

Special Education

A Grand Erie Program

SPECIAL EDUCATION PLAN 2018-19

TABLE OF CONTENTS

Standard 1. The Board's Consultation Process 1

Standard 2. The Board's General Model for Special Education 5

Standard 3. Roles and Responsibilities 16

Standard 4. Early Identification Procedures and Intervention Strategies 19

Standard 5. The IPRC Process and Appeals 29

Standard 6. Educational and Other Assessments 32

Standard 7. Specialized Health Support Services in School Settings 37

Standard 8. Categories and Definitions of Exceptionalities 41

Standard 9. Special Education Placements Provided by the Board 48

Standard 10. Individual Education Plans 59

Standard 11. Provincial and Demonstration Schools in Ontario 61

Standard 12. Special Education Staff 65

Standard 13. Staff Development 67

Standard 14. Equipment 73

Standard 15. Accessibility of School Buildings 75

Standard 16. Transportation 77

Standard 17. Special Education Advisory Committee 79

Standard 18. Coordination of Services with other Ministries/Agencies 85

Standard 19. Submission and Availability of the Plan 88

Appendices 90

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 2018-19-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 23, 2019; the final draft was received on May 16, 2019.
- Amendments to the Standard 1 of the Special Education Plan were brought to SEAC at the June 13, 2019 meeting. A motion was made by SEAC that these amendments be brought to the Board of Trustees for approval to be forwarded to the Ministry of Education by July 31, 2019.

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 16, 2019–the Special Education Advisory Committee passed the following motion: "THAT the Special Education Advisory Committee recommend the Grand Erie District School Board approve the 2018-19-Special Education Plan, dated July 31, 2019.
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 promoted on the Grand Erie website at three key times in the school year. A promotion ran from November 14 to December 14, 2018 from March 18 to April 30 and throughout May and June 2019.

With each promotion school principals were given messaging to include in their school newsletters.

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?
"It's a nice manual for those educators interested in managing exceptional students. Does a nice job of explaining everyone's role and the various alphabet soup of terminology."

What is still needed in the plan?

Does this plan help? Why or why not?

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 was considered as an addition to the survey to promote follow up but it was decided that anonymity may generate more numerous and open responses.

Implementation of "Guiding Principles for Special Education" continued. The guiding principles were introduced to NTIP teachers at their introductory carousel through the Special Education station and new Learning Resource Teachers at new LRT Training in September. The "Guiding Principles" are included as the landing page on our staff portal for Special Education and are referred to during decision making at Resource Teams.

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

The focus in the area of special services is how system staff support school staff to promote student learning and achievement.

1. How the special education system team guides and supports schools to learn about and implement effective differentiated instruction and assessment;
2. How the school team/resource team process is used as a multi-disciplinary team to support school administrators and teachers to identify student strengths and needs and to provide strategies such as responsive and differentiated classroom instruction and assessment in order to meet these strengths and needs;

And

3. How wrap around supports to address a variety of student need that go beyond solely academic need are provided to students in order to decrease barriers to well-being and achievement.

Internal and External Reviews of Existing Special Education Programs and Services

In the 2018-19 school year, no formal internal or external reviews of special education programs and services took place in Grand Erie, however SEAC was provided with information on current models of support for students with special education needs and then asked to provide input based on this information as to how supports could be more effectively provided to students. At the January 2019 SEAC meeting, SEAC Members participated in the following activity:

Given our projected reduction in budget for September 2019

WHERE SHOULD WE FOCUS OUR EFFORTS TO DEVELOP ALTERNATIVE APPROACHES IN ORDER TO REDUCE BUDGET WHILE STILL MEETING THE NEEDS OF OUR STUDENTS?

SEAC members were asked to include in their deliberations and responses the following:

- Alignment with Grand Erie's Special Education Guiding Principles
- Consistency in Process
- Competing Needs/Severity of Needs
- Prioritization- What are priorities?
- Data
- Can student needs be met in regular class rather than Self Contained?

Input from SEAC based on the discussions that occurred included the following:

- Is there a way to reframe the focus for families that there is no self-contained option until later in the child's educational career?
- When self-contained options are available there is sometimes a push for self-contained placement rather than having the work done in the schools to support the student at the community school.
- Is there a way to identify issues sooner, and get issues addressed in the classroom level – bring down anxiety to cope better in the regular classroom
- LD - those two teachers could be moved to the Tier 1 level to grow, mentor and support all teachers
- Enrichment model – have teachers all taught about gifted/enriched strategies, don't have pull out models, have all teachers have good quality teaching and learning modelled and coached
- Will differentiated instruction make a difference for kids with LDs, those that are gifted – may see a decline in identification as the way of teaching by all teachers will meet the needs of students
- Collapse gifted classes to enrichment model and have enrichment teachers do teaching in all community schools using differentiated instruction
- No withdrawal of gifted/enriched students but build on teacher capacity and student leadership as part of their enrichment programming within their own community school
- Consider age at which DD and MID students actually need or would benefit from self-contained – can they be supported enough from K-gr 3 in regular class before considering self-contained
- If self-contained options are limited at the early years, there may be more commitment and engagement by staff in community schools to meet individual student need
- Build capacity for staff to understand and use behaviour strategies in all schools
- Teaching self-regulation skills should be in all schools
- Bottom line community schools engage with all students to "keep" all students

As a result of consultations and input, the following changes to special education programs and service delivery will occur in the 2019-20 school year:

- Enrichment Centres will close. Enrichment programming will be offered at home schools by the classroom teacher, supported by the Learning Resource Teacher and Special Education Teacher Consultant.
- LD Technology classrooms will close. Students who would previously be considered for placement in LD Tech classes will receive programming at their home schools, by the classroom teacher, supported by the Learning Resource Teacher and Special Education Teacher Consultant.
- There will be a pilot of partially integrated self-contained classrooms at two elementary schools.
- There will be an increase in the complement of Child and Youth Worker staff members. The work of the CYW will be supporting student skill development, coaching and modelling that is 'closer to the classroom' as opposed to withdrawal of individual students. The CYW will work and facilitate learning in collaboration with the classroom teacher. The CYW will focus on skill development and coaching in the areas of self-regulation, responsible decision-making, social awareness and relationship skills. This will be accomplished through whole class instruction, small group interventions and in rare circumstances, individual coaching.

During the 2018-2019 school year, the Board continued to implement the Mental Health Strategy. This Strategy is based on three pillars Mental Health Literacy, Wellness and Resiliency and Mental Health Interventions, Learning opportunities and/or resources were provided for staff and students throughout the Board. This includes, but is not limited to, Mental Health Monday presentations, Applied Suicide Intervention Skills Training (ASIST), Professional Development workshops, Stress Lessons for secondary students, Mind-Up and social-emotional learning for elementary students

The social-emotional learning program, Promoting Alternate Thinking Strategies (PATHS), was co-delivered by Grade 1 Teachers and Child and Youth Workers. The Grade 4 PATHS program was also piloted in a selected number of classrooms.

The Grand Erie Mental Health & Wellness Lead and the Child & Youth Workers developed stress management and mindfulness/calming resources for students. With the Secondary Wellness Champions, work began on increasing awareness, knowledge and skills related to mental health. Wellness Champions were established at the elementary level. An introduction to Mental Health 101 through Jack Talks presentations took place in most Grand Erie Secondary Schools.

A preventive mental health initiative offered 6 educational workshops on Stress Management and Anxiety Reduction to secondary students in five Secondary Schools. Throughout the school year, the Suicide Risk Protocol in-service was provided to Grand Erie Administrators, Guidance Counsellors, Learning Resource Teachers. Support Staff, Teachers and Educational Assistant.

All SO 108 Community Partnerships were reviewed with participating community agencies.

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:

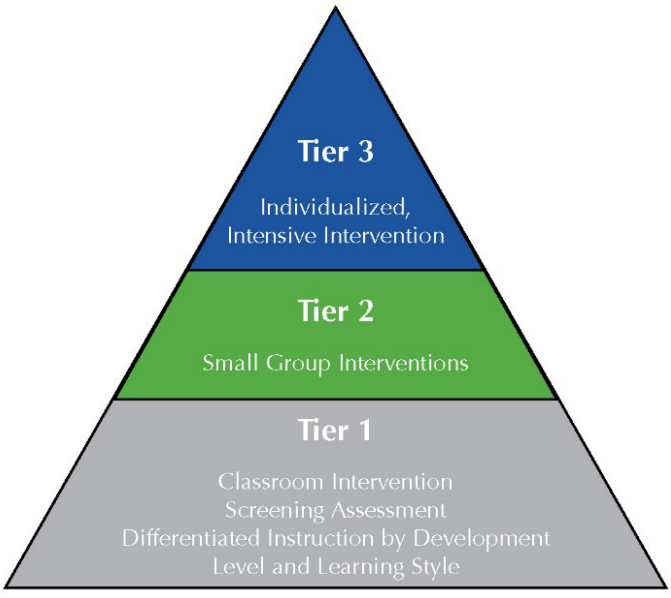
1. All students can succeed. Success looks different for different students.
2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.
3. Students learn differently and have different educational goals. Educators respond 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.

