- ☐ Contract not to harm self or others created (please attach).
- ☐ Alert staff and teachers on a need-to-know basis.
- ☐ Daily or weekly check-in with (Title/Name).
- ☐ Travel card to hold accountable for whereabouts and on-time arrival to destinations.
- ☐ Backpack, coat, and other belongings check-in and check- out by:
- ☐ Late Arrival and/or Early Dismissal
- ☐ Increased supervision in these settings.
- ☐ Modify daily schedule by:
- ☐ Safety Plan (attach as required)
- ☐ Intervention by Support Staff
- ☐ Identify precipitating/aggravating circumstances, and intervene to alleviate tension.
Describe:
- ☐ Drug and or alcohol intervention with: _____
- ☐ Referral to school Resource Team and/or Student Support Services.
- ☐ If Special Education student, review IEP goals and placement options.
- ☐ Review community-based resources and interventions with parents or caretakers.
- ☐ Obtain permission to share information with community partners such as counsellors and therapists.

- ☐ Present student and/or family at a Community Team Meeting

PARENT/ GUARDIANS

Parents agree to provide the following supervision and/ or intervention:

Parents:

Community Agency Support:

Violence Threat Risk Assessment Team Members:

Principal or Vice-Principal Date: _____

Signature: _____

Social Worker Date: _____

Signature: _____

School Resource Officer Date: _____

Signature: _____

Community Agency: Date: _____

Signature: _____

Parent/Guardian: Date: _____

Signature: _____

Monitor this Intervention Plan regularly and modify as appropriate. Ensure review within 30 days.

Appendix E

Violence Threat Risk Assessment- Summary Form

Date: _____

School: _____

Student Name: _____ Date of Birth: _____

Address: _____

Parent/Guardian Names: _____

Principal: _____

Referral Description:

Referred By: _____

School Resource Officer: _____

Team Members: _____

Assessment Rating:

Rating Rationale

☐ Low

☐ Medium

☐ High

Identify any protective (+) or risk (-) factors that would change the current level of risk:

Intervention Plan:

☐ Disciplinary Action Taken: _____

☐ Safety Plan: (attach) _____

☐ Further Assessment Recommended: _____

☐ Referral to Support Staff: _____

☐ Community Referral/Consultation: _____

☐ Modified Day: _____

☐ Review I.E.P./Spec. Ed. Documents: _____

☐ Communication: _____

☐ Consent and Information Sharing: _____

☐ Other: _____

Principal: _____

Signature: _____

Social Worker: _____

Signature: _____

This report reflects the student's current level of risk at the time of the assessment. A reassessment can be initiated as requested or required by the school.

Copies: Parents/Guardian Superintendent Safe Schools (to be centrally stored) O.S.R.

Draft

Appendix F

Guiding Principles of **Violence Threat Risk Assessment**: Kevin Cameron

1. Serious violence is evolutionary and contextual: no one just “snaps”.
2. Violent incidents are most frequently planned and shared with others.
3. A common characteristic of an “offender” is that they are an “empty vessel”.
4. There are predictable time frames for threat making behaviour.
5. Assessment of a student’s behaviour must be a multi-dimensional approach.

Definitions

Baseline Behaviours: To determine baseline behaviour, ask the question, “Is this behaviour typical for this individual?” If the behaviour is typical, then that serves as the baseline for future reference. If the behaviour is not typical, or if a deviation from a previously identified baseline is observed, then evolution can be inferred.

Community Teams: Community teams, or “crisis tables” represent community agencies who meet as a team to review individuals and families in the community who are at an “acutely elevated risk”. The teams are in place to provide immediate response to individuals and families through community collaboration.

Empty Vessels: A person who is not connected to a healthy mature adult will search for people or things to identify with. A person who feels empty will try to fill themselves with something. In Threat/Risk assessment, the question is “What are they filling themselves up with?”

High Risk Behaviours: Words or actions that express a potential intent to do harm or act out violently against someone or something. “High Risk” behaviours include but are not limited to: interest in violent content, unusual interest in setting fires, an escalation of physical aggression, significant change in anti-social behaviour, unusual interest in or possession of a weapon or replica, bomb threats, threatened violence, electronic threat to be violent or kill or cause injury to self and/or others.

Immediate Threat: In this case always call “911” and then contact the school administrator or designate. The school will also contact their school Superintendent as well as make contact with the Superintendent of Safe Schools. The Principal can then activate a Threat Risk Assessment.

Open vs. Closed System: a school system that is naturally open is one where the leadership openly shares information relevant to each level of the system and all levels of

the system openly share information with the leadership. A closed system is one where there is a lack of information flow between the levels of the system.

Threat: Is the expression of intent to do harm or act out violently against someone or something. Threats can be spoken, written or symbolic and can be classified as direct, indirect, veiled or conditional.

Violence Threat Risk Assessment Training, Level One: Is the training that forms the basis of this protocol. Developed by Kevin Cameron, of the Canadian Centre for Threat Assessment and Trauma Response, Level One training educates participants about the concepts behind the protocol as it relates to addressing violence and threat/risk behaviour. It is recommended that team members participating in Threat/Risk Assessment have taken Level One training, if available.

Worrisome Behaviour: Those behaviours that cause concern and may indicate that a student is moving toward a greater risk of violent behaviour. These behaviours include but are not limited to drawing pictures that contain violence, writings that contain violence, making vague or generalized statements about violence towards others that do not constitute a threat as defined by law. However, the nature of the threat may cause concern for some members of the school community because of their violent content.

The majority of high risk behaviour, from Junior Kindergarten to Grade 12, falls into this category. All worrisome behaviours must be communicated to the Principal and/or a community agency for consultation. In these cases, a threat/risk assessment may not be initiated. The Principal consults with another professional who knows the student or the community agency and will decide whether or not a threat/risk assessment needs to be activated. In many cases, follow up on worrisome behaviour results in good intervention measures. There are also cases where “a little data leads to a lot” and what seems like a minor case can quickly evolve into a formal threat/risk assessment.

Acknowledgements

This protocol has been adapted from the works of Kevin Cameron, Executive Director of the Canadian Centre for Violence Threat Risk Assessment and Trauma Response. In addition, protocols from Elk Island Catholic Schools, Waterloo Region District School Board, Halton District School Board, and Limestone District School Board were referenced to help create the current version of the Grand Erie District School Board and Brant Haldimand Norfolk Catholic District School Board protocol.

References:

Canadian Centre for Violence Threat Risk Assessment and Trauma Response and Violence Threat Risk Assessment Level One Training Guide, Fourth Edition, 2011.

Community Protocol for Violence Threat Risk Assessment (V.T.R.A.) and Intervention, Ninth Edition, January 2011.

Elk Island VTRA Protocol: Working Together to Keep our Communities Safe, August 2017

Halton Community Violence Threat Risk Assessment (V.T.R.A.) Protocol, 2013.

A Community Threat Assessment Protocol: A Collaborative Response to Student Threat Making Behaviours, February, 2011. Limestone District School Board and Partners.

A Community Threat Risk Assessment Protocol: A Collaborative Community Response to Student Threat Making Behaviour, December 2011. Waterloo Region District School Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business
RE: **FT5 – Pupil Accommodation Reviews**
DATE: June 11, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy FT5 – Pupil Accommodation Reviews to all appropriate stakeholders for comments to be received by November 2, 2018.</p>
--

Background

Policy FT5 – Pupil Accommodation Reviews was approved by the Board in November 2016 and due to a revised Ministry of Education Pupil Accommodation Guideline released in April 2018, has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Communication Plan

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business



Pupil Accommodation Reviews

Board Received: _____ Review Date: _____

Policy Statement

The Grand Erie District School Board is responsible for the development of viable solutions for pupil accommodation that support student achievement and well-being.

The Board is responsible for:

- Developing a long term capital and accommodation plan informed by relevant data and information from municipal governments and community partners.
- The provision of appropriate accommodation for all students
- The operation and maintenance of school buildings in an effective and efficient manner, consistent with available funding.
- Providing the opportunity for community feedback.

1.0 Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Improving student accommodation and program
 - Community feedback
 - Policy is followed

2.0 Criteria for the Initiation of an Accommodation Review

A school or group of schools may be designated for an accommodation review if:

1. the school(s) are no longer a viable operating unit from a program or administrative perspective.
2. a school is not organized as a JK-8 school.
3. there is excess capacity in other schools that may accommodate the students.
4. a school is below 75% of its rated capacity.
5. the physical condition of the school building is deteriorating such that the facility condition index (FCI) of the school is greater than the Board average FCI.
6. the student population in a school area is projected to decline or there is no projected growth for a school that is below 75% of its rated capacity.

