

2024-25



Grand Erie Special Education Plan



Standard 1

The Board's Consultation Process

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

Consultation with the Special Education Advisory Committee

The Special Education Plan undergoes an annual review by Specialized Services Staff to ensure compliance with the Special Education Plan Standards. Changes are incorporated into the revised Plan and then presented to the Special Education Advisory Committee (SEAC). The Special Education Plan is presented to the Board of Trustees for approval and submitted to the Ministry of Education, as per Regulation 464/97.

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

- None Received

Community Consultation

A copy of the Special Education Plan is located on the Grand Erie District School Board website. There is opportunity for the broader community to provide feedback by emailing info@granderie.ca or filling in the "Contact Us" form at the bottom of the Board website.

Internal and External Reviews of Existing Special Education Programs and Services

There were no formal internal or external reviews of existing special education programs and services. Grand Erie continues to support the full participation of students with special education needs in general education classrooms at their community schools, while also providing self-contained programming for students when appropriate.

As a result of consultations with and input from Grand Erie's SEAC, school administrators and senior administration, the following changes to special education programs and service delivery occurred in the 2024-25 school year:

- Wider distribution of self-contained programs across secondary schools to facilitate student attendance at their community school
- Shift in types of self-contained programs offered at some secondary schools in response to student need
- Opening 1 new Project SEARCH site in Haldimand effective September 2025
- Closure of 1 self-contained program in the elementary panel effective September 2025

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 Grand Erie's philosophy and service delivery model for the provision of special education programs and services.

Grand Erie's model for Special Education service provision 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.

Special Education Service Delivery Model

Services and programs supporting students with special education needs are provided in a manner that is consistent with Grand Erie's mission "Together, we build a culture of learning, well-being and belonging to inspire each learner". Specialized services programs are delivered in the most enabling environments for learning so that students can participate fully in their educational program and home communities whenever possible.

Programs and services for students with special education needs within Grand Erie are guided by the following principles:

Full Participation of Every Student

- All students can succeed. Success looks different for different students.
- The first consideration for every student is placement in a regular class in their community schools, with appropriate special education services that would meet the student's needs and is consistent with parental preferences.
- Diversity in ability is welcomed and positively impacts educational outcomes.
- Supports and services should be developed and implemented to maximize each student's inclusion and full participation. If barriers continue to exist accommodations should be provided up to the point of undue hardship.
- Every student is unique, and many factors should be considered when determining the most appropriate placement.
- Education providers need to take steps to ensure that placement decisions are not influenced by negative attitudes toward, or stereotypes about particular students or communities
- The principles of accessible education, equity, equality, and human rights are provided are embedded into all learning opportunities.
- Universal design for learning supports accessible curriculum, instruction, and assessment.
- There are high expectations for all learners, facilitated through responsive teaching pedagogies, learning and assessment opportunities.
- Resources are provided to support students to become as independent as possible in reaching their educational goals.
- The classroom educators are the primary support for all students in school. Additional human resource supports work as partners with the classroom educators by coaching, co-teaching, and co-learning in order to address the strengths and needs of the students.

- All work together to create and maintain inclusive and equitable school communities and to eliminate barriers to full participation.
- Intentional collection, analysis and use of relevant data to fully understand learners' strengths and needs removes barriers and supports appropriate interventions.

Classroom Placements

Classroom placements are provided on a continuum based upon the strengths and needs of the student. The continuum includes:

- Regular classroom with Universal Design for Learning, responsive, relevant, and culturally sustainable instruction and assessment and accommodations.
- Self-contained special education classrooms, partially integrated.
- Self-contained special education classrooms fully contained.
- Wrap-around supports and services.

Accessing Special Education Services

When a diverse learning strength or need is identified after Universal Design for Learning and responsive instruction and assessment have been implemented in the classroom, it can be addressed at a School Team or Multi-Disciplinary Team meeting.

School Team

School Team plays a significant role in helping classroom educators address difficulties that a student may be experiencing in the classroom. School Team meets regularly to build the capacity of all educators to provide accessible and meaningful educational opportunities for all students. School Team occurs prior to, and following, formal assessment and identification.

Multi-Disciplinary Team

Multi-Disciplinary Team may include system staff members and/or community partners that support educators to problem- solve and enhance their own capacity to learn and implement additional Tier 1, 2, or 3 strategies to support students. The Multi-Disciplinary Team may recommend and support additional school-based strategies and/or community partner involvement.

Standard 3

Roles and Responsibilities

The purpose of the standard is to provide the public with information about 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
- management of programs and curriculum

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

The Student:

- complies with the requirements as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda
- complies with Grand Erie policies and procedures
- participates in the Identification, Placement and Review Committee (IPRC), parent/caregiver-teacher conferences, and other activities, as appropriate

The Parent/Caregiver:

- becomes familiar with, and informed about, Grand Erie policies and procedures in areas that affect their child
- participates in IPRCs, parent/caregiver-teacher conferences, and other relevant school activities
- participates in the development of the Individual Education Plan (IEP)
- collaborates with the school staff working with the student, including the Principal and educators, in order to increase opportunities and solve problems
- supports the student at home
- is responsible for the student's attendance at school

The Teacher:

- carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda
- follows Grand Erie policies and procedures regarding special education
- maintains up-to-date knowledge of special education practices
- works with special education staff, the administrator, and the parent/caregiver to develop the IEP for an exceptional student
- implements the program for the exceptional student in the regular class, as outlined in the IEP and assesses and monitors progress towards the goals outlined in the IEP
- communicates the student's progress to the parent/caregiver
- in consultation with the parent/caregiver, works with special education staff and the administrator to review and update the student's IEP

The Learning Resource Teacher (LRT):

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

- holds qualifications, in accordance with regulations under the *Education Act*, to teach special education
- monitors the student’s progress towards the goals outlined in the IEP and supports the classroom teacher to develop modifications to grade level curriculum or alternative programs if required
- assists in providing educational assessments for exceptional students