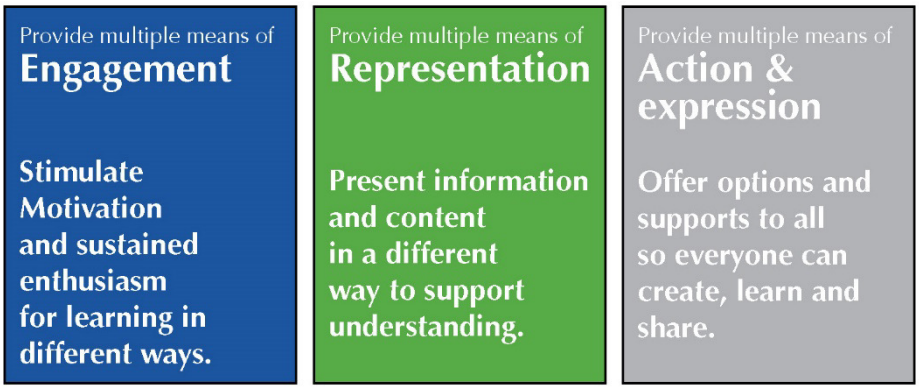
Schools within Grand Erie represent diverse communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning.

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.

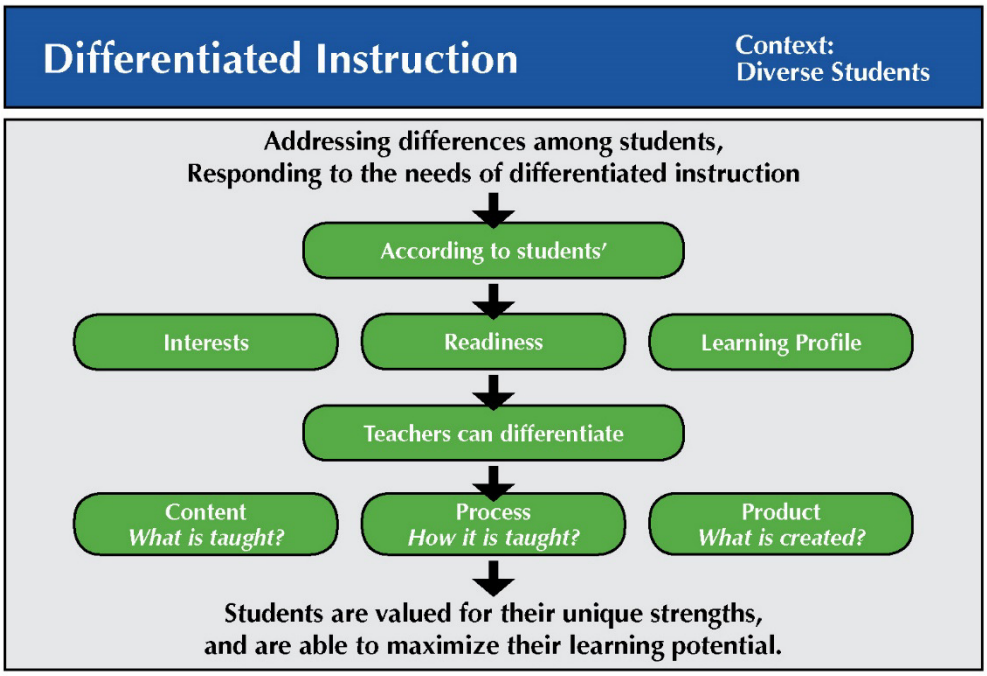
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.

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.

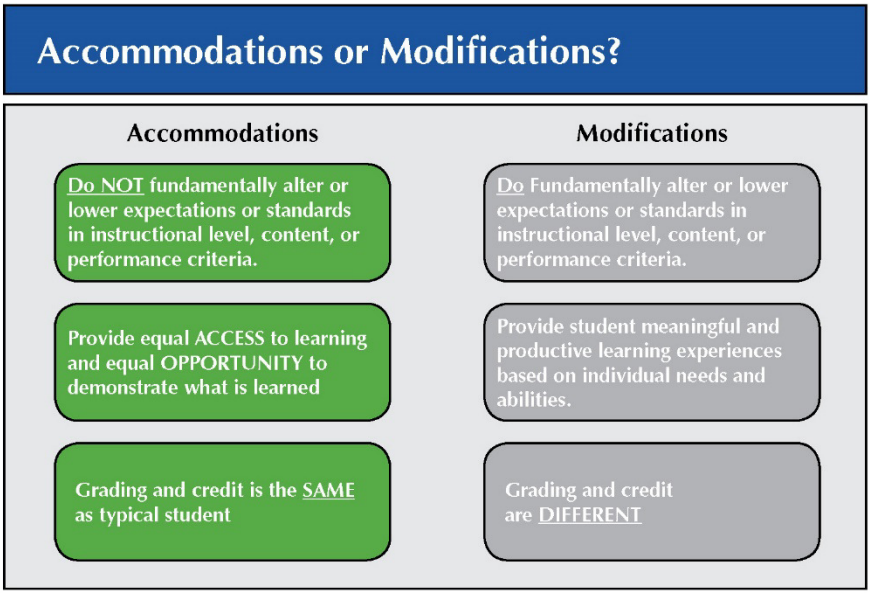
   System special education support staff build the capacity of schools to meet the broad range of student special education needs. Specialized supports within Grand Erie, including the services of the Learning Resource Teacher, Teacher Consultants – Special Education, System Learning Resource Teachers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



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 B)

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 C). 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. In 2019-20, a dedicated multi-disiciplinary system support team will attend all Resource

Team meetings. 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. In 2019-20 the Learning Resource Teacher will take on a lead role of supporting the knowledge about and instructional capacity of all educators in the school in the area of special education.

- ***Educational Assistants***

  In Grand Erie there are three types of Educational Assistant (EA) support allocated to schools - school-based EAs, Temporary EAs, and Transitional EAs.

  School-based 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.

  Temporary EAs are assigned to meet the safety needs (both health and behavioural) of students new to a school or classroom. The support is temporary, allowing for a trained individual to assist at the school level, ascertaining if more permanent support is required.

  Transitional EAs provide increased support for significant transitions for students. Transitional EAs support the implementation of comprehensive Behaviour or Safety plans and stabilization support during an assessment period/while behaviour or safety plan are being developed in escalated situations. Transitional EAs allow for a trained individual to assist at the school level, ascertaining if more permanent support is needed, and to follow through with a release of responsibility model to existing school staff.

System Level

- *Program Coordinators (Curriculum, Special Education and Applied Behavioural Analysis)*
  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. Itinerant Teachers support classroom teachers to enhance their programming in the areas of Differentiation and Early Years/Self-Regulation. Itinerant teachers work with teachers and students. In the 2019-20 school year, there will be no system learning resource teacher or itinerant teacher positions. Teacher technicians will support students with assistive technology and students that are deaf or 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

- *Complex Behaviour Intervention Team (CBIT)*
  The CBIT becomes involved with Tier 3, specific student referrals. When a student's challenging behaviour continues to be a significant concern despite involvement of many system level supports, the CBIT may become involved. To be considered for the CBIT, the student's challenging behaviours must be frequent or intense enough to pose a safety risk to themselves, staff or other students. A student with complex needs may, or may not, have a diagnosis or be identified as an exceptional student.

- *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:

- *Communication Services* will identify needs and provide programming suggestions for speech, articulation, language, augmentative communication 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.

- In the 2019-20 school year Child and Youth Workers will work in schools, in classrooms with whole class or groups of students coaching in the area of self-regulation, social skills, and social emotional skill development.

- 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 defines 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 Grand Erie District School Board

- 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 in accordance with Regulation 306. Every two years will prepare and approve a report on the special education programs and special education services provided by the board and will submit it to the Ministry 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.

Key abbreviations used within the document:

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 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, anecdotals, 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 learning;
- 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 B)

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 provided by the school (Appendix D);
- 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 parent interviews/student-led conferences focused on the child's portfolio (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

Parents play an important role in their children's learning. Studies show that children perform better in school if their parents are involved in their education. By becoming familiar with the Kindergarten program, parents can better appreciate the value of play-based learning and learn about the attitudes, skills, and strategies that their children are developing. This awareness will enhance parents' ability to discuss their children's learning with them, to communicate with educators, and to ask relevant questions about their children's development. Knowledge of the program will also help parents understand their children's growth in learning and will enhance their ability to work with educators to improve their children's learning and development. (The Kindergarten Program 2016.)