3.0 Board Planning for Quality Accommodations

The board Quality Accommodations Committee as established in Bylaw 8 is tasked with responsibility for the review of demographic data, enrolment projection data and relevant information from local municipal governments; identification of capital needs; development of accommodation strategies that support student achievement and well-being. The committee will make recommendations to the board for consideration of an accommodation review on the basis of the above criteria and other relevant information available to the committee.

4.0 Establishing an Accommodation Review

Informed by the Quality Accommodations Committee recommendations, Grand Erie District School Board Senior Administration will develop an initial accommodation report, on the ministry-approved template, to be presented to the Board of Trustees for approval. This report includes information from municipal government and community partners prior to the commencement of the review including any confirmed interest in using the underutilized space.

The report will include:

- 1 accommodation issue(s) for each school under review
- 2 ~~one or more options to address accommodation needs~~
- 3 a recommended ~~option~~ scenario
- 4 at least two alternative scenarios which could include the status quo
- 5 where students would be accommodated
- 6 any changes to existing facility(ies)
- 7 any program changes required as a result of the proposed option(s)
- 8 changes to student transportation as a result of the proposed option(s)
- 9 new capital investment required and how it would be funded as well as a proposal on how students would be accommodated if funding does not become available
- 10 any relevant information obtained from municipalities and other community partners prior to the commencement of the pupil accommodation review, including any confirmed interest in using the utilized space
- 11 timeline for implementation for each recommended and alternative accommodation scenario

The recommended and alternative accommodation scenarios included in the initial staff report will address the following four impacts:

- impact on student programming;
- impact on student well-being;
- impact on school board resources; and
- impact on the local community

In addition, if there are any schools involved in the review that are eligible to receive support from the Rural and Northern Education Fund (RNEF), the initial staff report must also address the impact on the local economy using the ministry-approved economic impact assessment template.

The initial report and School Information Profiles (SIPs) will be made available to the public and posted on the Board's website following the decision to proceed with a pupil accommodation review by the Board of Trustees.

5.0 Consultation

Following Board approval to move forward with an accommodation review, consultation will be done with affected single, lower and upper-tier municipalities as well as other community partners that expressed an interest prior to the accommodation review to discuss and comment on the recommended and alternative scenarios in the staff report.

Within five business days of the Board of Trustees' approval a written notice will be sent to municipalities and community partners to solicit their comment on the staff report. Feedback must be received before the final public meeting. Invitations will be sent to the elected Mayor, Chair, and to the Chief Administrative Officer, City Manager or equivalent for the affected single, lower and upper-tier municipalities.

Efforts to meet with affected municipalities, as well as other community partners, prior to an accommodation review must be documented and any relevant information from this meeting must be part of the final staff report to Trustees.

Notification will also be sent to Director of Education of our coterminous school boards and to the Assistant Deputy Minister of the Financial Policy and Business Division of the Ministry of Education.

6.0 The Accommodation Review Committee (ARC)

The Board of Trustees will appoint an Accommodation Review Committee (ARC). The first meeting of the ARC will be no less than ~~thirty~~ forty (40) calendar days from the date of Board approval of an accommodation review

It is the role of the ARC to represent the school(s) under review and act as the official conduit for information shared between the Board and the school communities. The ARC may comment on the initial staff report and may, throughout the pupil accommodation review process, seek clarification of the initial staff report. The ARC may provide other accommodation options than those in the initial staff report; however, it must include supporting rationale for any such option.

The ARC members do not need to achieve consensus regarding the information provided to the Board of Trustees.

The school board's staff resources assigned to the ARC are required to compile feedback from the ARC as well as the broader community in the Community Consultation section of the final staff report to be presented to the Board of Trustees.

6.1 Membership of the ARC

1. The Superintendent of Schools will facilitate ARC meetings
2. one parent/guardian representative appointed by the School Council of each school involved in the study
3. Two Trustees

Alternate members representing the broader community may be named at the beginning of the review process.

6.2 Resource staff to support the ARC

1. Principal of each school involved in the study
2. The Director of Education, Superintendent of Business, the Board's Planning Officer
3. Other Board staff as required

The ARC will be deemed to be properly constituted whether or not all of the listed members are willing and able to participate.

6.3 Role of Members

1. School council
 - Represent the views of the school community
 - Provide feedback
2. Trustees
 - Monitor the ARC progress
 - Act as a resource to the ARC
3. Superintendent of Education
 - Organizes and presents an orientation session to ARC members prior to the first meeting of the ARC
 - Facilitator
4. Principal
 - Act as a resource to the ARC

6.4 Terms of Reference and Mandate

The goal of the accommodation review process is to share relevant information and provide the opportunity for the school community and public to be heard. This process will have quality learning environments that support student achievement and well-being as its foundation.

The Accommodation Review Committee (ARC) will operate in accordance with all Board policies, procedures and by-laws and the Terms of Reference set out in Appendix A

6.5 Mandate

The ARC may comment and seek clarification on the staff report. The ARC will provide feedback on the staff report and may provide other accommodation option(s) that must include supporting rationale. The ARC members do not need to achieve consensus. Board staff will record feedback from the ARC and community which will be part of the final report presented to the Board of Trustees. The ARC has no decision making power but its feedback will be used by the Board during its deliberations. The final decision regarding pupil accommodation rests with the Board of Trustees.

7.0 Meetings of the ARC

1. Where possible meetings of the ARC will be held in schools within the designated review area.
2. All ARC meetings will be open to the public.
3. All meetings will be publicized on the Board's website (granderie.ca), in appropriate local media and through the schools involved in the review.
4. Agendas and minutes of the ARC meetings and information relating to the review will be posted on Board's website.

5. All information shared, developed and discussed will be posted on the Board's website and available in printed form upon request through any of the schools involved in the study.

7.1 Committee Orientation Meeting

Prior to the first public meeting of the ARC, the Superintendent of Schools shall convene an Orientation Meeting for all committee members. The purpose of the orientation meeting is to prepare committee members for the work of the Accommodation Review Committee and include:

1. A review of the Accommodation Review Process and Policy
2. A review of the mandate, role and responsibilities, and procedures of the ARC.
3. Distribution of copies of School Information Profiles as reference materials for review by committee members prior to the first ARC meeting.

7.2 Public Meetings

The first meeting of the ARC, the committee will;

- Review this policy and terms of reference of the ARC (Appendix A)
- Explain the role of the members of the ARC
- Provide an overview of the ARC orientation session
- Explain the processes, timelines and expectations of the ARC
- Explain effective means of communication regarding the ARC
- Review staff report with recommended option(s)
- Review the School Information Profiles (SIP)
 - The SIP include data for each school which considers:
 - The value to the student
 - Its value to the school system
 - Impact on student programming;
 - Impact on student well-being;
 - Impact on school board resources; and
 - Impact on the local community
 - The SIP will be developed by school board staff for each school under review. (Appendix B)

The ARC will hold at least ~~two~~ **three** public meetings with the minimum of ~~forty~~ **sixty (60)** business days between the first and last meeting.

There will be an opportunity for public questions and feedback at each meeting.

- The committee will consider whether resource staff will be tasked with preparing responses to questions posed by the public in attendance or by later communication to the committee.

At least one meeting will be scheduled to hear delegations from the public

- Delegations wishing to speak to the Committee are required to submit their presentation by 4:00 p.m. two business days prior to the delegation meeting of the ARC. The presentation shall be in writing and include the name of the spokesperson

- The Committee, at its discretion, may hear delegations with less than the required notice if written submissions are available on the day of the meeting.
- The time allowed for presentations will not exceed ten (10) minutes
- The spokesperson shall confine his/her remarks to the subject matter of the presentation.
- The committee members may ask the spokesperson questions in order to clarify certain points.

8.0 Completing the Accommodation Review

Senior Administration will prepare a final report including:

- A Community Consultation section that contains feedback from the ARC and all public consultations ~~plus~~ as well as any relevant information obtained from municipalities and community partners prior to and during the accommodation review.
- A section that summarizes secondary school student feedback for pupil accommodations reviews involving one or more secondary schools.