The Designated Early Childhood Educator (DECE):

The DECE, in coordination and cooperation with the classroom teacher:

- plans for and provides education to children in Kindergarten
- observes, monitors, and assesses the development of Kindergarten children
- supports a healthy physical, emotional, and social learning environment in the classrooms
- communicates with families
- performs duties assigned by the Principal with respect to the Kindergarten program

The School Principal

- carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda, and Grand Erie policies
- communicates Ministry of Education and Grand Erie expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates Grand Erie policies and procedures about special education to staff, students, and parent/caregivers
- ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the *Education Act*, regulations, and Grand Erie policies
- consults with the parent/caregiver and with school board staff to determine the most appropriate program for exceptional students
- ensures the development, implementation, and review of a student’s IEP, including a transition plan, according to provincial requirements
- ensures that the parent/caregiver 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/caregiver consent is obtained

The Special Education Advisory Committee (SEAC):

- makes recommendations to the Board of Trustees with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students in Grand Erie
- participates in Grand Erie’s annual review of its special education plan
- participates in Grand Erie’s annual budget process as it relates to special education
- reviews the financial statements of Grand Erie as they relate to special education

Grand Erie District School Board

- establishes school board policy and practices that comply with the *Education Act*, regulations, and policy documents including policy/program memoranda
- monitors school compliance with the *Education Act*, regulations, and policy documents including policy/program memoranda
- requires staff to comply with the *Education Act*, regulations, and policy documents including policy/program memoranda
- provides appropriately qualified staff to provide programs and services for the exceptional students of the board
- plans 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 students of the board
- reviews the plan and submits amendments to the Minister of Education at least every other year
- provides statistical reports to the Ministry as required
- prepares a parent/caregiver guide to provide information about special education programs, services, and procedures
- establishes one or more IPRC's to identify exceptional students and determine appropriate placements for them.
- establishes a Special Education Advisory Committee (SEAC)
- provides professional development to staff on special education

The Ministry of Education

- sets out, through the *Education Act*, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services
- prescribes the categories and definitions of exceptionality
- requires through the *Education Act* that school boards provide appropriate special education programs and services for their exceptional students
- establishes the funding for special education through the structure of the funding model
- requires school boards to report on their expenditures for special education through the budget process
- sets province-wide standards for curriculum and reporting of achievement
- requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the Ministry
- requires through the *Education Act* and through regulation that school boards establish Special Education Advisory Committees (SEACs)
- establishes a Minister's 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 or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

Standard 4

Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the Grand Erie’s early identification procedures and intervention strategies to the Ministry and to the public.

The purpose of early identification and intervention is to determine each child's strengths and learning needs. **Policy/ Program Memorandum T1: Early Identification of Children’s Learning Needs** guides the work in Grand Erie in that;

“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 for students at all ability levels.”

Early identification and intervention strategies include:

- On-going assessment
- Instruction
- Specific and personalized interventions
- Monitoring
- Communication with families
- Collaboration with community partners (as needed)

Many of the early identification steps will be taken for all students – some specific interventions will be required for individual students to be responsive to their learning needs. For students in Kindergarten or the early primary grades, early identification usually refers to the early recognition of strengths, abilities and needs rather than an educational identification through an Identification, Placement, and Review Committee meeting (IPRC)

Educator Team and Parent/Caregiver Collaboration

Educator Teams work together in many Kindergarten programs. Educator Teams are comprised of a classroom teacher and a Designated Early Childhood Educator (DECE).

Information Sharing and Collaborative Communication

There are a variety of ways that Grand Erie provides parents/caregivers with information and resources that families can access to help support their child with the transition to Kindergarten.

Educator Teams monitor student growth and development, classroom learning and regularly share evidence and observations from school with parents/caregivers. Any concerns that arise from either school or family are addressed in a timely fashion, with suggestions about appropriate resources and strategies shared collaboratively.

- Kindergarten Registration Information on the [Grand Erie website](#)

- A **Kick Start to Kindergarten Event** offered by Grand Erie and community agency partners for families
 - The Look See Developmental Screener is utilized at these sessions
 - The Look See is used to assess the developmental milestones in young children. It is a tool used to quickly identify any potential developmental delays or concerns in key areas such as motor skills, language, social-emotional development and cognitive abilities.
- **Welcome to Kindergarten Guide: A Family Guide to Starting School**
 - Welcome to Kindergarten Event offered by each school for families
 - Individual Case Conference (if needed)
 - Community Agency Reports (if available)
- **Home Connection Form**
 - At each school, educator teams provide a questionnaire or input form to the family, with the purpose of getting to know the student
 - Parents/caregivers may provide information or assessments about the child that are pertinent to school (i.e., Speech Language Assessments)

Communication of Learning

Parents/caregivers are provided with an overview of observations of the child's learning in relation to the overall expectations of the Kindergarten Program or curriculum documents with information about appropriate next steps to further the child's learning

- Initial Observations are shared with families in November
- Communication of Learning First Report is shared with families in February
- Communication of Learning Final Report is shared with families in June

Interventions and Support

A variety of early intervention strategies and programs are utilized by educators after the robust implementation of teaching and learning experiences for students

Classroom-based interventions or support may be developed by the classroom teacher in conjunction with the LRT, school Principal, School Team and/or Specialized Services or Curriculum and Student Achievement team

An Early Reading Screener is utilized starting in year 2 of Kindergarten called the Acadience Early Reading Screener. The Early reading screening is newly mandated by the Ministry of Education through Policy/Program Memorandum 168.