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 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 B)
- to meet the curriculum, the parent/guardian will be informed that further testing by the School's LRT (Learning Resource Teacher) 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 (Standard 9) and in-school supports have been exhausted, the pupil's name may be referred to the Resource Team (see Appendix B)
- 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 (Identification, Placement Review Committee);
  - 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 (Individual Education Plan) 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 (Identification, Placement Review Committee). 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 B) 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.
  - results of IPRC or recommendations from outside agencies or assessments will be implemented by the classroom teacher.

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 determine programs and services that will 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, DRA (Diagnostic Reading Assessment), BAS (Benchmark Assessment) 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.
- Results of the assessment and recommendations from the support personnel will be implemented by the classroom teacher.
- 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 either in a meeting or by telephone and with School Resource Team personnel. 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 recommended program will be implemented by the classroom teacher
- The parent/guardian will continue to be informed of his/her progress through consultation in the development and review of the IEP at each reporting period. In addition, the parent/guardian will receive confirmation of their child's progress at the annual IPRC.

Grand Erie DSB personnel use the following types of assessment:

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

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

- Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations, and/or an educational program that is modified above or below the age-appropriate grade level expectations for a particular subject or course. www.edu.gov.on.ca/eng/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 E)

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. In the 2019-20 school year the majority of the LRT's role will be to support the classroom teacher to program for and implement learning experiences for students in their classrooms, not withdrawal of students.
    - This type of support is seen as a preventative measure, allowing students to overcome difficulties and be successful in the school environment.

Early Intervention Supports for Students Prior to IPRC

Community based supports can be accessed at:

Haldimand-Norfolk REACH	519-587-2441 or 1-800-265-8087
Contact Brant	519-758-8228
Lansdowne Children's Centre	519-753-3153
Haldimand-Norfolk Healthy Babies, Healthy Children	519-426-6170 or 905-318-6623
Brant County Healthy Babies, Healthy Children	519-753-4937
Family Counselling Centre	519-753-4173
Big Brothers and Sisters of Grand Erie	519-302-3222
Local Health Integration Network – Haldimand Norfolk	519-426-7400
Local Health Integration Network- Brant	519-759-7752
The Children's Aid Society of Haldimand-Norfolk	1-888-227-5437
Brant Family and Children's Services	519-753-8681
Newcomer Connections Brantford	519-759-4150
Healthy Smiles	1-877-258-3392
Brantford Food Bank	519-751-4357
Community Living Access Support Services (Simcoe)	519-426-0007
Community Living Haldimand (Cayuga)	905-772-3344
Community Living Brant	519-756-2662
Early ON Child and Family Centres (Hald./Norfolk)	www.hnreach.on.ca/earlyon-child-and-family-centres
Early ON Brantford (Early Years Centre)	www.earlyonbrantfordbrant.ca

Early ON Child and Family Centres	
Haldimand & Norfolk	**Brant/Brantford**
Mapleview Elementary	Bellview School
Houghton Public School	Branlyn Community School
J.L. Mitchener	King George Public School
Lakewood Elementary School	Major Ballachey
Hagersville Secondary School	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 (English as a Second Language / English Literacy Development) Assessment	Battery of questions to identify numbers, colors, animals, time, etc.	Conducted after student is comfortable with school routine and environment
English Language Learner STEP (Steps to English Proficiency) Initial Assessment	Assessment to determine English Language Learner's language proficiency (oral, reading, writing), literacy development and mathematical skills level in order to provide appropriate programming supports and placement.	Grade 1-12
Kindergarten Cumulative Student Assessment Portfolio. (KCSAP)	Assessment of phonemic awareness, phonics, concepts of print, emergent writing skills	Year 1 and 2

Early and Ongoing Identification Resources: Grand Erie D.S.B.	Description	Ages
Developmental Reading Assessment (DRA) (in the 2019-20 school year the DRA will be used less frequently)	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 as developmentally appropriate
Benchmark Reading Assessment (BAS) (in the 2019-20 school year the BAS will be used most often)	Gathers relevant information about a student's reading level, fluency, comprehension, and other reading behaviours to guide instruction	Year 1 and 2 to Grade 6 as developmentally appropriate
Running Records	Students orally read a passage and teachers record errors, omissions, insertions, etc. to gather data to group students to effectively plan targeted reading instruction	Year 1 and 2 as developmentally appropriate

For the types of early intervention strategies that are used to support students prior to referral to IPRC, refer to **Accommodations** (Standard 9).

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 the 2019-20 school year there will be a focus assisting the classroom teacher to provide individualized support to the student while the LRT and/or EA support the rest of the class.

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 employs Board Certified Behaviour Analysts and Behaviour Counsellors with ABA expertise to support the implementation of PPM 140. A Behaviour Counselor also supports the implementation of the Connections for Students transition process. In the 2019-20 school year, the ABA Coordinator will take on the responsibility of supporting the implementation of the Connections for Students transition process.

PPM 140 and Connections

Supporting Seamless Transitions for Students with ASD from the Ontario Autism Program (OAP) to school for those students that qualify.

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 OAP 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 students 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 2018-19 School Year

- To date, 10 students have been discharged from IBI this year.
- Currently, we have 9students receiving service from IBI.
- To date, 7 students have been discharged from Connections.
- Currently, we have 10 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	• The Principal (of the school) – Chair* • The LRT of the school • The classroom teacher or other teacher	• review of original identification • review of original "regular class" placements
Area	• one Principal (from the area) - Chair** • another Principal or Vice-Principal (or designate) • a Teacher Consultant-Special Education (for the area)	• 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	• Superintendent, Principal-Leader of Special Education or designate – Chair*** • The Program Coordinator for Special Education • a Teacher Consultant-Special Education (for the area)	• 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 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 E), also (**A Guide for Parents – Individual Education Plan (IEP)** Appendix F).

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 2018-2019: 303
Number of IPRC reviews for the school year 2018-2019: 2,264
Number of IPRC appeals for the school year 2018-2019: 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

- In the 2019-20 school year, to be used less frequently.

Benchmark Assessment System – Primary & Junior

- In the 2019-20 school year to be used more frequently.

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 7) is administered in grade 3 either directly by or under the guidance of the Gifted/Enrichment Learning Resource Teachers. In the 2019-20 school year, school learning resource teachers will administer the CCAT. It is used as a tool to help classroom teachers better understand the learning profile of their Grade 3 students and to inform program development for all students based on their profile of learning strengths and needs. This assessment tool may also assist to flag students who may be in need of further assessment to understand their learning needs, and as a screening tool to inform whether an individual student may require additional supports in the area of Enrichment/Gifted Learning.

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)
Ravens 2 Progressive Matrices

(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:***

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

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

Adaptive Behaviour Assessment System – Third Edition (various forms) (ABAS-II)
Beck Depression Inventory – Second Edition (BDI-2)
Behaviour Assessment Scale for Children – Third Edition (various forms) (BASC-III)
Behavior Rating Inventory of Executive Function – Second Edition (BRIEF2)
Brown Executive Function/Attention Scales (various forms)
Childhood Autism Rating Scale – Second Edition (CARS-2)
Gillam Autism Rating Scale – Second Edition (GARS-2)
Multi-dimensional Anxiety Scale for Children: Second Edition (MASC-II)
Piers-Harris Children's Self-Concept Scale – Second Edition

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

(a) ***Speech/Phonological Processes:***

Assessment of Phonological Processes – Revised (APP-R)
Fletcher Time-By-Count Test of Diadochokinetic Syllable Rate
Goldman Fristoe Test of Articulation – 3 (GFTA-3)
Kaufman Speech Praxis Test (KSPT)
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)
Expressive One Word Picture Vocabulary Test - 3
Language Processing Test – 3 (LPT-3)
Montgomery Assessment of Vocabulary Acquisition (MAVA)
Peabody Picture Vocabulary Test –Fifth Edition (Forms A & B)
Preschool Language Scale – 5 (PLS-5)
Rapid Automatized Naming/Rapid Alternating Stimulus Tests (RAN/RAS)
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 Aided Communication Symbol Performance (TASP)
Test of Language Competence – Expanded (TALC-E)
Test of Narrative Language - 2 (TNL-2)
Test of Problem Solving – Third Edition (TOPS-3)
Test of Problem Solving 2 - Adolescents
Test of Word Finding – 2 (TWF-2)
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)

(c) ***Phonological/Phonemic Awareness***

Emerging Literacy Language Assessment (ELLA)
Pre-Reading Inventory of Phonological Awareness (PIPA)
Profile of Phonological Awareness (PROPA)

Qualifications of Staff

Educational assessments are conducted by teachers who are governed by the Education Act, and regulated by the College of Teachers (www.oct.ca)

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). In the 2019-20 school year, the Resource Team meeting will be held every 6-8 weeks rather than monthly. 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
- severity of problems
- request for outside agency involvement
- school setting of priorities
- school referral patterns relative to the severity of needs across the district.