The Board can approve none, some or all of the recommendations in the report from Senior Administration. The report will come to a Committee of the Whole and will be posted on the Board's website granderie.ca. If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The recommended and alternative scenarios must also include a proposed accommodation plan, prepared for the decision of the Trustees, which contains a timeline for implementation.

The final report must be publicly posted no fewer than ten (10) business days after the final public meeting.

The Board will refer the report from Senior Administration to the Committee of the Whole Board in the following month for debate and decision. The final decision will then be considered at the following Regular Board meeting. The decision of the Board of Trustees will be posted on the Board's website and made available at all schools in the review.

9.0 Delegations

The public will have the opportunity to make delegations to the Board of Trustees before the final Board decision either at a regular Committee of the Whole or Board meeting or if necessary at a Special Board meeting (Bylaw 11). Notification of delegation will be posted on Board's website, in appropriate local media and schools involved in the review.

From the posting of the final staff report, there must be no fewer than ten (10) business days before the public delegations.

There must be no fewer than 10 business days between public delegations and the final decision of the Board.

10.0 Modified Accommodation Review Process

In certain circumstances, where the potential pupil accommodation options available are deemed by the school board to be less complex and do not include one or more schools eligible to receive support from the ministry's Rural and Northern Education Fund (RNEF), school boards may find it appropriate to undertake a modified pupil accommodation review process.

The conditions for conducting a modified pupil accommodation review process are satisfying condition one and two or more of conditions two to five:

1. exclusion of any RNEF-eligible school in the accommodation review; and, either,
2. distance to the nearest available accommodation, or
3. utilization rate of the facility; or
4. number of students enrolled at the school; or
5. when a school board is planning the relocation (in any school year or over a number of school years) of a program, in the which the enrolment constitutes more than or equal to 50% of the school's enrolment (this calculation is based on the enrolment at the time of the relocation, or the first phase of a relocation carried over a number of school years).

10.1 Implementing the Modified Accommodation Review Process

Informed by the Quality Accommodations Committee recommendations, Grand Erie District School Board Senior Administration will develop an initial accommodation report, explaining the rationale for exempting the school(s) from the standard pupil accommodation review process, to be presented to the Board of Trustees for approval.

Within five business days of the Board of Trustees' approval a written notice will be sent to municipalities and community partners to solicit their comment on the staff report. Feedback must be received before the final public meeting. Invitations will be sent to the elected Mayor, Chair, and to the Chief Administrative Officer, City Manager or equivalent for the affected single, lower and upper-tier municipalities. The meeting between the school board and affected municipal partners must be scheduled to take place before the first public meeting.

Notification will also be sent to Director of Education of our coterminous school boards and to the Assistant Deputy Minister of the Financial Policy and Business Division of the Ministry of Education.

A minimum of one public meeting must be held. Following Trustee approval to conduct a modified pupil accommodation review, there must be no fewer than 40 business days before this public meeting.

The public meeting will be publicized on the Board's website (granderie.ca), in appropriate local media and through the schools involved in the review.

The initial staff report and SIPs will be made available to the public on the Board's website granderie.ca.

Following the public meeting, Senior Administration will prepare a final report including:

- A Community Consultation section that contains feedback from the ARC and all public consultations plus as well as any relevant information obtained from municipalities and community partners prior to and during the accommodation review.
- A section that summarizes secondary school student feedback for pupil accommodations reviews involving one or more secondary schools.

The Board can approve none, some or all of the recommendations in the report from Senior Administration. The report will come to a Committee of the Whole and will be posted on the Board's website granderie.ca. If a new school closure is introduced as part of any recommended or alternative scenario in the final staff report, then an additional public meeting must be held no fewer than 20 business days from the posting of the final staff report.

The recommended and alternative scenarios must also include a proposed accommodation plan, prepared for the decision of the Trustees, which contains a timeline for implementation.

The final report must be publicly posted no fewer than ten (10) business days after the final public meeting.

The Board will refer the report from Senior Administration to the Committee of the Whole Board in the following month for debate and decision. The final decision will then be considered at the following Regular Board meeting. The decision of the Board of Trustees will be posted on the Board's website and made available at all schools in the review.

10.2 Delegations for a Modified Pupil Accommodation Review

The public will have the opportunity to make delegations to the Board of Trustees before the final Board decision either at a regular Committee of the Whole or Board meeting or if necessary at a Special Board meeting (Bylaw11). Notification of delegation will be posted on Board's website, in appropriate local media and schools involved in the review.

From the posting of the final staff report, there must be no fewer than ten (10) business days before the public delegations.

There must be no fewer than 10 business days between public delegations and the final decision of the Board.

A review of the Grand Erie District School Board's accommodation review process may be sought through the Ministry of Education's Administrative Review of Accommodation Review Process.

Reference: Ministry of Education Pupil Accommodation Review Guideline April 2018
OASBO Best Practice Guide & Toolkit – Facilitation skills to encourage community involvement 2016



Appendix A

Terms of Reference Accommodation Review Committee

1.0 Statement of Purpose and Responsibility

The Grand Erie District School Board believes that there is connection between quality accommodations and student achievement. The Board is responsible for the efficient and effective use of our school buildings and will ensure that students are learning in a high quality environment that supports excellent program delivery.

An Accommodation Review Committee is constituted to provide advice to the Grand Erie District School Board on pupil accommodation matters for a school or group of schools. The context for the committee is the Board's intent to:

- provide appropriate accommodation that supports and enhances student achievement
- ensure the efficient use of its building consistent with available funding
- ensure that schools can provide viable organizational units
- find efficiencies that support sound budget practices
- have community input on accommodation decisions

The Board of Trustees will approve the creation of an accommodation review committee.

2.0 Committee Composition

An Accommodation Review Committee shall be comprised of:

- i. one representative appointed by the School Council of each school involved in the review
- ii. Two Trustees
- iii. Superintendent of Education as the facilitator

Board staff and Principals will be a resource to the committee as required.

3.0 Committee Operating Procedures and Scope

3.1 Prior to the first meeting of the ARC, members of the ARC will be invited to an orientation session that will describe the mandate, roles and responsibilities, and procedures of the ARC. Members of the ARC will also be provided with copies of the School Information Profiles as reference materials.

3.2 Minutes will be kept of all meetings.

3.3 Where possible meetings will be held in all schools in the review area.

3.4 The Superintendent of Education will facilitate the consultation

- 3.5 The committee will act in accordance with all Board policies, administrative procedures and by-laws.
- 3.6 There will a minimum of ~~two~~ **three** meetings
- 3.7 There shall be a minimum of ~~forty~~ **sixty** days between the first and last meeting of the committee. This shall not include summer vacation, Christmas and March Break and the adjacent weekends to these holidays.
- 3.8 The meetings of the ARC will include the sharing and consultation/discussion of the Board's data, ~~and at least one student accommodation option~~ **the recommended and alternative scenarios** developed by Senior Administration. The accommodation option(s) will address: where the students would be accommodated; required changes to facilities; program matters; transportation; and any related funding issues. Long-term enrollment data and partnership opportunities, where they exist, will also be presented. The Superintendent will present the School Information Profile for each school in the review area. Board staff will bring additional information during the review as requested by the ARC to support their work. Individual members cannot request additional information without the support of the ARC.
- 3.9 There will be an opportunity for public question and input at each meeting. The Superintendent of Education will submit a report to the Board from the consultation.
- 3.10 The committee may recommend accommodation options and capital investment consistent with the statement of purpose and responsibilities set out in part one of this document.
- 3.11 The ARC will be disbanded by the Board.

Appendix B

School Information Profiles

Administration will develop School Information Profiles (SIPs) as orientation documents to help the ARC and the community understand the context surrounding the decision to include the specific school(s) in a pupil accommodation review. The SIP provides an understanding of and familiarity with the facilities under review.