The purpose of the early reading screening is to:

- Monitor your child's development in early reading skills
- Identify children who need additional support
- Guide classroom instruction
- To implement strategies of intervention and work with all support personnel as needed to address the observed needs of the child
- Communicate concerns as they arise, with suggestions about appropriate resources and personnel for support as needed. Be involved in decisions about the education and learning of the student

Community Support

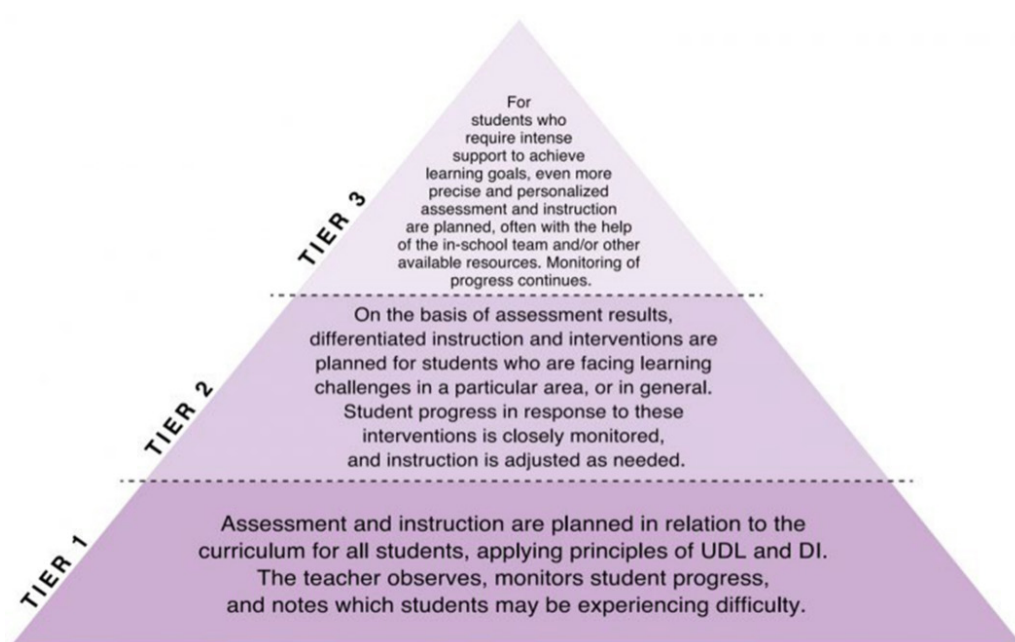
- Access to available community agencies that can assist with the child's growth and development are provided as needed.
- With parent/caregiver consent, information from professional assessments and/or community based resources may be reviewed by staff to support the planning of next steps for learning.

Learning Partnership

- Parents / caregivers play an important role in their child's learning and are crucial partners in communicating with educators
- By becoming familiar with the Kindergarten Program, parents/caregivers can understand play-based learning and understand the attitudes, skills, and strategies that their children are developing

The Tiered Approach

- Interventions, supports and services within Grand Erie are tiered, offering differing degrees and of intervention and assistance to help students be successful.



Educators collect information for all students through classroom observations, conversations and products.

Educators use the framework of Universal Design for Learning (UDL) to provide access to the curriculum for all students in the classroom. UDL creates meaningful learning opportunities for all students, regardless of skill, age or situation. This looks like creating classrooms, school environments, lessons, activities and assignments that are reflective of the identities and experiences of the students.

With the implementation of UDL, specific interventions for some students are utilized. Interventions,

and their success, are monitored by the classroom educator(s). Consultation with the School Team for instruction and classroom management strategies to meet the needs of the students is a support that is available. For more complex situations, the School Team can consult the Multi-Disciplinary Team to access specialized consultation, action-planning, focused intervention and staff coaching to meet a wide variety of student needs. Teachers are required to keep caregivers informed about difficulties experienced by their child and the kinds of supportive interventions put in place. The parents/caregivers may be invited to a case conference at the school to support the implementation of a plan, resources or supports being utilized within the classroom.

Additional Resources

- Planning Entry to School: A Resource Guide, Ministry of Education, 2005 [The Kindergarten Program](#)
- [Ontario Curriculum](#)

Standard 5

The Identification Placement and Review Committee Process and Appeals

The purpose of the standard is to provide details of Grand Erie’s Identification, Placement and Review Committee (IPRC) process to the Ministry and the public.

The parent/caregiver and student are important participants within the IPRC process. Learn more about the role you play by referencing the [Identification, Placement and Review Committee \(IPRC\) resource](#).

Committee Composition

Regulation 181/98 requires that all school boards establish one or more Identification, Placement and Review Committees (IPRC). An IPRC is composed of at least three people, one of whom must be a Principal or supervisory officer in Grand Erie, 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.

In addition to the three people that make up the IPRC, other people may attend an IPRC meeting, including the Principal of the home school (if a different Principal is chairing the meeting), the student’s teacher, Grand Erie support staff, a parent/caregiver or the student (if over 16 years of age) and/or a parent representative. The parent/caregiver and student are entitled to be present and participate in the discussions about the student and to be present when the committee’s identification and placement decisions are made.

As of September 2025, Grand Erie uses two levels of IPRCs:

- School
- System

Committee Type	Membership	Jurisdiction
School IPRC	<ul style="list-style-type: none"> ■ 1 School Principal ■ 2 Additional Members (Learning Resource Teacher, classroom teacher, Vice-Principal, Principal, Teacher Consultant) 	<ul style="list-style-type: none"> ■ New identifications for students ■ Annual Reviews for students
System IPRC	<ul style="list-style-type: none"> ■ 1 Superintendent or designate ■ 1 Principal Leader for Specialized Services, or designate ■ 1 Principal from presenting school, or designate 	<ul style="list-style-type: none"> ■ Identification and placement for students in complex cases ■ Identification and Placement in Provincial 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.

If placement in self-contained program is being considered, the Teacher Consultant will support the planning to ensure availability of space in existing self-contained programs. The Teacher Consultant will attend the IPRC as either a member of the committee or a resource to the committee.