In the 2019-20 school year, prioritizing of referrals will be based on requirement for input into individual student program. There will be a decreased focus on the IPRC.

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. In the 2019-20 school year, all Kindergarten classrooms will have support to implement the Sound Bites Phonological Awareness Program (https://sway.office.com/s12G1zX3yBWx5cG6) rather than the 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 information, 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 will 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 (MFIPPA)* 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 from the parent/guardian or student over 18 years of age 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.

Ministry of Education Policy/Program Memorandum No. 81 – Provision of Health Support Services in School Settings provides direction about the delivery of services that go beyond educational services and are not part of normal preventative health programs already provided by boards of health to school children.

Policy/Program Memorandum No. 161 – Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, Epilepsy) in Schools must have policies and procedures in place to support students with prevalent medical conditions. For students to fully participate in the learning environment and achieve success, the Grand Erie District School Board, the Hamilton Niagara Haldimand Brant LHIN, the Southwest LHIN and the Lansdowne Children's Centre who manages the School Based Rehabilition Services (SBRS) program share responsibility for these specialized health support services.

Further information regarding specialized health support services in Grand Erie can be found in the following documents:

Board Policy SO8 – Community Partnerships
Board Policy SO28 – Student Concussion and Head Injury
Board Policy SO30 – Management of Potentially Life Threatening Health Conditions in Schools
Board Procedure SO102 – Administration of Prescribed Medications, Including Medicinal Cannabis, In Schools
Board Procedure SO108 – Community Service Providers and Schools Working Together

Key abbreviations used within the document:
LCC – Lansdowne Children's Centre
LHIN – Local Health Integration Network
OT – Occupational Therapist
PT – Physiotherapist
PSL – Preschool Language System
RN – Registered Nurse
SBRS – School Based Rehabilitation Services
SHSS – School Health Support Services
SLP – Speech and Language Pathologist

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	SBRS program managed through LCC	Meets criteria for assessment established by SBRS Occupational Therapy (OT) assessment indicating if OT services are required	SBRS clinician based upon established criteria	Criteria determined by SBRS SBRS OT indicates when occupational therapy services are no longer required	Discussion with SBRS Manager
Physiotherapy	SBRS program managed through LCC	Meets criteria for assessment established by SBRS Physiotherapy (PT) assessment indicating if PT services are required	SBRS clinician based upon established criteria	Criteria determined by SBRS SBRS PT indicates when physiotherapy services are no longer required	Discussion with SBRS Manager
Speech & Language Therapy	SBRS program managed through LCC Grand Erie Brantford/Brant County Preschool Language System (LCC) Haldimand-Norfolk Preschool Language Program (HN Public Health Services)	Meets criteria for assessment established by SBRS Speech-Language Pathologist (SLP) assessment	SBRS clinician based upon established criteria SLP based on assessment results PSL clinician based upon established criteria	Criteria determined by SBRS SLP indicates when intervention no longer required Transfer from PSL based on age and need	Discussion with SBRS Manager School Team meeting with parent/guardian and student if appropriate or required by legislation and SLP report
Nursing	LHIN (SHSS)	Medical assessment indicating that nursing must be provided during school hours	LHIN Care Coordinator	Medical assessment indicating nursing no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request case conference with LHIN Care Coordinator

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)
Administering of prescribed medications	Oral medication by school staff. G-tube and Intra-muscular medications by LHIN (SHSS) Student (if appropriate) **Note school staff are not authorized to administer injections; therefore, requests made in relationship to school staff administering injections shall be denied	Medical Statement OR Authorization of parent/guardian for medication to be administered at school except for administration of medicinal cannabis, which requires a Medical Statement	School Principal LHIN Care Coordinator	Medical recommendation indicating that prescribed medication no longer needs to be administered during school hours OR Student has learned to administer medications independently	School or parent/guardian can request a case conference with LHIN Care Coordinator
Assistance with Catheterization	Student Board Staff (i.e., volunteer Educational Assistants after training by LHIN (SHSS))	Medical assessment indicating that catherization must be done during school hours.	LHIN Care Coordinator	Medical recommendation indicating catheterization no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with LHIN Care Coordinator
Suctioning	LHIN (SHSS)	Medical Referral	LHIN Care Coordinator	Recommendation indicating that suctioning no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with LHIN Care Coordinator
Lifting and positioning	School staff as trained by LHIN agent if appropriate (usually OT/PT)	Assessment by health professional indicating that lifting and positioning must be done during school hours	LHIN Care Coordinator	Recommendation indicating that lifting and positioning no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with LHIN Care Coordinator

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)
Assistance with mobility	School staff as trained by LHIN agent if appropriate (usually OT/PT)	PT Medical Referral	Medical Referral	Recommendation indicating that assistance with mobility no longer required during school hours OR Parent/guardian and student assume responsibility	School or parent/guardian can request a case conference with LHIN Care Coordinator
Feeding	Oral - school staff G-tube - LHIN (SHSS)	Medical Referral	Physician, Nurse	LHIN (SHSS): Parent directives based on physician orders	School or parent/guardian can request a case conference with LHIN Care Coordinator
Toileting	School staff - training available from OT/RN	Medical Referral	Physician, Nurse	Once school staff training is complete service may be discharged or placed on hold for future requests	Not applicable

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 2019-20 school year.

Elementary Self Contained 2019-20	
School	Class
Brant North	
Cedarland	Jr/Int DD
Centennial Grand Woodlands	Gifted
Centennial Grand Woodlands	Jr/Int DD
Cobblestone	Jr/Int MID
Cobblestone	Jr/Int DD
Russell Reid	Autism
Russell Reid	Jr/Int MID
Graham Bell	Autism
Grandview	Pr/Jr Autism
Greenbrier	Autism
Greenbrier	Jr/Int MID
Greenbrier	Pr/Jr DD
Prince Charles	MH
Prince Charles	Autism
Brant South	
Agnes Hodge	Multi-Handicap
Bellview	Pr Strategies
Branlyn	Strategies
James Hillier	Autism
Major Ballachey	Strategies
Ryerson Heights	Pr/Jr DD
Haldimand	
Caledonia Centennial	Strategies
Mapleview	Autism
Hagersville Elem	Jr/Int ME (partially integrated)
Hagersville Elem	Jr/Int DD
Jarvis	Gifted
JL Mitchener	Jr/Int Autism
Thompson Creek	Autism
Thompson Creek	Pr Strategies
Norfolk	
Delhi Public	Strategies
Bloomsburg	Jr/Int ME (partially integrated)
Bloomsburg	Autism
Langton	Autism
Lynndale Hts	Jr/Int DD

Secondary Self Contained 2019-20	
School	Class
Brant North	
North Park	MID
North Park	MID
North Park	ME
North Park	Autism
Paris District	ME
Paris District	DD
Brant South	
Pauline Johnson	MID
Pauline Johnson	MH
Pauline Johnson	MH
Pauline Johnson	DD
Pauline Johnson	DD
Pauline Johnson	On Track (4 sections)
Tollgate	MID
Tollgate	MID
Tollgate	ME
Tollgate	Autism
Tollgate	Autism
Tollgate	DD
Tollgate	DD
Tollgate	On Track (4 sections)
Haldimand	
Cayuga Secondary School	MID
Cayuga Secondary School	DD
Cayuga Secondary School	DD
Cayuga Secondary School	Autism
Cayuga Secondary School	ME
Hagersville Secondary School	MID
Norfolk	
Simcoe Composite	ME
Simcoe Composite	MID
Simcoe Composite	DD
Simcoe Composite	DD
Simcoe Composite	On Track (4 sections)
Valley Heights Secondary School	MID
Waterford DHS	DD
Waterford DHS - New	DD
Waterford DHS	MH

SPECIAL EDUCATION PLACEMENTS/PROGRAMS
PROVIDED BY THE BOARD
2018-2019

Self-Contained Class/Program	Criteria for Placement	Class Capacity
Autism (ASD) Self-Contained • 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.	Placement in an ASD Class may be recommended through the Identification Placement and Review Committee (IPRC) process to a student who: • 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.	6
Deaf and Hard of Hearing (DHOH) Self-Contained ***(Deaf and Hard of Hearing class will close in the 2019-20 school year)*** • 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	Placement in the Deaf and Hard of Hearing class may be recommended through the IPRC process to a student who: • 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.	12