The SIP is expected to include data for each of the following two considerations about the school(s) under review:

- ~~The value to the student~~
- ~~Its value to the school system~~
- Impact on student programming;
- Impact on student well-being;
- Impact on school board resources; and
- Impact on the local community

A SIP will be completed by school board staff for each of the schools under review. The following are the minimum data requirements and factors that are to be included in the SIP:

Facility Profile

- School name and address.
- Site plan and floor plan(s) (or space template) of the school with the date of school construction and any subsequent additions.
- School attendance area (boundary) map.
- Context map (or air photo) of the school indicating the existing land uses surrounding the school.
- Planning map of the school with zoning, Official Plan or secondary plan land use designations.
- Size of the school site (acres or hectares).
- Building area (square feet or square metres).
- Number of portable classrooms.
- Number and type of instructional rooms as well as specialized classroom teaching spaces (e.g., science lab, tech shop, gymnasium, etc.).
- Area of hard surfaced outdoor play area and/or green space, the number of play fields, and the presence of outdoor facilities (e.g., tracks, courts for basketball, tennis, etc.).
- Ten-year history of major facility improvements (item and cost).
- Projected five-year facility renewal needs of school (item and cost).
- Current Facility Condition Index (FCI) with a definition of what the index represents.
- A measure of proximity of the students to their existing school, and the average distance to the school for students.
- Percentage of students that are and are not eligible for transportation under the school board policy, and the length of bus ride to the school (longest, shortest, and average length of bus ride times).
- School utility costs (totals, per square foot, and per student).

- Number of parking spaces on site at the school, an assessment of the adequacy of parking, and bus/car access and egress.
- Measures that the school board has identified and/or addressed for accessibility of the school for students, staff, and the public with disabilities (i.e., barrier-free).
- On-the-ground (OTG) capacity, and surplus/shortage of pupil places.

Instructional Profile

- Describe the number and type of teaching staff, non-teaching staff, support staff, itinerant staff, and administrative staff at the school.
- Describe the course and program offerings at the school.
- Describe the specialized service offerings at the school (e.g., cooperative placements, guidance counseling, etc.).
- Current grade configuration of the school (e.g., junior kindergarten to Grade 6, junior kindergarten to Grade 12, etc.).
- Current grade organization of the school (e.g., number of combined grades, etc.).
- Number of out of area students.
- Utilization factor/classroom usage.
- Summary of five previous years' enrolment and 10-year enrolment projection by grade and program.
- Current extracurricular activities.

Other School Use Profile

- Current non-school programs or services resident at or co-located with the school as well as any revenue from these non-school programs or services and whether or not it is at full cost recovery.
- Current facility partnerships as well as any revenue from the facility partnerships and whether or not it is at full cost recovery.
- Community use of the school as well as any revenue from the community use of the school and whether or not it is at full cost recovery.
- Availability of before and after school programs or services (e.g., child care) as well as any revenue from the before and after school programs and whether or not it is at full cost recovery.
- Lease terms at the school as well as any revenue from the lease and whether or not it is at full cost recovery.
- Description of the school's suitability for facility partnerships.

Each school under review will have a SIP completed at the same point-in-time, prior to the commencement of a pupil accommodation review for comparison purposes.

While the ARC may request clarification about information provided in the SIP, it is not the role of the ARC to approve the SIP.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: Brenda Blancher, Director of Education & Secretary
RE: **Bylaw 27 – Electronic Meetings**
DATE: June 11, 2018

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 27 – Electronic Meetings.
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Background

Bylaw 27 – Electronic Meetings was received in January 2015. Following the Governance Engagement initiated by the Ontario government in the fall of 2017, some changes were made to Ontario Regulation 463/97 – Electronic Meetings which has implications for Bylaw 27.

Draft revisions have been made for Trustee consideration and a revised Bylaw 27 is attached.

Communication

Bylaw 27 will be distribution in accordance with Bylaw 9.

Respectfully submitted,

Brenda Blancher
Director of Education & Secretary



BYLAW

BL27

Electronic Meetings

Board Received: June 25, 2018 Review Date: September 2022

1. Attendance

- a) At the request of any trustee or student trustee, the Board shall provide the trustee or student trustee with electronic means of participating in one or more meetings of the Board, or of a committee of the Board, including a Committee of the Whole Board, except where to do so would not comply with Item 2 below. The request should be made to the Director twenty-four (24) hours prior to the scheduled meeting.
- b) At every meeting of the Board or Committee of the Whole Board, the following persons shall be physically present in the meeting room:
 - i) the Chair of the Board or designate, subject to item 1. d),
 - ii) at least one additional Trustee of the Board, and
 - iii) the Director of Education of the Board or designate.
- c) At every meeting of a committee of the Board, except a Committee of the Whole Board, the following persons shall be physically present in the meeting room:
 - i) the Chair of the Committee or designate, subject to item 1. d) and
 - ii) the Director of Education of the Board or designate.
- d) Board and Committee Chairs may be permitted to preside over meetings electronically if any of the following applies:
 - i) The distance from the chair's current residence to the meeting location is 200km or greater; or,
 - ii) Weather conditions do not allow the chair to travel to the meeting location safely; or,
 - iii) The chair cannot be physically present at a meeting due to health-related issues.
- e) No more than half of Board or Committee of the Whole Board meetings in a 12-month period, beginning December 1, can be chaired electronically.
- f) A Trustee or Student Trustee of the Board who participates in a meeting through electronic means shall be deemed to be present at the meeting.

2. Participation of Trustees and Student Trustee(s)

- a) Electronic means shall permit the Trustee or Student Trustee to hear and be heard by all other participants in the meeting.
- b) The electronic means shall be provided in such a way that the rules governing conflict of interest of members are complied with.
- c) Student Trustees who are participating through electronic means shall be directed to hang up prior to the portions of the In Camera session to which they may not participate.

3. Security

- a) All participants in In Camera session must ensure that they have a private and confidential connection.
- b) All participants must guarantee that privacy can be maintained during in-camera sessions.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO6 – Student Suspensions**
DATE: June 11, 2018

Recommended Actions: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the changes to “SO6 – Student Suspensions”.

Recommended Actions: Moved by _____ Seconded by _____
THAT Bylaw 9 be waived with respect to circulating SO6 for comment.

Background

SO6 – Student Suspensions was approved by Trustees in June 2015 and is scheduled for review in September 2019.

Additional Information

Ontario’s Cannabis Act (2017) dictates changes to the Education Act, that will also have to be reflected in SO6. Specifically, section 306 of the Education Act now includes cannabis-related reasons for suspension.

Coincidentally, a group of Grand Erie school administrators has been working to streamline the reasons for suspension; specifically, the group was disaggregating two generalized, and much overused, reasons for suspension: “Any act considered by the principal to be injurious to the moral tone of the school.” and “Any act considered by the principal to be injurious to the physical or mental well-being of any member of the school community.”

The group is now finished its work, which has been approved by Executive Council. This is an opportune time to incorporate the working group’s revisions with the Education Act changes.

Recommendation

Bylaw 9 states that “The draft policy shall be circulated to all stakeholders for a minimum of 60 days for input.” Executive Council is recommending that the period of circulation be waived in this case. First, the change to SO6, while significant, is limited in scope; all processes related to suspensions remain the same. Secondly, in order for the policy change to be in place for September 2018, the I.T. department will require time during the summer to complete their work; a 60-day circulation period will preclude this happening.

Grand Erie Multi-Year Plan:

This report supports the environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Student Suspensions

Board Received: June 22, 2015 Review Date: September 2019

Policy Statement:

The Grand Erie District School Board will create a safe, caring and accepting school environment by supporting the use of positive practices, as well as consequences for inappropriate behaviour, including student suspension.

Accountability:

1. Frequency of Reports – Annual
2. Criteria for Success – Enhanced student safety
– Increased opportunity for students to continue their education
– Improved student performance

Procedures:

This document outlines the procedures and process which may result in the suspension of a pupil or the appeal of a suspension. It has been created in accordance with the Education Act, the Education Amendment Act, Progressive Discipline and Safety, 2007 and Regulation 472/07.

A principal's investigation of an incident should include consultation with the parent/guardian and the pupil involved (or the adult pupil). [As per PPM 141, an adult pupil is a student who is eighteen (18) years of age or older or a sixteen (16) or seventeen (17) year old student who has withdrawn from parental control.] If it is determined that a pupil has committed one or more infractions outlined below on school property, during a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate, a principal will consider whether that pupil should be suspended. Mitigating and other factors must be taken into account.

The principal will also contact the police, consistent with the Police/Board Protocol, if the alleged infraction requires such contact. When in doubt, the principal will consult with his/her Superintendent of Education and/or Superintendent responsible for Safe Schools.