*A Vice-Principal cannot be the sole Principal representative on an IPRC.

Role of the Committee

The IPRC meets and decides if a student should be identified as an exceptional student and if so, the placement that will best meet the student's needs.

The role of the Identification, Placement and Review Committee (IPRC) is to:

- Invite the parent(s)/caregiver(s) and the student (if 16 years of age or older) to attend the meeting
- Review relevant information about the student
- Describe the student's strengths and needs
- Determine whether a student should be identified as exceptional
- Identify the area(s) of exceptionality according to the Ministry of Education categories and definitions
- Decide on the appropriate placement for the student
- Review the identification and placement at least once in each school year unless the parent gives written notice dispensing/deferring with the review; and
- Provide materials, including applicable Guides, to parent(s)/caregiver(s). Alternative formats (e.g., Braille, translation to other languages) provided upon request.

Committee Procedures

1. Requesting an IPRC Meeting:

- Once a child has been enrolled in school, the parents have the right to request that the Principal refer their child to an IPRC.
- According to the regulation, the Principal of the student's school:
 - must refer the student to an IPRC upon receiving a written request from the parent
 - may, with written notice to the parent, refer the student to an IPRC.

2. Within fifteen (15) days of receipt of a written request from the parent(s)/caregiver(s) to convene an IPRC meeting, the Principal of the student's school must:

- acknowledge the parent/caregiver request in writing
- provide a copy of [The Grand Erie Caregiver Guide to the Identification, Placement and Review Committee Process](#); and
- provide a written statement indicating approximately when the IPRC will meet.
- IPRC Meetings may be conducted in person or virtually.

3. Notice of the IPRC Meeting:

- At least ten (10) days before the meeting, the chair of the committee will send the parent(s)/guardian(s) written notification of the meeting. This letter will provide information about the date, time, and place of the meeting and asks the parent(s)/caregiver(s) to indicate whether they will attend.

4. Parent(s)/caregiver(s) should be informed that they have a right to:

- be present at and participate in all IPRC discussions about the student.
- be present when the Committee makes its decision about identification and placement; and
- have a representative present to speak on their behalf and otherwise support them.
- Every effort is made to accommodate the schedule of the parent(s)/caregivers(s).

The parent(s)/caregiver(s) (or student 16 years or older) must receive the same information about the student that the chair of the IPRC has received. This information is to be provided to the parent(s)/caregiver(s) and student as soon as possible following receipt by the chair.

5. Preparation for the IPRC

Once an IPRC has been requested, the committee will:

- outline the agenda for the IPRC meeting
- obtain an educational assessment of the student
- obtain health and/or psychological assessments, if it is believed that such information is required to make an accurate identification or placement decision
- consider interviewing the student, if the committee members feel it would be useful to do so (parental permission is necessary before interviewing a child under 16 years of age)
- consider any information about the student submitted by the parents, or by the student who is 16 years of age or older; and
- consider any other information that may be relevant to the IPRC decision.
- Answer any questions

6. The IPRC Meeting

It is the responsibility of the members of the IPRC to set a welcoming tone in the meeting. It is also effective practice for the IPRC chair to:

- introduce all those attending the meeting and explain the reasons for their presence
- explain the purpose of the meeting; and
- ensure that all participants feel that their contributions are valued.

Parents, and/or students who are 16 years of age or over, must be given the opportunity to have a representative with them if they wish, and to present information and ask questions.

The IPRC meeting will review all available information about the student. The committee will:

- consider the results of the student's educational assessment
- consider the results of any other assessments, such as health and/or psychological assessments, if it is believed that such information is required to make an accurate identification or placement decision
- consider the results of an interview with the student, if the committee members feel it would be useful to do so
- consider any information about the student submitted by the parents, or by the student; and
- consider any other information that may be relevant to the IPRC decision.

At the meeting, educators may be asked questions about the student's achievement, progress, behaviour, assessment results, and potential response to a change in placement.

- The committee may discuss and make recommendations regarding special education programs and services for the student.

At the request of the parents, or of a student who is 16 years of age or older, committee members will discuss any such recommendations with the parents and/or the student. Parents and students should be encouraged to ask questions and participate in the discussion.

7. The IPRC Statement of Decision

- The committee will make its decision about identification and placement after all the information has been presented, considered and discussed.

The written statement of decision will indicate the following:

- the categories and definition of any exceptionalities identified
- the description of the student's strengths and needs
- the IPRC's placement decision
- any recommendations regarding a special education program and reasons for that decision.

Where there is not enough information for the committee to decide, the IPRC will be deferred to a future date in order to collect or perform necessary assessments or reports and then reconvene.

The signature of the parent(s)/caregivers(s) confirms the identification and placement effective immediately. If the IPRC has identified the child as an exceptional student and the parents are in agreement, the Principal submits the minutes of the IPRC to the Education Centre.

Where parent(s)/caregiver(s) have not signed the IPRC Statement of Decision and have not indicated a wish to appeal the decision, after thirty (30) days of no response, the Committee will implement the identification and placement.

Should a parent(s)/guardian(s) waive or decline to participate in the IPRC meeting, the Principal shall send a copy of the IPRC Statement of Decision to the parent(s)/caregiver(s) requesting input. After a period of thirty (30) days, in the absence of a request from the parent(s)/guardian(s) to meet with the Committee, the placement decision may be implemented by the board.

In the event that parent/caregivers have questions about the IPRC decision, or disagree with the decision, within 15 days, make a written request to the school Principal to meet with the IPRC again before the Education Centre is notified of the decision.

School staff follow the process for dealing with appeals to an IPRC as outlined in Regulation 181/98, part IV. The right to an appeal is outlined in the [Identification, Placement and Review Committee - Caregiver Resource](#).