Developmental Disabilities Class (DD) Self-Contained 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: • 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	Placement in a Self-Contained Developmental Disabilities Class may be recommended through the IPRC process when: • 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	10
Enrichment Program ***(Enrichment Centres will close in the 2019-20 school year)*** The Enrichment program is a 1 day a week withdrawal program in an area congregated classroom. • 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. The Enrichment Learning Resource Teacher provides support to the home school teacher to assist with appropriate differentiated programming in the regular classroom. **Mind Sparklers Program** ***(Mind Sparklers Program will close in the 2019-20 school year)*** The Mind Sparklers Program is a two-day program for Grade 3 students to help them become familiar with the Enrichment congregated	Attendance in the Enrichment program may be recommended at the Grade 4-8 level through the school resource team process. Considerations for participation include: • 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.	Class Size is in compliance with Ministry of Education capacity requirements. Grand Erie DSB average is 24.15 students to 1 Teacher

classroom and Enrichment programming to inform participation in the Enrichment Program beginning in Grade 4.		
Gifted Self-Contained • 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.	Placement in a Gifted class may be recommended at the Grade 5-8 level through the system IPRC process to a student who: • 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.	25
Secondary Programs Available to Gifted or Enriched Students The academic stream at Secondary meets the programming needs of many students with Gifted and/or Enriched learning needs. 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. 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. 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	Registration in these courses and programs is determined at the school that holds the program.	Class size varies by program and enrollment.

Junior Technology Self-Contained ***(Junior Tech classes will close in the 2019-20 school year).*** The Junior Technology Program is a 1-year program for students identified by IPRC with a Learning Disability who are using Assistive Technology: • 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.	Placement in a Jr. Technology Class may be recommended for students in Grade 5 (or 6) age who: • 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.	8

Mixed Exceptionality (ME) / Mild Intellectual Disability (MID) Self Contained • 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.	Placement in a Mixed Exceptionalities class may be recommended beginning in Grade 4 through the IPRC process to a student: • 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 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.	16
Multi-Handicapped (MH) Self-Contained The program in an MH class focuses on individual goals for each student to meet his or her specific needs in the following areas: • 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).	Placement in a Self-Contained Multi-Handicapped Class may be recommended through the IPRC process when: • 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).	6

On Track 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.	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. 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.	16
Strategies Self-Contained • 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	Placement in a Strategies classroom may be recommended from SK to 8 level through the System IPRC process to student who: • 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	8

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

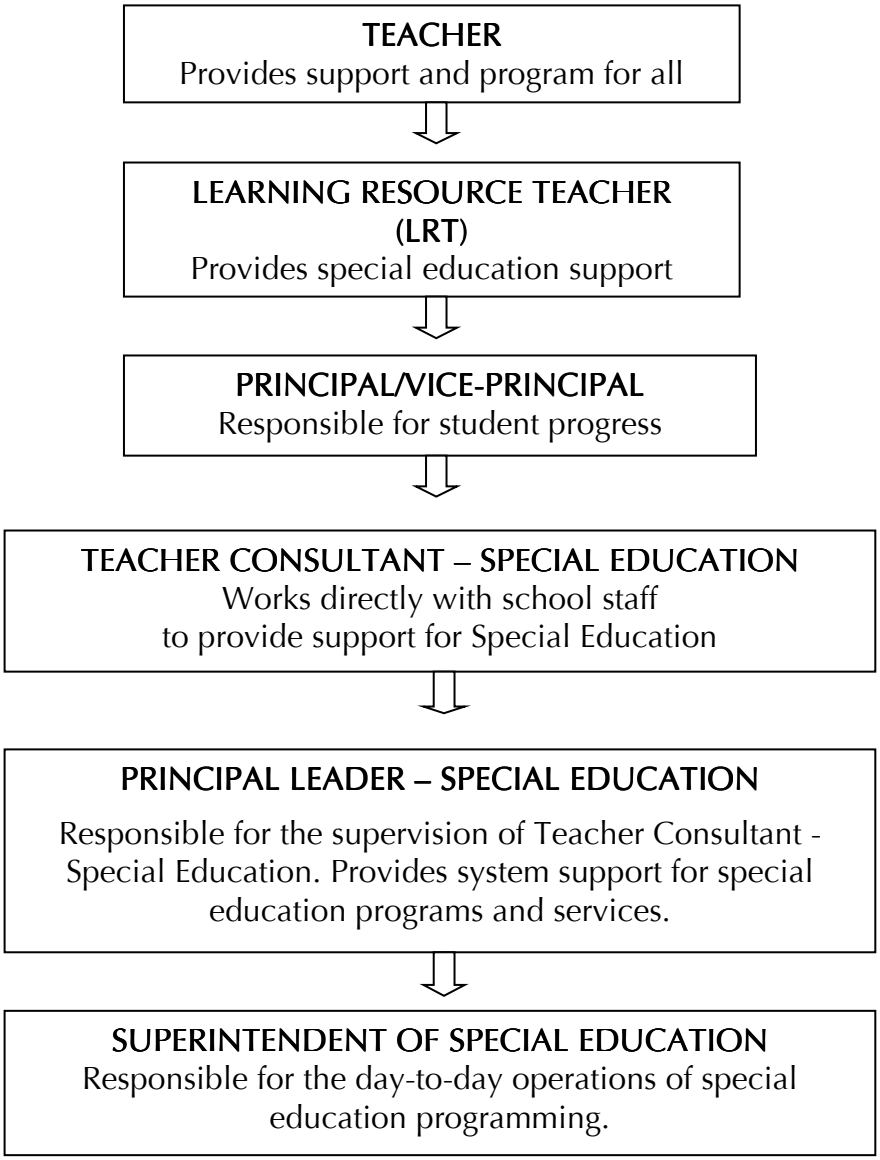
ix. Sources consulted in the Development of the IEP

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
Fax: (613) 967-2857

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 lB2
Tel.: (613) 967-2823

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 2018-2019 with respect to the number of qualified resident students attending Provincial Schools and Provincial Demonstration Schools:

W. Ross Macdonald School 34
Ernest C. Drury School for the Deaf 6
Robarts School for the Deaf 0
Amethyst Demonstration School..... 1

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

Standard 12: SPECIAL EDUCATION STAFF

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

Special Education Staff	ELEM.	SEC.	Staff Qualifications
Teachers of Exceptional Students			OCT & qualified to teach in Pr/Jr/Int/Sr divisions
Learning Resource Teachers (LRTs)	62 FTE	13 FTE	Special Education (minimum Part I)
Teachers for Self-Contained Classes	39 FTE	38.33 FTE	Special Education (minimum Part I)
Other Special Education teachers			Special Education (minimum Part I)
Itinerant teachers *(Itinerant Teachers are not staffed for the 2019-20 school year)*	1.0 0.5 1.0 2.0		Deaf specialist, vision 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 Coordinators (Special Education and Applied Behavioural Analysis)	2.0		Special Education Specialist
System Learning Resource Teachers *(System Learning Resource teachers are not staffed for the 2019-20 school year)*	4.0 Autism 2.0 Intellectual Disabilities 1.0 Learning Disabilities 1.0		Special Education Specialist
Enrichment Learning Resource Teachers *(Enrichment Centres are not staffed for the 2019-20 school year)*	4.0		Special Education Specialist
Teacher Consultants	6.0 Elementary 5.0 Secondary 1.0		Special Education Specialist
Teacher Consultants *(new 2019-20)*	3.0		Intellectual Disabilities Gifted Autism
Teacher Technicians *(new 2019-20)*	2.0		Assistive Technology Deaf/Hard of Hearing

Educational Assistants in Special Education		
Educational Assistants	307 *(will decrease to 296 in 2019-20)*	Community College Diploma in field relating to special needs; experience
Lead Educational Assistant	4.0	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	1.0	Master's Degree
Psycho-Educational Consultants	7.0 *(will decrease to 6.0 in 2019-20)*	Master's Degree
Speech-Language Pathologists	7.5 *(will decrease to 7.0 in 2019-20)*	Master's Degree in Speech/Language
Communicative Disorder Assistants	7.0	Community College/University
Social Workers	6.5 *(will decrease to 5.0 in 2019-20)*	Master's Degree in Social Work; B.A.
Applied Behaviour Analysis Expert	1.0	B.A.
Board Certified Behaviour Analyst	2.0	Master's Degree
Behaviour Counsellors	6.0 *(will decrease to 5.0 in 2019-20)*	B.A. or Child & Youth Services Worker Diploma
Child and Youth Workers	10.5 *(will increase to 14.0 in 2019-20)*	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)/Fundamentals of Math, Applied Behaviour Analysis (ABA) and New Teacher Induction Program (NTIP)
- "Canned" Professional Development powerpoints shared monthly with principals and LRTs for delivery at the school level
- 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:
- 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 2018-19 school year:

Title	Description
Behaviour Management System (BMS)	Multiple sessions offered on PD days or at school locations 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 to highlight new items that affect Learning Resource Teachers – upgrades to LITE, Personal Care Plan, changes to SEA, transition planning, IEP consultation, self-regulation supports, etc.
Kurzweil and other Assistive software	Sessions are offered to teachers along with their students in their classrooms. Kurzweil, WordQ, and Office 365 basics and strategies for embedding software use into classroom programming were offered.
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.
iPad Training	Individual training offered by our Lead EA for SEA when iPads are delivered to schools. System LRTs also train individual teachers on the use of student-specific apps.
Autism for Administrators	Guest speaker, Kelly Rogers, from the Grand Valley State University START Program spoke to administrators about effective inclusion strategies and facilitating student independence.
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.
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.