Circumstances in Which a Principal May Consider Suspending a Student:

1. Threatening to inflict serious bodily harm on another person;
2. Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
3. Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
4. Swearing at, or in reference to, a teacher or another person in a position of authority;
5. Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or any school-related activities;
6. Bullying, including cyberbullying;
7. Physical or verbal aggression;

8. Persistent opposition to authority;
9. Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
10. Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

The minimum duration of a suspension is **one (1) school day** and the maximum is **20 school days**.

Factors to Consider Before Deciding to Impose a Suspension

Before deciding whether to impose a suspension, or some other form of discipline, a principal will make every effort to consult with the parent/guardian and pupil involved (or adult pupil) to identify whether any mitigating and/or other factors might apply in the circumstances.

Mitigating Factors

The following mitigating factors shall be taken into account:

1. The pupil does not have the ability to control his/her behaviour.
2. The pupil does not have the ability to understand the foreseeable consequences of his/her behaviour.
3. The pupil's continuing presence in the school does not create an unacceptable risk to the safety of any person.

If a pupil does not have the ability to control his/her behaviour or does not understand the foreseeable consequences of his/her behaviour, alternative discipline and/or other interventions may be considered by the principal. If the pupil poses an unacceptable risk to the safety of others in the school, the principal will consult with his/her Superintendent of Education or Superintendent responsible for Safe Schools regarding appropriate accommodations and/or strategies that might be instituted to ensure the safety of staff and pupils.

Other Factors to be Considered

Where the pupil is able to control his/her behaviour and is able to understand the foreseeable consequences of his/her behaviour, the principal will consider whether the following factors mitigate the length of a suspension or the decision to apply a suspension as a form of discipline for the pupil:

1. The pupil's history.
2. Whether a progressive discipline approach has been used with the pupil.
3. Whether the activity for which the pupil may be or is being suspended was related to any harassment of the pupil because of his/her race, ethnic origin, religion, disability, gender or sexual orientation
4. How the suspension would affect the pupil's ongoing education.
5. The age of the pupil.
6. In the case of a pupil for whom an individual education plan has been developed,
 - i. whether the behaviour was a manifestation of a disability identified in the pupil's individual education plan,
 - ii. whether appropriate individualized accommodation has been provided, and
 - iii. whether the suspension or expulsion is likely to result in an aggravation or worsening of the pupil's behaviour or conduct.

Progressive Discipline

The principal shall review the following in the context of progressive discipline:

1. Whether the teacher, principal or designate has utilized early and/or ongoing intervention strategies to prevent unsafe or inappropriate behaviours, such as:
 - contact with the pupil's parent(s)/guardian(s);
 - oral reminders;
 - review of expectations;
 - written work assignments with a learning component;
 - assigning the pupil to volunteer services to the community;
 - conflict mediation and resolution;
 - peer mentoring;
 - referral to counseling.
2. Whether the principal has used a progressive discipline approach to address inappropriate behaviour for which a suspension could have been imposed, such as:
 - meeting(s) with the pupil's parent(s)/guardian(s), pupil, and principal;
 - referral of pupil to a community agency for anger management or substance abuse counselling;
 - detentions;
 - withdrawal of privileges;
 - withdrawal from class;
 - restitution for damages;
 - restorative practices; and/or
 - transfer.

In circumstances where one or more of the factors above mitigate the decision to apply a suspension as a form of discipline for the pupil, the principal may consider whether alternative discipline and/or other intervention is appropriate in the circumstances.

Consultation

Consultation must occur between the Principal and the Superintendent of Education before imposing a suspension of ten (10) days or longer. As well, before imposing suspensions of fifteen (15) days or longer, the Superintendent responsible for Safe Schools must also be consulted. In both circumstances, consultation must be regarding:

1. the investigation undertaken;
2. the circumstances of the incident;
3. whether or not one or more of the factors outlined above are applicable in the circumstances; and
4. the appropriate length of the suspension.

School Work

A pupil who is subject to a suspension of **under six (6) school days** must be provided with school work by school personnel to complete at home while serving the suspension.

In addition to receiving school work for the **first five (5) school days** of suspension, a pupil who is subject to a suspension of **over five (5) school days** must be offered a program through the Grand Erie Safe Schools Team.

Procedural Steps When Imposing a Suspension

Where a principal has determined that it is appropriate in the circumstances to impose a suspension, he/she shall take the following steps:

1. Within 24 hours of the decision, the principal must make all reasonable efforts to inform the parent/guardian (or adult pupil) of the suspension;
2. The principal must inform the pupil's teacher(s) of the suspension;
3. The principal, in conjunction with the pupil's teacher(s), must organize school work to be provided for the pupil to be completed during the duration of the pupil's suspension;
4. The principal invoking the suspension is responsible for the prompt written notification of the suspension to the parent/guardian (or adult pupil) and the Superintendent of Education;
5. The written notice of suspension will include:
 - a) The reason for suspension;
 - b) The duration of the suspension;
 - c) Information about the Grand Erie Safe Schools Program (GESSP), where the pupil is suspended for **six (6) or more school days**;
 - d) Information about the right to receive an informal review of the suspension by the Superintendent of Education and the right to appeal the suspension.
6. Every effort should be made to include the school work with the letter of suspension on the day the pupil is suspended if the letter is provided to the pupil to take home. If it is not possible to provide the letter because the pupil and parent/guardian are not available, the letter should be mailed, couriered, faxed or e-mailed to the home address that day and school work should be made available for pick-up from the school the following school day.
 - If notice is sent by mail or courier, it will be deemed to have been received on the fifth school day after it was sent.
 - If notice is sent by fax or e-mail, it is deemed to have been received the first school day after it was sent.

Grand Erie Safe Schools Program (GESSP)

Where a pupil has been suspended for **over five (5) school days**, the pupil will be provided with school work for the **first five (5) school days** and will be offered a Safe Schools Program.

A pupil cannot be compelled to participate in this program. Should the parent/guardian (or adult pupil) choose not to have the pupil participate, the pupil will continue to receive school work consistent with the pupil's program, to be completed at home for the duration of the suspension. This school work will be available at the school for pick-up during the suspension period.

A **Student Action Plan (SAP)** will be developed for every pupil subject to a suspension of six (6) or more school days who agrees to participate in a Grand Erie Safe Schools Program.

Agreement or refusal to participate in a GESSP may be communicated to the school orally by the parent/guardian (or adult pupil). Where the parent/guardian (or adult pupil) declines the offer to participate, the principal shall record the date and time of such refusal.

Planning Meeting

For pupils subject to a suspension **for over five (5) school days** school days who choose to participate in the GESSP, the principal of the school or designate will hold a planning meeting for the purpose of developing the SAP.

The parent/guardian and the pupil (where appropriate), (or adult pupil), as well as any appropriate teaching and support staff, including members of the Safe Schools Team, will be invited to participate in the planning meeting.

- The Principal will strive to schedule a planning meeting to occur **within three (3) school days** of the parent/guardian (or adult pupil) informing the school that the pupil will participate in a GESSP.
- If the parent/guardian (or adult pupil) is not available to participate in the planning meeting, the meeting will proceed and a copy of the SAP will be provided following the meeting.
- During the planning meeting the principal will review the issues to be addressed in the pupil's SAP.

Student Action Plan (SAP)

A pupil subject to suspension for **eleven (11) or more school days** will be provided with both academic and non-academic supports, which will be identified in the pupil's SAP. Pupils subject to a suspension of **fewer than eleven (11) school days** may be offered non-academic supports where such supports are appropriate and available.

1. The SAP will be developed under the direction of the principal with assistance from the Safe Schools Team.
2. The principal will make every effort to complete the SAP **within five (5) school days** of the parent/guardian (or adult pupil) informing the school that the pupil will participate in a GESSP.
3. This timeline will be communicated to the parent/guardian (or adult pupil).
4. Once completed, the SAP will be shared with the parent/guardian and the pupil (or adult pupil) and all necessary staff to facilitate implementation.
5. A copy of the SAP will be stored in the pupil's Ontario Student Record until such time as it is no longer conducive to the improvement of instruction of the pupil.
6. The SAP will identify:
 - a) the incident for which the pupil was suspended;
 - b) the progressive discipline steps taken prior to the suspension, if any;
 - c) any other disciplinary issues regarding the pupil that have been identified by the school;
 - d) any learning needs or other needs that might have contributed to the underlying infraction resulting in discipline;
 - e) any program(s) or service(s) that might be provided to address those learning or other needs;
 - f) the academic program to be provided to the pupil during the suspension period and details regarding how that academic program will be accessed by the pupil;
 - g) where the pupil has an IEP, information regarding how the accommodations/modifications of the pupil's academic program will be provided during the period of suspension;
 - h) the non-academic program and services to be provided to the pupil, if applicable, during the suspension and details regarding how that non-academic program and those services will be accessed; and
 - i) the measurable goals the pupil will be striving to achieve during the period of suspension.