A copy of the IPRC Statement of Decision will be retained in the student's OSR along with relevant assessment reports and other documents. A copy shall be provided to the parent(s)/guardian(s) of the student.

- All IPRC documents will be generated electronically using the Grand Erie special education software platform.

Request for a Review

At any time after a placement has been in effect for three (3) months, but not before, a request for an IPRC review may be made by:

- The school Principal with written notice to the parent(s)/caregiver(s);
- The parent(s)/caregiver(s) in a written request to the Principal

A request by a person for an IPRC review cannot be made more than once in every three-month period.

An IPRC review meeting must be held once within each school year, unless the Principal of the school at which the special education program is being provided receives written notice from the parent(s)/caregivers dispensing with the annual review.

The IPRC review is subject to the same timelines as the original IPRC process.

The IPRC will review the placement and identification decisions and decide whether these should be continued or whether a different decision should be made regarding placement and identification.

After the review, a written statement of decision identifying (confirming or changing) the student's identification and placement will be sent by the chair of the committee to:

- the parent(s)/guardian(s)
- the student, where the student is 16 years of age or older
- School

Appealing the IPRC Decision

If you do not agree with either the identification and/or placement, you may:

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss these concerns: or
- Within 30 days of receipt of the decision, file a note 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 written notice of appeal within 15 days of your receipt of the decision. A written notice of appeal must include the decision with which you disagree and include a statement that sets out your reasons for disagreeing. The written notice of appeal is submitted to the Secretary of the Board through info@granderie.ca.

*If you do not consent to the IPRC decision and you do not appeal it, the Board will instruct the Principal to implement the IPRC decision.

Number of IPRC referrals for the school year 2024-25: 231

Number of IPRC reviews for the school year 2024-25: 2,047

Number of IPRC appeals for the school year 2024-25: 2

Standard 6

Educational and Other Assessments

The purpose of the standard is to provide details of the Grand Erie's assessment policies and procedures to the Ministry and to make parents/caregivers 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.

Early identification of areas of needs and intervention include assessments, monitoring, instruction, intervention and community support, as needed. Using a tiered model, assessments are provided to support student achievement. The results of every assessment are intended to provide data on how best to support student achievement in their current classroom placement.

- Many early identification procedures and strategies will be utilized for all students to understand the profile of the learners and provide a program that respects their strengths, interests, and areas requiring direct instruction.
- Some teachers require more information to support the development of the learners' profiles. Some standardized assessments are completed by trained staff to gather this data and support responsive instruction.
- For a few students who are not demonstrating the anticipated growth in response to direct instruction, it may be determined by the School or Multi-disciplinary Team that further standardized assessments are required to identify how best to meet the needs of the student.

Grand Erie strongly supports an early identification and intervention process for students with special education needs. The steps listed are part of the continuous assessment and program planning needed to support understand the learning profile of a student. There are a variety of assessments, from informal to formal, requiring increased expertise and training by the individual administering the assessment.

Referring a Student for an Assessment

Ongoing assessment of student for, of and as learning occurs within the classroom. When achievement or skill development gaps are noticed, a student may be brought to School Team to discuss. At School Team it may be determined that further assessment is an appropriate next step.

The School or Multi-disciplinary Team may recommend:

- A Woodcock Johnson IV or other educational assessment.
- In collaboration with the School Team, it may be determined that further assessment and intervention is an appropriate next step.
- Programs or services and establish a date to review progress.
- A Psycho-Educational or Speech and/or Language assessment by a qualified professional.
- A referral to community professionals such as Occupational or Physiotherapists

Types of Assessments Used to Assist in the Development of Appropriate Educational Programs

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

- These assessments are made for learning, as learning, and of learning (Learning For All, 2013). They identify strengths and challenges within the educational profile.
- Recommendations and/or strategies support the development of next steps of instruction, using tiered intervention.
- Educational assessments are completed by classroom educators and Learning Resource Teachers.

Standardized Assessments

Psycho Educational Assessments

- A psycho-educational assessment may include tests of intellectual abilities, perceptual processing and 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, who are members of the College of Psychologists and Behaviour Analysts of Ontario.

Tests of Perceptual Development

- These are tests and/or observations that may indicate strengths/weaknesses with the processing of visual and/or auditory information.

Test of Intellectual Abilities

- These are tests that measure an individual's ability levels at a given point in time. The purpose of an intellectual assessment is to identify a learning profile and assist in educational programming.

Tests of Academic Achievement

- These are standardized tests which measure an individual's performance on reading, spelling and mathematics and are norm referenced.

Adaptive Behaviour Assessment

- These assessments measure conceptual, social, and practical skills learned by children and youth that are required in everyday living.

Behavioural Assessments:

- These assessments evaluate behaviour, emotions and adaptive skills of children and young adults.
- They are conducted by qualified personnel and may involve observations or checklists.

Functional Behaviour Assessment

- A process that identifies target behaviour, and behaviour function, to understand what maintains behaviour. This leads to intervention plans to teach alternative behaviours and social skills.

Speech- Language Assessments

- These assessments 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 themselves assessment of a child's needs for additional communication support.

For Educators

Educational measures 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 Curriculum and Student Achievement Team if the assessment is to be administered by classroom teachers to inform program delivery for all students.

- Early Literacy Assessment Tool (ELAT)
- Acadience Reading Assessment
- Groupe Beauchemin (GB+) – French Immersion
- Other

For Learning Resource Teachers

Standardized measures:

Standardized measures are used to identify the student's strengths and needs and are delivered in a standardized manner. Responsibility for training of staff to use these assessment tools is assumed by the Specialized Services Department.

- Woodcock Johnson IV Tests of Achievement
- Canadian Cognitive Abilities Test (CCAT 7) is administered to all students in pre-determined grades, to develop a more comprehensive profile of the students.
*The CCAT-7 was not administered in 2024-25 in order to develop a more fulsome implementation process. Administration will begin again in 2025-26.