New Teacher Induction Program (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, modifying program in Core French, Autism awareness, Functions of behaviour etc.
"Canned" Powerpoints on Timely Special Education topics	Coordinators, Teacher Consultants, and System LRTs have developed monthly powerpoints complete with speaking notes that principals and LRTs can use in their entirety or in relevant sections for professional development within their buildings. Topics this year have included: Updating IEPs, At-Grade-Level Modifications, Using Visuals, Strategies for Integration, Functions of Behaviour, and Moving Toward Independence
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.
Teaching Numeracy Skills to Students in Self-Contained Classrooms	Presentation of strategies, lesson ideas, and manipulative kits to use with students in Strategies and MID classrooms
Sound Bites	Sound Bites is a kit of phonological awareness activities. Kindergarten teams were trained on the use of Sound Bites at a kindergarten workshop.
Lexia	Lexia is a responsive online literacy intervention tool. The Core5 program can be used with students in grades K-5 who are struggling with literacy. The Power Up program is for students in grades 6 and up. The program covers phonemic awareness, phonics, grammar, vocabulary, and comprehension. One day of face-to-face training was offered to one grade 2 teacher, MID teachers, and LRTs in participating schools. An overview webinar was offered to administrators. A follow-up data coaching webinar was offered to other Lexia users.
EMPOWER *(Empower will not be implemented in the 2019-20 school year)*	EMPOWER is a literacy intervention that is delivered in some schools to small groups of students, who usually have a learning-disabled profile. New EMPOWER teachers must participate in 4 training sessions and experienced EMPOWER teachers complete a half-day refresher session.

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…
Supporting Children's Brain Development Through Relationships and Connectedness	8th Annual PSSP Conference Dr. Jean Clinton, provided practical strategies for connecting with children and supporting children's brain development through relationships and connectedness.
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.
ABA Training	A wide variety of topics were offered to administrators, teachers, DECE's and EA's throughout the school year. Some topics included: Functions of Behaviour, "The Good Behaviour Game", Three-part series: Understanding and managing problem behaviour, Teaching breaks to reduce problem behaviour and Using visuals with students.
Self-Contained Teacher PD	Training opportunities were offered to self-contained teachers in elementary and high school during PD days. Topics included behaviour, how to collect and organize data, how to create IEP goals using ABA strategies, make and take work tasks and creating and monitoring transition plans.

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

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

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

In addition, senior special education staff attends the Regional Special Education Council (RSEC) meetings three times per year. Counterparts from other boards in South-Western Ontario and representatives from the Ministry of Education discuss initiatives, share effective programs and services, and discuss emerging issues. 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. Our Coordinator/Consultant team hosted one of the SERCC conferences this year.

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, Community and Social 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. Some types of equipment (Per Pupil) require approval from the SEA Approval Committee while others require an assessment (Claims Based) from a Speech-Language Pathologist or any other related health care professional or agency indicating that the student requires a specific piece of equipment.

Included in the file for non-computer (Claims-Based) equipment:

- 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
  iii) quotes from suppliers for the required equipment, and;
  iv) a copy of the student's IEP identifying equipment and embedding the equipment in the accommodations and program expectations.

Included in the file for computer (Per Pupil) equipment:

- evidence that the student is having difficulty accessing curriculum (report cards, educational assessment results, letters of support from the school)
- evidence that the student uses technology willingly and effectively on a regular basis (assistive technology log, work samples)
- 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 Co-ordinator, 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 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 funds the equipment costs through alternate budget lines.

Other equipment related to student needs are personal 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 AODA 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 17, 2019) 519-755-4153

Vice-Chair:
Rita Collver, Trustee (Acclaimed January 17, 2019) 519-582-4969

Local Agency Representatives:
LeaAnn Boswell, Information Services Coordinator, Contact Brant 519-758-8228, ext. 228
(Jane Angus, Contact Brant Alternate)
Christine Clattenburg, Woodview Mental Health and Autism Services 519-752-5308 ext. 137
Lorraine DeJong, Lansdowne Children's Centre 519-753-3153, ext. 202
Dr. Louise Scott, Fetal Alcohol Spectrum Disorder - ONE 519-414-9444

Parents/Community Representatives:
Carol Brady 289-244-8743
Beth Caers 905-768-3222
Michelle Carpenter 519-442-7209
Gary Drake 519-573-2895
Kathy Jones 519-586-8852
Wendy Rose 519-448-1569
Kyle Smith (Chair) 519-755-4153
Tom Waldschmidt 519-442-2140
Tara Wilson 226-493-1111
Rochelle Winter 519-720-6778

Native Representative:
Audrey Powless-Bomberry 519-717-2721

Trustees:
Rita Collver (Vice-Chair) 519-582-4969
Susan Gibson 519-771-9622
(Alternates Eva Dixon and Carol Ann Sloat)

Staff:
Liana Thompson, Superintendent of Education 519-756-6306, ext. 281122
Paula Curran, SEAC Recording Secretary 519-756-6306, ext. 281173

Resource:

Julie White, Principal Leader – Special Education 519-756-6306, ext. 287214
Karin Mertins, School and Program Supports Lead - Special Education 519-756-6306, ext. 287219
Lesley Boudreault, Program Coordinator – Special Education 519-756-6306, ext. 287217
Piyali Bagchee – Mental Health and Wellness Lead 519-756-6306, ext. 287226
Lindsay Sheppard - Applied Behaviour Analysis Coordinator 519-756-6306, ext. 287227

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.

Thursday, September 20, 2018	Thursday, February 14, 2019
Thursday, October 18, 2018	Thursday, March 21, 2019
Thursday, November 15, 2018	Tuesday, April 23, 2019
Thursday, December 13, 2018	Thursday, May 16, 2019
Thursday, January 15, 2019	Thursday, June 13, 2019

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 –

September 20, 2018 - Recruitment

SEAC members indicated a plan for member recruitment during the election year including a "We Need Your Help" campaign with ads on our public website, on school websites and which are connected to our social media links.

A letter was created for members' distribution among local agencies inviting them to submit a staff person as a SEAC representative.

December 13, 2018 – Membership

Grand Erie DSB SEAC requested the board amend Bylaw 8 SEAC Terms of Reference to include a second Native Representative to address special education needs for students of the Mississaugas of the New Credit First Nation.

Moved by: L. Boswell
Seconded by W. Rose

"THAT SEAC request the Grand Erie DSB amend Bylaw 8 SEAC Terms of Reference to include a second Native Representative to address special education needs for students of the Mississaugas of the New Credit First Nation."
Carried

Grand Erie DSB SEAC recommended the Board approve the addition of T. Waldschmidt as Community Representative to SEAC.

Moved by: K. Smith
Seconded by: C. Brady

"THAT SEAC requests the Board of Trustees approve the addition of T. Waldschmidt as a member of the Committee."
Carried

February 14, 2019 – Appeal for Reinstatement of Bill 44 FASD
Grand Erie DSB SEAC sent a letter to Hon. Lisa Thompson, MPP, Minister of Education and Hon. Lisa MacLeod, MPP, Minister of Children, Community and Social Services and Ontario SEAC Chairs supporting the Reinstatement of the Education Act Amendment re FASD

Moved by: C. Brady
Seconded by: T. Waldschmidt
"THAT the Grand Erie DSB SEAC submit the package, with all enclosures, to the relative Ministers and Ontario SEAC Chairs."
Carried

February 14, 2019 – Appeal for Bill 64 Noah and Gregory's Law
Grand Erie DSB SEAC sent a letter to the Hon. Lisa MacLeod, MPP, Minister of Children, Community and Social Services, Hon. Lisa Thompson, MPP, Minister of Education, Hon. Christine Elliott, MPP, Minister of Health and Long-Term Care and Deputy Premier and to Ontario SEAC Chairs supporting funding for the transition to Adult Developmental Services and Supports.