Re-Entry

Following a suspension of **six (6) or more school days**, a re-entry meeting will be held to provide positive and constructive redirection for the pupil. Where the pupil has participated in a long-term suspension program, the pupil's success in achieving the goals outlined in the SAP will be reviewed with the parent/guardian and pupil (or adult pupil). Further programs and services might be recommended by the principal for the purpose of achieving additional or greater success in meeting the goals outlined in the SAP.

Informal Review Process

An informal review by the Superintendent of Education may be requested by one of the designated parties - school principal and the parent/guardian (or adult pupil) - prior to an appeal. If, after consulting the Superintendent of Education, the party wishes to appeal the suspension under section 309 of the *Education Act*, the appellant must provide written notice of intention to appeal to the Director of Education **within ten (10) school days** of the commencement of the suspension.

A request for review does not stay the suspension.

Suspension Appeal Process

1. The Suspension Appeal shall be held in accordance with the *Education Act* and the Board's Suspension Policy and Procedures. All suspension appeals will be received by the Director of Education. Please note that:
 - a) An appeal of a suspension does not stay the suspension.
 - b) A person who intends to appeal a suspension must give written notice of the intention to appeal **within ten (10) school days of the commencement of the suspension.**
 - c) The Board must hear and/or determine the appeal within fifteen (15) school days of receiving the notice of intention to appeal unless the parties - school principal and parent/guardian (or adult pupil) agree to an extension.
2. Appeals of Suspensions will be heard by the Student Discipline Committee sitting as a committee of three (3) Trustees appointed by the Board. One of the appointed Trustees will be elected Chair of the Student Discipline Committee. Appeals will be scheduled by the Director of Education.
3. A suspension may be appealed by a parent/guardian (or adult pupil).
4. The Director of Education will act as Secretary to the Student Discipline Committee to facilitate the Appeal, ensure that a copy of the Principal's Report is forwarded to the Appellant prior to the Appeal and provided to the Student Discipline Committee at the beginning of the Appeal, and to ensure that any documents, reports and/or submissions prepared by the Appellant are provided to the Principal at the earliest opportunity and to the Student Discipline Committee at the beginning of the Appeal.
5. A lawyer or agent may represent the Appellant. Prior notice of a lawyer's or an agent's attendance at the Appeal must be provided to the Superintendent responsible for Safe Schools. If prior notice is not provided, the Suspension Appeal may be rescheduled by the Student Discipline Committee.
6. The Student Discipline Committee and/or the Principal may exercise the right to legal counsel.

7. The Principal will prepare a report summarizing the incident, the evidence relied upon and the rationale for discipline, including the pupil's disciplinary and academic history, any progressive discipline strategies that have been used and any mitigating and other factors that may be applicable.
8. When making its determination the Student Discipline Committee shall consider:
 - a) the Principal's Report and submissions;
 - b) the submissions and any other information provided by the Appellant; and
 - c) the analysis and application of the mitigating and other factors, which may or may not be applicable in the circumstances.
9. The Student Discipline Committee may give such directions or make such orders at a Suspension Appeal as it considers necessary for the maintenance of order at the Appeal. Should any person disobey or fail to comply with any such order or direction, the Committee or a member may call for the removal of that person from the hearing.
10. The Student Discipline Committee will wait for thirty (30) minutes after the time communicated for the commencement of the Suspension Appeal. If the Appellant(s) or their representative have not yet attended and notice that they may be late has not been provided, the Student Discipline Committee may proceed to hear the Appeal or dismiss the Appeal in their absence.
11. The Director of Education will invite the parties into the Student Discipline Committee meeting room and will introduce the parties to the Student Discipline Committee.
12. The Chair of the Student Discipline Committee will introduce the committee and indicate:
 - a) that they have been appointed by the Board to hear the matter;
 - b) that they are not connected as Trustees to the school in question;
 - c) that they have had no prior involvement with the matter that has come before them;
 - d) that this matter will be heard *In Camera* (in private); and
 - e) that the decision of the Discipline Committee is final.
13. The Chair of the Student Discipline Committee will call the Suspension Appeal meeting to order.
14. The Chair of the Student Discipline Committee will outline:
 - a) the process to be followed during a Suspension Appeal;
 - b) the matter on appeal before the Student Discipline Committee, including the Suspension that was imposed and the infraction for which the pupil was suspended.
15. The Director of Education will distribute copies of the Principal's Report and any documents submitted by or to be submitted by the Appellant to the Student Discipline Committee. The Student Discipline Committee may choose to have a brief recess in order to read the reports and documents.
16. The Appellant will be invited to make an oral presentation.
 - a) Trustees may ask questions of clarification through the Chair.
 - b) The Administration may ask questions of clarification through the Chair.
17. The Administration will be invited to make a presentation.
 - a) Either the Principal, the Superintendent of Education, or Superintendent responsible for Safe Schools will review the Report provided to the Student Discipline Committee and the

- Appellant, and provide any response to the Appellant's presentation.
 - b) Trustees may ask questions of clarification through the Chair.
 - c) The Appellant may ask questions of clarification through the Chair.
18. The Appellant will be invited to respond to the Administration's presentation, but only with respect to issues the Appellant has not previously addressed.
19. At the conclusion of both presentations, the Appellant and the Administration will be invited to make summary statements but may not introduce new issues. The Student Discipline Committee may choose to have a brief recess prior to hearing the summary statements.
20. Trustees may ask final questions of clarification.
21. The Chair of the Student Discipline Committee will explain that:
- a) all persons, except the Student Discipline Committee and the Secretary of the Board, will be asked to leave the room while the Student Discipline Committee deliberates and makes its decision;
 - b) The Student Discipline Committee will consider, based on the written and/or oral submissions of both parties, whether the decision to discipline and the discipline imposed was reasonable in the circumstances, and shall determine:
 - i. the Suspension was justified and should be upheld; or
 - ii. the Suspension was justified but that the number of days imposed was too many, in which case the Student Discipline Committee may reduce the length of the Suspension and amend the record of suspension accordingly; or
 - iii. the Suspension was justified, but that the record of Suspension be removed after a period of time if there are no further incidents requiring discipline; or
 - iv. the Suspension was not justified, in which case the record of Suspension will be expunged, and the pupil will be permitted to return to school, if the Suspension remains outstanding.
 - c) At the conclusion of the hearing, the Chair of the Student Discipline Committee calls back all the participants of the hearing and delivers the decision.
22. The Director of Education will inform the appellant, in writing, of the decision of the Student Discipline Committee.

**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• One to Five Days ••**

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

<input type="checkbox"/> Threatening to inflict serious bodily harm on another person; <input type="checkbox"/> Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription; <input type="checkbox"/> Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription; <input type="checkbox"/> Swearing at, or in reference to, a teacher or another person in a position of authority; <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or any school-related activities; <input type="checkbox"/> Bullying, including cyberbullying; <input type="checkbox"/> Physical or verbal aggression; <input type="checkbox"/> Persistent opposition to authority; <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.
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Additional Information:

☐ This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. Student Name may return to school on Date of return. School work is available from the school during the suspension.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the superintendent of Education regarding this suspension, please contact Name **Superintendent of Education**, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature

GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• Six to Ten Days ••

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

- ☐ Threatening to inflict serious bodily harm on another person;
- ☐ Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Swearing at, or in reference to, a teacher or another person in a position of authority;
- ☐ Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or any school-related activities;
- ☐ Bullying, including cyberbullying;
- ☐ Physical or verbal aggression;
- ☐ Persistent opposition to authority;
- ☐ Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
- ☐ Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

Additional Information:

- ☐ This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. Student Name may return to school on Date of return. Information regarding the Grand Erie Safe Schools Program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the superintendent of Education regarding this suspension, please contact Name **Superintendent of Education**, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature

**GRAND ERIE DISTRICT SCHOOL BOARD
NOTICE OF SUSPENSION OF A PUPIL
•• Eleven to Twenty Days ••**

A. STUDENT INFORMATION

NAME:	D.O.B.: (YY/MM/DD)	CURRENT AGE:
ADDRESS: (Street/Town/Postal Code/ Lot/ Con.)	TELEPHONE:	SCHOOL:
PARENT/GUARDIAN: (Mr./ Mrs./ Ms./ Miss/ Mr. & Mrs.)	GRADE:	Exceptional Pupil: <input type="checkbox"/> No <input type="checkbox"/> Yes Exceptionality:

B. REASON FOR SUSPENSION

Please be advised that this suspension is made in accordance with Section 306 of the *Education Act*. This letter is to inform you that Student Name has been suspended from Name of School for the following reason:

- ☐ Threatening to inflict serious bodily harm on another person;
- ☐ Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- ☐ Swearing at, or in reference to, a teacher or another person in a position of authority;
- ☐ Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or any school-related activities;
- ☐ Bullying, including cyberbullying;
- ☐ Physical or verbal aggression;
- ☐ Persistent opposition to authority;
- ☐ Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
- ☐ Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

Additional Information:

- ☐ This suspension is for a violent act as defined in the Ontario Policy/Program Memorandum No. 120.