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

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)
- Raven's 2 Progressive Matrices

Academic Achievement and Processing Measures

- Kaufman Test of Individual Achievement – Third Edition (Canadian norms) Wechsler Individual Achievement Test Third 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
- 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)
- Rey Complex Figure Test (RCFT)
- Test of Memory and Learning – Second Edition (TOMAL-2)
- Test of Orthographic Competence (TOC) Test of Visual Perception-Forth Edition
- Wide Range Assessment of Memory and Learning – 3rd Edition (WRAML-3)
- Feifer Assessment of Reading (FAR)
- Kaufman Test of Educational Achievement – Third Edition (KTEA-3)

Surveys and Checklists:

- Adaptive Behaviour Assessment System – Third Edition (various forms) (ABAS- 3)
- 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)
- Conners Fourth Edition
- Gillam Autism Rating Scale – Second Edition (GARS-2)
- Multidimensional Anxiety Scale for Children Second Edition (MASC 2)
- Risk Inventory and Strengths Evaluation (RISE)
- Beck's Depression Inventory (BDI-II)
- The Children's Depression Inventory 2nd Edition (CDI 2)
- Multi-dimensional Anxiety Scale for Children: Second Edition (MASC-II)
- Piers-Harris Children's Self-Concept Scale – Third 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:

Speech/Phonological Processes:

- Goldman Fristoe Test of Articulation – 3 (GFTA-3)
- Kaufman Speech Praxis Test (KSPT)
- Structured Photographic Test of Articulation –D: III (SPAT-D:3)
- Stuttering Severity Instrument – 4

Language:

- Clinical Evaluation of Language Fundamentals, Metalinguistics - Fifth Edition (CELF-5 Metalinguistics)
- Clinical Evaluation of Language Fundamentals, Primary – Third Edition (CELF-P3)
- CUBED-3 Assessment
- Test of Integrated Language and Literacy Skills (TILLS)
- The Word Test – 3: Elementary
 - Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5)
 - Clinical Evaluation of Language Fundamentals – Primary (Third Edition)
 - Clinical Evaluation of Language Fundamentals, Fifth Edition
 - Metalinguistics 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 Narrative Language - 2 (TNL-2)
 - Test of Problem Solving – Third Edition (TOPS-3) Test of Problem Solving 2 - Adolescents
 - Test of Word Finding – 3 (TWF-3)
 - The Listening Comprehension Test – 2 (LCT-2) The Word Test – 3: Elementary
 - The Word Test – 3: Adolescent
 - Wiig Test of Basic Concepts (WABC)

Phonological/Phonemic Awareness

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

Motor Speech

- Dynamic Evaluation of Motor Speech Skills (DEMSS)
- Informal Tool for Early Motor Speech (ITEMS)

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 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 and Behaviour Analysts 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 School and Multidisciplinary Team process and are logged through a digital platform. Meetings are held on a regular basis with an agenda determined by school personnel. As part of the collaborative process, school personnel have; already accessed expertise within the school building, classroom-based assessment, standardized educational assessment (WJ-IV), participation in intensive early literacy intervention programs if appropriate, and the thorough implementation of Tier 1 strategies.

School Team (ST) discussions include programming to support educational (academic and well-being) needs based on available information, and recommendations for an assessment by a medical professional such as hearing/vision, if required. If a referral for further assessment is not deemed to be necessary at the time of the School Team meeting then careful monitoring of progress to reconsider this decision in the future is, an intervention plan and timelines to bring back to the School Team are developed and left with the School Team for implementation. Prioritizing of referrals takes into account:

- severity of needs
- request for outside agency involvement
- school setting of priorities

All direct interventions with students are conducted only with written parent/caregiver consent which typically includes individual discussions with the parent/caregiver 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 Standardized Educational/Psycho-educational/Speech-Language assessments are communicated through a meeting or telephone call with the parent/caregiver and a written copy of the assessment report is provided. Student participation in these discussions is determined in consultation with their parent/caregiver.

Appropriate school staff are involved when assessment results are reviewed with the parent/caregiver. Reports prepared by professionals outside Grand Erie are reviewed to determine what information provided helps delineate a student's learning needs, strengths or challenges 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)).

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/caregiver 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 Grand Erie’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 outlines the collaboration, roles and shared responsibilities of regulated professionals within the Ministry of Health, Ministry of Children, Community and Social Services and Ministry of Education.

Policy/Program Memorandum No. 161 – Supporting Children and Students with Prevalent Medical Conditions (e.g., Anaphylaxis, Asthma, Diabetes, Epilepsy). 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, Health@Home Hamilton, Niagara, Haldimand and Brant and the Lansdowne Children’s Centre who manages the School Based Rehabilitation 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:

- **Policy SO-34** – Community Partnerships
- **Procedure SO-034**– Community Service Providers and Schools Working Together
- **Policy HS-10** – Student Concussion and Head Injury
- **Procedure HS-010** – Student Concussion and Head Injury
- **Policy SO-30** – Management of Potentially Life-Threatening Health Conditions, Including Administration of Medication, in Schools

Key abbreviations:

- **Health@Home** Hamilton, Niagara, Haldimand & Brant area
- **LCC:** Lansdowne Children’s Centre
- **PT:** Physiotherapist
- **PSL:** Preschool Speech and Language
- **SBRS:** School Based Rehabilitation Services
- **OT:** Occupational Therapist
- **RN:** Registered Nurse

Special Education Plan 2024-25

Specialized health support service	Agency or Position of Person who performs the service (e.g., 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 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	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	Meets criteria for assessment established by LCC Assessment indicating if SBRS Speech services are required	SBRS SLP clinician	Criteria determined by SBRS SBRS SLP indicates when intervention no longer required	Discussion with SBRS Manager
Nursing	Health@Home	Medical assessment indicating that nursing must be provided during school hours	Health@Home Care Coordinator	Medical assessment indicating nursing no longer required during school hours OR Parent/ caregiver assumes responsibility	School or parent/ caregiver can request case conference with Health@Home Care Coordinator