Grand Erie DSB SEAC recommended sending a letter to all appropriate Ontario Ministers and all Ontario SEAC Chairs in support of Bill 64 2018 Noah and Gregory's Law.

Moved by: C. Brady
Seconded by: T. Waldschmidt
"THAT the Grand Erie DSB SEAC submit the letter as amended to the relevant Minister and to Ontario SEAC Chairs."
Carried

April 25, 2019 – Appeal to Reconsider Increased Class Sizes and Mandatory E-learning.
Grand Erie DSB SEAC sent a letter to the Hon. Lisa Thompson, MPP, Minister of Education in support of a letter received from Durham Catholic DSB SEAC, requesting the Ministry reconsider the proposed increase to class sizes and the proposed mandatory secondary credits via e-learning.

Moved by: K. Jones
Seconded by: W. Rose
"THAT the Grand Erie DSB SEAC write to the Ministry of Education a letter in support of the DCDSB concerns on revised class sizes and include a copy of the DCDSB letter."
Carried

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 2018-19 school year;
- opportunity for input through an online survey link on the Grand Erie District School Board website which will be highlighted in November, January, March and May;
- 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;

October 18, 2018	Reviewed Standard 3 – Roles and Responsibilities
February 14, 2019	Reviewed Standard 6 – Educational and Other Assessments
March 21, 2019	Reviewed Standard 7 – Specialized Health Support Services
April 23, 2019	Members received the first draft of the 2018-19 Special Education Plan
April 23, 2019	Members participated in an activity to provide feedback on the challenges or ease of finding information in the Special Education Plan.
April 23, 2019	Reviewed Standard 1 – The Board's Consultation Process
April 23, 2019	Reviewed Standard 5 – The IPRC Process and Appeals
April 23, 2019	Reviewed Standard 7 – Specialized Health Support Services
April 23, 2019	Reviewed Standard 9 – Special Education Placements
May 16, 2019	Members received the final draft of the 2018-19 Special Education Plan
June 13, 2019	Members carried a motion to recommend the Board approve and submit to the Ministry of Education.

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

What was done -

October 18, 2018	Special Education staff explained the Budget Pressures and Funding Changes to SEPPA and SIP made available to Grand Erie.
February 14, 2019	Contract Extension and Local Priorities Funding – Breakdown of Supports and their Value to the System was explained to members.
January 17, 2019	The Manager of Business Services presented Funding Streams, Expenditures and the Budget Process for 2018-19
March 21, 2019	Special Education Funding Update B Memo February 20, 2019 was shared with SEAC.
March 21, 2019	Changes to the Ontario Autism Program (OAP) were reviewed.
April 23, 2019	Members were provided with the schedule of the Board's Budget Review Meetings: Thursday, April 25, 2019, Wednesday, May 22, 2019 and Tuesday, June 4, 2019.

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

What was done –

June 13, 2019 members reviewed the draft Special Education budget proposal.
Grand Erie Financial Statements are available on our website.
http://granderie.ca/application/files/8615/4462/3792/Grand_Erie_DSB_Financial_Statements_2018_-_Signed.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.

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.

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
- Learning Resource 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 23, 2019 the Special Education Advisory Committee received the first draft version of the Special Education Plan.

On June 13, 2019 the Special Education Advisory Committee passed the following motions:

"THAT SEAC approves the proposed revisions to Standard 1 of the Special Education Plan, pending Board approval of the budget."

"THAT SEAC recommends the Board approve the Special Education Plan with the amended Standard 1 for submission to the Ministry and uploading to the Board's website."

On June 24, 2019 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 2018-19 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 2018-19 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 2018-19 school year.

June 13, 2019 –
Grand Erie DSB SEAC made the following recommendations:

> Moved by: T. Waldschmidt
> Seconded by: M. Carpenter
> "THAT SEAC approves the proposed revisions to Standard 1 of the Special Education Plan, pending Board approval of the budget."
> **Carried**

> Moved by: K. Jones
> Seconded by: L. Boswell
> "THAT SEAC recommends the Board approve the Special Education Plan with the amended Standard 1 for submission to the Ministry and uploading to the Board's website. Pending board approval of the budget"
> **Carried**

APPENDICES TABLE OF CONTENTS

Appendix A 90
Grand Erie's Multi-Year Plan Goals Achievement Plan: Success for Every Student 2018-2019

Appendix B 91
School Team – Resource Team Process

Appendix C 92
Student Profile Sample

Appendix D 94
Kindergarten Home Connection Form

Appendix E 97
Parents' Guide to Special Education – Identification, Placement and Review (IPRC)

Appendix F 100
Parents' Guide to Special Education – Individual Education Plan (IEP)

Appendix G 102
IEP Template

Appendix H 107
General and Special Education Acronyms and Abbreviations

Grand Erie's Achievement Plan: Success for Every Student 2018-19

SUCCESS for Every Student

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

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 continue to focus on the key understandings of Quantity Relationships; Operational Sense; and, Algebraic Reasoning, so students can capably think, reason, represent, and flexibly apply their understanding when solving mathematical problems. This focus enables students to develop key mathematical skills to be successful across mathematical strands/big ideas; 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 assess individual student needs and provide responsive, differentiated mathematics instruction. This provides opportunities for all students to understand mathematical concepts and processes that lay the foundation for problem-solving. Further findings indicate Grand Erie staff continue to seek to learn and acquire strategies to promote and support student mental health, productive disposition 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 educator learning needs, and the further implementation of evidence based instructional strategies to support students 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 exist around comprehension and inferencing. With a continued focus on differentiated assessment and instruction, individual student learning gaps will be identified and addressed. This focus enables students to develop explicit and implicit meaning in their reading and writing skills that are necessary to be successful in working towards the completion of the literacy credential required for graduation.

How Did We Do?

K-12

Percentage of Grade 3 & 6 students achieving level 3 or 4 in reading, writing and oral language on report cards.

Percentage of Grade 3 & 6 students achieving level 3 or 4 in Number Sense & Numeration on report cards.

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

Percentage of Grade 2 students that increased reading levels who participated in Lexia and Empower.

Percentage of students in MID classrooms that increased reading levels who participated in Lexia and Empower

Percentage of Grade 7 & 8 students achieving level 3 or 4 in Number Sense and Numeration; and, Patterning and Algebra 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 6/8 and 8/8 credits by the end of Grade 9.

Percentage of students achieving 12/16 and 16/16 credits by the end of Grade 10.

Narrative Data

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

Principal and school multi-disciplinary learn teams will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective differentiated 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 and well-being for all learners, wrap around supports are provided to decrease barriers, in response to student needs.

How Will We Know?

The focus is on improved mathematics achievement. All of the following practices are expected to be evident for school based literacy work achievement.

Educators implement effective differentiated instructional and assessment practices in response to individual student needs, supported by the leadership of the Principal.

Multi-disciplinary school based teams will implement responsive, evidence based practice and research that focusses on transforming teaching, learning and well-being.

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-reflecting during the learning cycle to provide differentiated instruction in response to individual student literacy and numeracy needs.

How Are We Doing?

<u>System</u>

- Family of Schools Superintendent and System Multi-Disciplinary Teams Learning Observations; Conversations.