C. SPECIFICS OF SUSPENSION

Date of Suspension:	Term of Suspension:
Length of Suspension: Days	Number of Suspensions: (Current school year including this suspension)

Student Name has been suspended from Name of School and from engaging in all school related activities. This suspension applies to all school buildings, grounds, school buses and school functions and trips. Student Name may return to school on Date of return. Information regarding the Grand Erie Safe Schools Program is available from the school principal. We encourage students to make use of this opportunity to continue their education during the suspension period.

REVIEW OF SUSPENSION

Should you wish to discuss this matter, please contact me at the school. If you wish to consult with the superintendent of Education regarding this suspension, please contact Name Superintendent of Education, Telephone, Ext. If after consulting the Superintendent of Education, you wish to appeal the suspension under section 309 of the *Education Act* and Board Policy SO6, you are required to provide written notice of your intention to appeal to the Director of Education, 349 Erie Avenue, Brantford N3T 5V1 (519-756-6301 or 888-548-8878) within 10 school days of the commencement of the suspension. Please be advised that an appeal of the suspension does not stay the suspension.

Sincerely,

Principal's Signature



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO124 – Use of Service Dogs in Schools**
DATE: June 11, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve “Procedure SO124 – Use of Service Dogs” as amended.

Background

Procedure SO124 - “Use of Service Dogs” was circulated to all appropriate stakeholders for comments to be received by October 9, 2015 and was updated and brought to the Board on November 2, 2015.

Additional Information

Since the procedure was approved, new information has been provided to school boards. In order to ensure the proper coverage of insurance, the owner of a service dog must provide to the school board:

- Proof of liability insurance in the amount of \$2 million (either homeowners’ policy or commercial policy)
- Proof of Property Insurance to cover the costs of the service animal if the animal were to get stolen or injured.

Insurance certificates must be current and it is the dog owner’s responsibility to provide the school board with renewed certificates upon their expiry. The proof of the required insurance will be provided to the school administrator or site supervisor.

Also, a service dog may be used with a student or staff member only if the animal is required for the student to access their educational program or the staff member to access their work duties.

Next Steps

The procedure has been amended to include a letter to go home to families describing insurance requirements that currently have children or family members with service dogs at school. School administrators will be provided with updated information at the September Director’s meeting. Site supervisors will be provided this information via email.

Grand Erie Multi-Year Plan

This report supports the Well-Being indicator of Success for Every Student and the following statement: we will create accessible work sites and programs will be available to students, staff and families.

Respectfully submitted,

Liana Thompson
Superintendent of Education



PROCEDURE

SO124

Use of Service Dogs

Board Received:

Nov 23, 2015

Review Date:

January 2020

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success
 - Dogs are properly certified
 - Proper documentation provided to the school/Board
 - Dog behaviour is consistent with the needs of the student/employee

Definition

A service dog is a working animal trained by a recognized service/training facility, currently defined under Ontario Regulation 58 – Guide Dogs. A certified service dog is allowed full public access in the province of Ontario and is trained to perform the skills required to meet the needs of the student/staff with whom it has been partnered. These animals provide a number of services to the persons who are diagnosed with disabilities such as Physical, Blind or Low Vision, Deaf/Hearing Impaired, Physical Disability, Autism Spectrum Disorder or a seizure disorder. Service dogs may be used by individuals to support them with daily living and accessibility.

Background

The *Human Rights Code* and *Ontarians with Disabilities Act* describe disability to mean:

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defects or illness and without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding using symbols or spoken language,
- d) a mental disorder, or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997 (handicap).
- f) This list is not exhaustive.

Service Dogs

A Service Dog provides independence, dignity, and confidence to the handler. These dogs become part of the family. Praise and reward is given by the client to establish a loving working relationship

Students/staff can sometimes wait up to two (2) years for a service dog. Ideally, once a person or the parents /guardians have been informed that they have been offered the opportunity to have a service dog, they should inform the work site /school so that the work site /school can prepare for the arrival of the dog.

Service dogs can provide support for many disabilities support to students in schools if they are required to access a meaningful education. Service dogs can provide support to staff members if they are required to access their work duties. , including, but not limited to the following specific examples.

Physical Disabilities

Service Dogs are trained to assist persons with lifelong physical challenges such as Spina Bifida or Cerebral Palsy. As well, those with acquired disabilities such as Multiple Sclerosis, a seizure disorder or a disorder from a permanent injury are candidates for a Service Dog. Dogs matched with physically disabled clients may be trained to pull wheelchairs, turn light switches on and off, open doors, take laundry out of the dryer, or retrieve dropped items. They may assist persons into or out of bed, help them dress or undress, or even change their position in bed, if needed. As well, they can assist those who have seizures by barking to get help or activating an alert system.

Visually Impaired

Service Dogs may be provided to blind or visually impaired persons. Emphasis during the training and placement of Guide Dogs is on safety with the aim of increasing the person's independence and mobility. Guide Dogs will help lead a person safely across streets, around obstacles, and overhangs.

Autism

Service dogs have been shown to improve communication skills, lifestyle and behaviour both in the home and school settings. Service dogs also help to increase their levels of safety, independence, confidence and social acceptance.

Procedures

1. Parents/adult students/ employees will provide notice to the school and include reasons, descriptions of activity and proposed duration of the need for the service dog.
2. The parent/adult student/employee member must provide a Certificate of Insurance naming the Grand Erie District School Board as additionally insured for \$2 million liability coverage. This Certificate of Insurance must be updated annually or for the duration of the Service Dog is attending a Grand Erie District School Board or facility.
3. In order to develop the best possible entry plan for the service dog,
 - a) parents will be requested to provide, to the school principal, a letter from a member of the College of Physicians and Surgeons or the College of Psychologists, confirming the student's diagnosis, as well as a recommendation for the use of a service dog.
 - b) employees will be requested to provide, to the Board's Health and Disability Officer, a letter from a member of the College of Physicians and Surgeons or the College of Psychologists, confirming recommendation for the use of a service dog in the workplace.
4. The parent/adult student/employee member is informed that a certificate of training for the dog from a recognized training agency must be provided and that all costs related to the service dog, including, but not limited to food, equipment, health care, remain the financial responsibility of the parent/adult student/staff member.
5. Information regarding the service dog, as well as the student's medical diagnosis will be retained in the student's OSR (Ontario School Record). If the service dog is for a staff member, information regarding the service dog will be retained in the employee's health and disability file in Human Resources.
6. The school will coordinate the needs or other information contained in a student's IEP (Individual Education Plan) with the use of the service dog.
7. The principal will meet with the parent/adult student to discuss the potential impact of the request on the school community. The principal/supervisor will meet with the employee and

the Board's Health and Disability Officer as part of the employee's Accommodation Plan and to discuss the potential impact of the request on the school community or worksite. The principal will inform the Superintendent of Education responsible for Special Education that a service dog will be present at the school.