Special Education Plan 2024-25

Specialized health support service	Agency or Position of Person who performs the service (e.g., 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, Health@Home /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/ caregiver for medication to be administered at school except for administration of medicinal cannabis, which requires a Medical Statement	School Principal Health@Home 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/ caregiver can request a case conference with Health@Home Care Coordinator
Toileting	School staff - Medical Referral training available from OT/RN	Physician, nurse	Once school staff training is complete service may be discharged or placed on hold for future requests	Not applicable	
Assistance with Catheterization	Student Board Staff (i.e., volunteer Educational Assistants after training by Health@Home	Medical assessment indicating that catheterization must be done during school hours	Health@Home Care Coordinator	Medical recommendation indicating catheterization no longer required during school hours OR Parent/caregiver assumes responsibility	School or parent/ caregiver can request a case conference with Health@Home Care Coordinator

Special Education Plan 2024-25

Specialized health support service	Agency or Position of Person who performs the service (e.g., 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)
Suctioning	Heath@Home	Medical Referral	Heath@Home Care Coordinator	Recommendation indicating that suctioning no longer required during school hours OR Parent/caregiver assumes responsibility	School or parent/caregiver can request a case conference with Health@Home Care Coordinator
Lifting and Positioning	School staff as trained by SBRS therapist as appropriate (usually OT/PT)	Assessment by health professional indicating that lifting and positioning must be done during school hours	SBRS Manager	Recommendation indicating that lifting and positioning no longer required during school hours OR Parent/caregiver assumes responsibility	School or parent/caregiver can request a case conference with SBRS Manager
Assistance with mobility	School staff as trained by SBRS therapist as appropriate (usually OT/PT)	OT/PT Medical Referral	Medical Referral	Recommendation indicating that assistance with mobility no longer required during school hours OR Parent/caregiver and student assume responsibility	School or parent/caregiver can request a case conference with SBRS Manager
Feeding	Oral - school staff G-tube - Health@Home	Medical Referral	Physician, Nurse	Health@Home Parent directives based on physician orders	School or parent/caregiver can request a case conference with Health@Home Care Coordinator

Standard 8

Categories and Definitions of Exceptionalities

The purpose of this standard is 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*)

A Special Education program implies an Individual Education Plan with modifications within the regular program, an alternative program, or a self-contained program.

These broad categories are designed to address the wide range of conditions that may affect a student’s ability to learn. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the need of the individual student based on an individual assessment of strengths and needs that is impacting their ability to access grade level curriculum.

The definitions accepted by the Ministry of Education for the five categories of exceptionalities and their subcategories, are as follows:

Behavioural

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.
- Accommodations have proven to be insufficient

Supporting Assessment:

School Documentation demonstrates that the nature, frequency, and 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 Behavioural system staff and other appropriate support staff has occurred
- A psycho-educational assessment may support clarity

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
- Accommodations are insufficient
- ABA strategies, interventions and transition supports are in place, if appropriate, and in compliance with PPM140 Consultation with ABA and Autism system support staff and other appropriate support staff may occur

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.

Communication - 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)
- 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
- WJ IV 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.

Communication - 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:

- involve one or more of the form, content, and function of language in communication; and
- 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
- Accommodations are insufficient
- Language impairment is impacting their ability to access the curriculum
- Remedial programming is essential

Supporting Assessment:

- Assessment by a 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
- WJ IV or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team

Communication - 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 Speech Language Pathologist belonging to the College of Audiologists and Speech Language Pathologists of Ontario

Communication - 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
- 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 follow 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) screener or other cognitive assessment and discussion at school Resource Team
- Accommodations are insufficient to meet student need

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 OR
- 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)
- WJ IV or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team

Intellectual - 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 attributable to factors such as vision or hearing impairments, physical limitations, developmental disabilities, emotional challenges, cultural differences or language

Intellectual - 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
- Accommodations are insufficient
- Supporting Assessment:

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 attributable to factors such as vision or hearing impairments, physical limitations, developmental disabilities, emotional challenges, cultural differences or language

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

Physical – 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
- Accommodations have proven to be ineffective

Supporting Assessment:

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

Grand Erie'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 Grand Erie personnel, parent/caregivers, and agencies:

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

Reference: Categories of exceptionalities | Special education in Ontario Kindergarten to Grade 12 – Policy and resource guide | ontario.ca

www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12/categories

Standard 9

Special Education Placements Provided by the Board

The purpose of the standard is to provide details of the range of placements provided by Grand Erie 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's programs and services are delivered in safe and enabling environments that promote success for students with special education needs. An enabling environment is positive, inclusive, provides for full participation of all students, and fosters student independence, belonging, and well-being. Schools and special education support staff work collaboratively and respectfully with students, parents/caregivers and other involved agencies.

Responsive instructional and assessment practices are used to understand each child's unique strengths and needs. Grand Erie policies and programs serve students with disabilities, adhering to the Ontario Human Rights Code, Canadian Charter of Rights and Freedoms, and/or the AODA, 2005 and the Ethical Standards for the Teaching Profession.

The Special Education Advisory Committee (SEAC) is consulted during the annual review of self-contained classes. Grand Erie supports placement in a regular class within the student's community school whenever possible. The strengths and needs of individual students are considered when determining classroom placement each year.

When more intensive support is required for a student, self-contained placement may be considered and confirmed by the IPRC.