<u>Schools</u>

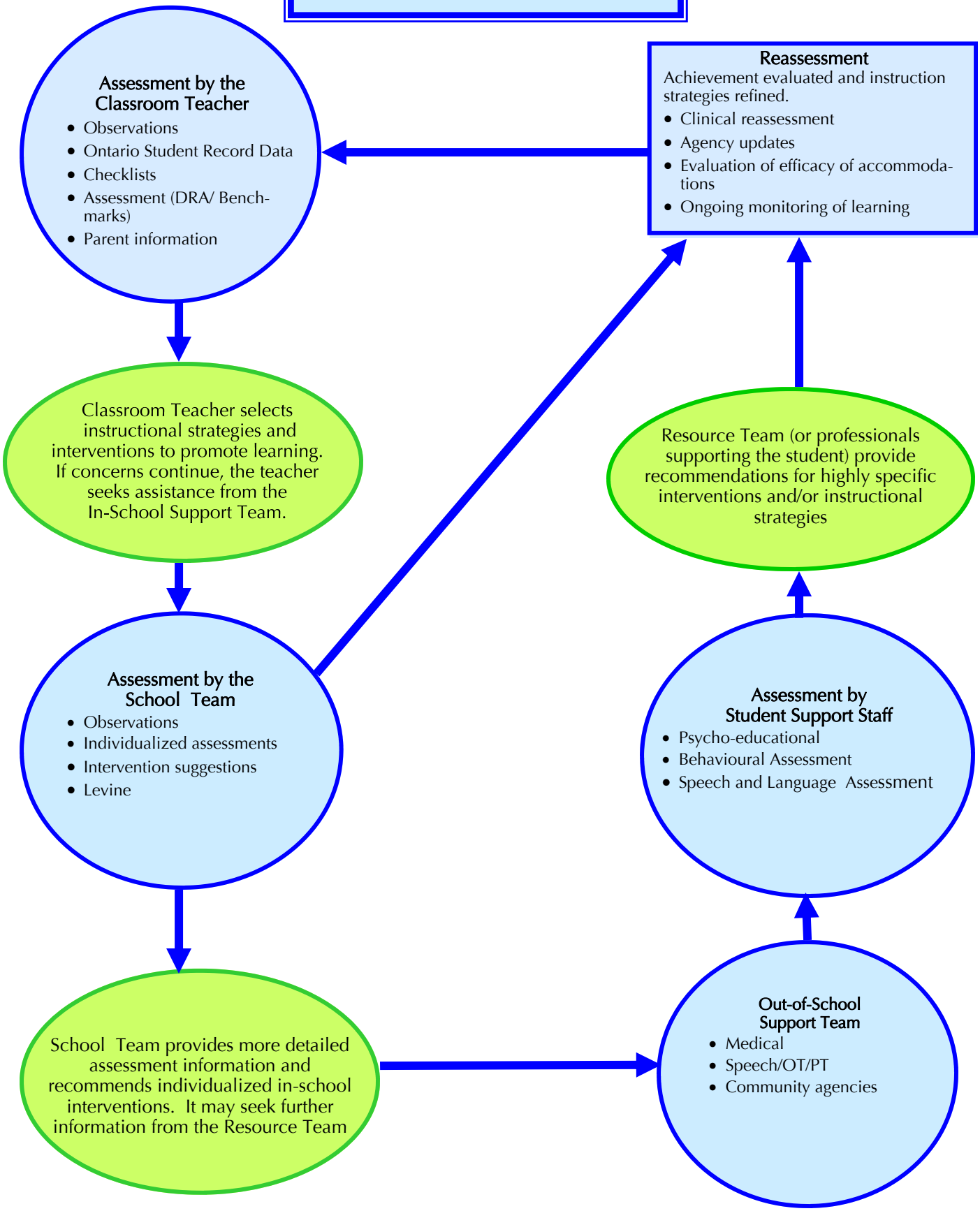
- Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.
- School self-assessment, feedback, and reflections inform practice.
- Evidence of teacher knowledge/skills/confidence/support for implementation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

<u>Classroom</u>

- Triangulated student evidence in a variety of forms (observation, conversation, and, products).
- Student voice regarding a change in confidence level and competency as a result of engagement that addresses their most urgent learning need.

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)

☑ Consultation with Parents	Date 13-Jul-2011
☑ Consultation with previous Teachers	Date 11-Aug-2011
☑ Report Card Printout (attached)	Date 25-Aug-2011
☑ Review of OSR	Date 23-Aug-2011
☑ School Team Meeting	Date 31-Aug-2011

Human Resources

Teaching/Non Teaching Support Staff
(LRT, EA, CYW, BeH, Counsellor, S&L, Psych Services, S.W.)

Example:

Social Worker - Grief Counselling as a result of a death in the family

System LRT for Autism - Assisted teacher with strategies to help student during transition times.

Referral to ☐ School Team ☐ Resource Team Date 25-Aug-201

Reason For Referral

☐ Academic Growth ☐ Attendance ☑ Behaviour ☐ Medical Concerns
☐ Social/Emotional ☐ Speech/Language

Strengths	Needs
-Active participant -Active working memory	-Goal setting to improve work -Functional math skills

Instructional Strategies	Environmental Strategies	Assessment Strategies
-assign one task at a time -assistive technology	-minimize background noise -oral reporting	-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

Sample

A copy of this record is filed in the Ontario Student Record

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)

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. W here 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

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Identification, Placement and Review Committee

GRAND ERIE DISTRICT SCHOOL BOARD

Ministry of Education Provincial and Demonstration Schools

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

School for the Blind and Deaf-Blind

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

Schools for the Deaf

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

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

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

Schools for Students with ADHD and Severe Learning Disabilities

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

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

Sagonaska School
350 Dundas Street, West
Belleville, ON K8P 1B2
(613) 967-2830

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

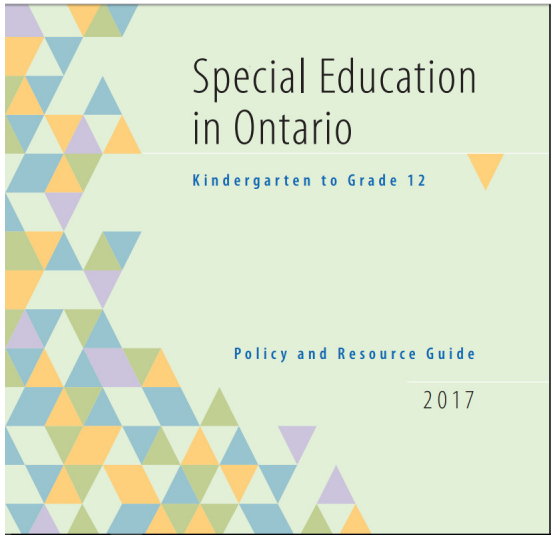
Centre Jules-Leger
281 rue Lanark
Ottawa, ON K1Z 6R8
(613) 761-9300
TTY: (613) 761-9302 and 761-9304

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

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

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

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



www.edu.gov.on.ca

Grand Erie District School Board

Superintendent of Education– Special Education 519-756-6301 Ext 281122
Principal-Leader of Special Education 519-754-1606 Ext 287214
Program Coordinator of Special Education 519-756-6301 Ext 287217
Applied Behaviour Analysis Coordinator – Special Education 519-756-6301 Ext 287227

INDIVIDUAL EDUCATION PLAN (I.E.P.)

A Guide for Parents

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

Special Education in Ontario Schools 4th Edition 2005

What is an I.E.P.?

A written plan that:

- Describes the special education programs and services your child needs to be successful.
- Lists your child's strengths and needs affecting his/her learning.
- Records supports and services that help your child learn and demonstrate learning.
- Identifies expectations that are changed (modified) from your child's age-appropriate grade level.
- Identifies alternative expectations in program areas that differ from the Ontario curriculum. (i.e. social skills, personal care etc.)
- Includes a 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

(Working Copy) Printed:

Growing Excellence....Inspiring Success

Name
School
Student OEN
Grade
Last IPRC/Annual Review Date
Exceptionality

DOB
Principal
School Year
SEA Equipment
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

Sources Consulted in the Development of the IEP

-Parent/Guardian or Student if 16+

Individualized Equipment

SEA Equipment

Educational Assessments

Type	Date	Summary of Results

Clinical Assessments

Type	Date	Summary of Results

AREAS OF STRENGTH	AREAS OF NEED

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

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.

Accommodations

Exceptionality : -No exceptionality specified

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

IEP Completion And Reporting

Date of IEP completion **Reporting Dates**

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**

Transition Plan

Parent/Student Consultation and Staff Review and IEP Updating

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 Hyperactivity 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	
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
BCBA	Board Certified Behaviour Analyst	Special Education
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
CAP	Central Auditory Processing Disorder	Student Support Services
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
ELD	English Literacy Development	Student Success
ELL	English Language Learners	Student Support Services

Grand Erie DSB General and Special Education Acronyms		
ELP	Early Learning Program	Elementary Program
EPO	Education Programs Other (Grants)	Business Services
EQAO	Education Quality and Accountability Office	Student Success
ESA	Educational Services Agreement	Business Services
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
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
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

Grand Erie DSB General and Special Education Acronyms		
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
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 Support Personnel (Psychology, Speech & Language, Social Work)	Special Education
PSYCH	Psychological Consultants and Psychoeducational Consultants	Student Support Services
PT	Physio Therapist	Student Support Services
PTR	Prohibitive to Repair funding	Business Services
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

Grand Erie DSB General and Special Education Acronyms		
SAO	Student Achievement Officer	Student Succecc
SAP	Student Action Plan	Student Success
SC	Special Class	Special Education
SDW	Student Data Warehouse	Student Suaaess
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	Specialist High Skills Majors	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
SW	Social Workers	Student Support Services
SWAC	School 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
TLCP	Teaching and Learning Critical Pathways	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