8. The principal will have extensive information sessions with support staff, school staff, the school council and community prior to the service dog arriving at school. During the information sessions with the broader school community, the anonymity of the student and the family or staff member will be maintained. A plan for entry of the service dog will be created, including provisions for daily bio-breaks in designated areas and proper waste disposal. In the case of a non-school site, the site supervisor will consult with the staff assigned to that location.
9. The Superintendent of Education responsible for Special Education will send a letter to the parent/guardian/adult student/employee indicating that the service dog is welcome after entry plans are completed. School staff will be supportive of the service dog. If the student is entering school, the service dog should be included in the transition plan; if the student is currently in attendance at a school, observation of the student with the service dog prior to entry will be part of the plan.
10. A student's/staff member's plan for entry with a service dog will include a case conference involving the parents/guardians (for a student), the involved staff member, the Principal, Classroom Teacher (for a student), the Learning Resource Teacher (for a student), the Health & Disability Officer (for staff), a representative of recognized service dog training agency, the student where appropriate, Principal Leader - Special Education and Teacher Consultant – Special Education. Topics to be addressed will include:
 - the purpose/function of the dog;
 - care of the dog (rests 100% with student and parent/guardian or the staff member);
 - personal care of the dog, i.e., where the dog's water bowl is kept; who will fill the water bowl ensure appropriate employees are informed; and
 - examine the seating arrangements and lay-out of classroom

Following the student's case conference, the following steps will occur:

- letter is sent home to the school community about the arrival of the service dog (see Appendix A);
- meeting arranged with the School Council to inform them about service dogs;
- inform Union Stewards/Branch Presidents about service dogs and the arrival of the specific dog;
- liaison and professional development for staff, students and the school council with the appropriate service dog agency;
- problem-solving regarding potential concerns from staff, students and the community, including anticipated treatment of the service dog by the student;
- protocol for dog and student during school day and in emergency situations is established, including the appropriate fire exit plan, which is reviewed by the Fire Dept.;
- arrangement for dog and student, accompanied by parent, to visit the school before or after students are present in order for the dog to become familiar with the school environment
- observation, either live or on video, of specific techniques used with the student and dog; training of staff by the appropriate service dog agency;
- a sign alerting visitors to the dog's presence will be placed on the doors of the school.
- an assembly arranged for the student body involving a service dog training agency and the dog handler to explain the role of the dog.

12. If needed, transportation must be arranged for a student and his/her service dog. Under the Human Rights Code and the Blind Persons' Rights Act, the Board must allow the service dog to ride the bus.
13. The following protocol for students is suggested for a safe ride with service dogs:
 - STSBHN (Student Transportation Services Brant Haldimand Norfolk) will obtain proof from the school principal that the service dog is a licenced, trained animal and will travel on a vehicle with other students;
 - the bus operator will ensure there is documentation about the guide dog/service dog with the route information, so there are no surprises for a spare driver;
 - the service dog should not sit in the aisle of the bus. Whenever possible, it should be in the seat compartment and/or on the floor away from the aisle to prevent it from becoming a projectile or tripping hazard;
 - the bus operator will request some basic training from the parent/guardian and/or the service dog provider for the driver, and other students on board the bus to ensure there is an understanding of what is allowed or not allowed with all parties
 - Principal will consult STSBHN Procedure 39 Transportation with Service Animals to ensure all forms and directions are provided to parents/guardians or adult students.
14. The school's/worksites' protocol regarding the service dog will be reviewed annually (within the first thirty school days of each school year) or as deemed necessary by school administration, site supervisor, the Health & Disability Officer, or the student's parent/guardian or staff member.

Appendix A

School Letterhead

Date

Dear Parent/Guardian,

This letter is to inform you that there will be a Service Dog in our school assisting one of our students. This dog is a highly trained companion for our student and is able to assist him/her in many of the routine activities which may pose some challenges for him/her.

Service Dogs are included in every aspect of life for the handler. The right to access to a service dog is protected under Human Rights legislation, and, as such, the dog has the right to be with the handler wherever he/she goes (e.g., public buildings, transportation). There are some exceptions to this right based on public health requirements.

There will be information sessions planned here at school to integrate the dog into our school routines and all our students will be instructed as to the proper procedure around the dog.

As always, we will respect the interests of all our students in providing a safe and effective learning environment here at (name of school).

Sincerely,

Principal

Appendix B

School Letterhead

Date

Insert Contact Information

Attention: Contact Name

Re: GEDSB Requirements for Use of Service Dogs

Dear Insert Name,

The Grand Erie District School Board supports certified service dogs to meet the needs of our students/staff. In order to provide a safe experience for all students/staff and to ensure the proper coverage of insurance we request the following:

- Proof of liability insurance in the amount of \$2 million (either homeowners' policy or commercial policy)
- Proof of Property Insurance to cover the costs of the service animal if the animal were to get stolen or injured.

Insurance certificates must be current and it is the dog owner's responsibility to provide the school board with renewed certificates upon their expiry.

Please provide proof of the required insurance to the school administration or site supervisor.

Kind Regards,

Principal Name/Site Supervisor
Title

OPSBA report - meeting May 31, 2018

June 11, 2018

President's Report

Ontario Cannabis Store

- President and staff met with staff of the Ontario Cannabis Store to discuss site locations
- *Commitment going forward and underway to school board consultation in 29 locations/municipalities. Public sessions are available (eg parent council). OPSBA has an ongoing link with their staff.*
- They know that the roll out was off to a rocky start with a poor process for working with the local school boards. They are hoping for a distance of 1-2 kms from schools.
- Brantford was announced in the second wave of municipalities to have a Cannabis store Dec 12, 2017
- www.Lcbocannabisupdates.com

Canadian School Boards Association

- This year's annual meeting is being held in Nova Scotia, where school boards have been recently disbanded. OPSBA is helping with organization
- Plans for a roll out this fall of communication strategy on the importance of school boards, since Quebec is still looking to abolish English language school boards
- *A First Nations Education summary developed, new 'App' to indicate correct local*
- *Territorial Acknowledgement. Who were the First People on the land*

Executive Director report

On April 23rd, a second meeting of the executive compensation working group, made up of the four trustee associations, the Ministry of Education, Treasury department, and director of education and superintendent representatives, was held. The group is gathering and reviewing data, but like other Ministry work is on hold during the election period. We don't expect to meet again until the new school year. OPSBA will be using OESC (Ontario Education Services Corporation) to gather data rather than Mercer.

Legislative update

Sharing with Board's Superintendents of Business information of the changes to the Federal Tax Act, removing the 1/3 tax free from trustee honoraria as of January 1, 2019

Policy Development Work Team

Section 170 of the Education Act has been amended to require every school board to adopt and maintain policies with respect to pregnancy leaves and parental leaves of members of the board. Section 228 of the Act currently sets out circumstances where a member of the board's seat becomes vacant. A new subsection 228 (2.1) was added to provide that a vacancy does not occur where the member is absent for 20 consecutive weeks or less if the absence is the result of the member's pregnancy, the birth of the member's child or the adoption of a child by the member. Trustees were supportive of a template to be developed by OPSBA and be locally adapted by member boards. There was agreement for a formal policy but that it not be too prescriptive as to how work would be covered by the trustee on leave. Trustees were also in agreement that there should be no loss of honoraria. This discussion generated comments about current trustees seeking to become a MPP in

the upcoming provincial election and the variance of local board practices. OPSBA staff will connect with the other school board/trustee associations as well as municipal contacts.

The question of leave of absence for trustees was discussed, and legal opinions are that Leave of Absences are not in the education act and therefore are not allowed.

Trustees are trustees until they resign, are removed due to attendance (missing 3 regular scheduled Board meetings), or are not re-elected. Concerns about how their constituents will be represented at the board table.

If a trustee speaks badly of their board while out campaigning they would still be subject to a code of conduct charge around their behaviour.

Meeting dates

Meeting/event dates for next year have been circulated. There is a Board of Directors meeting planned for November 30/December 1st, which spans two different trustee terms. This may be problematic. They are looking at possibly changing the dates, if possible.

- PES January 24-26, 2019
- Labour Relations April 4-5, 2019
- AGM along with CSBA July 4-7, 2019 Toronto

Organizational Meeting Sunday, June 3, 2018

The Board passed the procedural bylaw, confirmation of the number of the members of the 18-19 board of directors

Executive officers

- Central West Regional vice president – Donna Danielle (Halton)
- Central West Regional Vice chair – Kathleen Woodcock (Waterloo)

Policy work team

- Jeanne Gray (Halton)
- Linda Busittil (Upper Grand)

Program work team

- Marty Fairbairn (Upper Grand)
- Alex Johnstone (Hamilton Wentworth)

Respectfully submitted,

Carol Ann