Educational implications of participation in self-contained programs should be discussed with the parents/caregivers and, when appropriate, students. The decision regarding self-contained placement is a consultative process that respects the perspectives of parents/caregivers, school staff, program support staff, and the student. Integration into regular program should be planned in consultation with parents/caregivers, the student, and school staff. Exit planning from self-contained programming into regular programming is considered on a regular basis, as outlined in the Individual Education Plan (IEP) transition plan. This includes setting measurable goals, regular progress reviews, and collaboration with parents/caregivers and school staff.

Types of placements provided at the elementary and secondary levels:

Regular Class

- Indirect Support
- Resource Assistance
- Withdrawal Assistance

Self-Contained

- Partially Integrated
- Fully Integrated

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.

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 withing Grand Erie's range of placements, an IPRC may support placement in a provincial or demonstration school

Options for placement outside the district are communicated to the parents/caregivers before the IPRC through:

- case conferences
- visit to the outside placement

Most students identified as exceptional within Grand Erie are placed in a regular class.

For students that require intervention and program supports beyond the regular classroom, Grand Erie offers self-contained programs at the elementary and secondary level.

2025-26 Self-contained Programs

Elementary

Intensive Support Communication (maximum 6 students)

- Alternative programming in these classrooms is driven by individual student need with staff facilitating independence and life skills where possible. Students have a diagnosis of Autism which may impact their ability to participate in programming derived from the Ontario curriculum
- Focus on communication and social skills with support for behaviour, safety, and sensory needs.
- Time-limited with a focus on skill-building to exit to regular class programming wherever possible.
- Location of class(es): Brant/Brantford, Haldimand, Norfolk
- Number of classes: 7

Intensive Support Intellectual (maximum 10 students)

- Support students with an intellectual disability that typically falls within the moderate to severe range.
- Focus is to develop fundamental independent living skills; functional academics, communication, self-advocacy, and social skills and assisted job skills that can lead to successful community participation and adult living.
- Program goals are derived from alternative curriculum
- Focus on skill-building to exit to regular class programming wherever possible.

- Location of class(es): Brant/Brantford, Norfolk
- Number of classes: 4

Intensive Support Physical (maximum 6 students)

- Alternative programming in these classrooms is driven by individual student need, with staff facilitating independence and life skills, where possible. Students have multiple exceptionalities.
- Focus on communication, social awareness, personal care, and motor skills development.
- Time-limited with a focus on skill-building to exit to regular class programming wherever possible.
- Location of class(es): Brant/Brantford, Haldimand, Norfolk
- Number of classes: 3

T.H.R.I.V.E. Elementary

The T.H.R.I.V.E. program is designed for students in grades 5-8 who would benefit from additional academic flexibility and challenges in the classroom. Running once each term for nine weeks, T.H.R.I.V.E. offers a unique blend of synchronous and asynchronous learning opportunities. Each week, students meet for 30 minutes on TEAMS with the T.H.R.I.V.E. teacher, fostering real-time interaction and support. Additionally, students have access to a variety of puzzles, activities, and discussions through the Brightspace Virtual Learning Environment (VLE), enhancing their learning experience and engagement.

Skill Building Program Elementary

Eight schools offer Skill Building Programs staffed with an educator and educational assistant to provide opportunities for direct instruction to students on specific and targeted skills. Skill building educators work collaboratively with classroom educators to team-teach and/or co-plan lessons to ensure the learning is scaffolded to meet every learner at the start of the lesson. Instructional time with the skill building teacher focuses on targeted skill intervention and generalization through either in-class support or small group withdrawal for short durations. The overarching goal of the skill building program is to ensure that students are present, participating, supported, and achieving across all environments at school.

Secondary

Intensive Support Bridge (maximum 16 students)

- Offered as 4 section classes
- Supports student need in literacy, numeracy, self-regulation, social skills, learning skills, self-advocacy, and mental health, while offering maximum integration with the opportunity to work towards credit.
- Time-limited with a focus on skill-building to exit to credit-bearing classes.
- Working toward an Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of attending post-secondary programming or entering the workplace after secondary school.
- Location of class(es): Brant/Brantford, Norfolk
- Number of classes: 5

Intensive Support Communication (maximum 6 students)

- Offered as 8-section classes
- Alternative programming in these classrooms is driven by individual student need, with staff facilitating independence and life skills where possible. Students have a diagnosis of Autism which may impact their ability to participate in credit bearing programs.
- Focus on communication and social skills with support for behaviour, safety, and sensory needs, applying the principles of Applied Behaviour Analysis (ABA)
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) with goals of taking further training, entering community living, the workplace, or post-secondary programming after secondary school.
- Location of class(es): Brant/Brantford, Haldimand
- Number of classes: 5

Intensive Support Intellectual (maximum 10 students)

- Offered as 8-section classes.
- Support students with an intellectual disability that typically falls within the moderate to severe range.
- Focus is to develop fundamental independent living skills; functional academics, communication, self-advocacy, and social skills and assisted job skills that can lead to successful community participation and adult living.
- Program goals are derived from alternative curriculum.
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) with goals of taking further training, entering community living, the workplace, or post-secondary programming after secondary school.
- Location of class(es): Brant/Brantford, Haldimand, Norfolk
- Number of classes: 11

Intensive Support Physical (maximum 6 students)

- Offered as 8-section classes
- Alternative programming in these classrooms is driven by individual student need, with staff facilitating independence and life skills, where possible. Students have multiple exceptionalities.
- Focus on communication, social awareness, personal care, and motor skills development.
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA) or Ontario Secondary School Certificate (OSSC) with goals of community living, entering the workplace, or post-secondary programming after secondary school.
- Location of class(es): Brant/Brantford, Haldimand, Norfolk
- Number of classes: 4

Intensive Support Vocational 16 (maximum 16 students)

- Offered as 8-section classes
- Students are integrated into at least one credit-bearing course wherever possible, while also working on modified and/or alternative curriculum to gain skills in functional academics, job readiness and independent living skills
- Time-limited with a focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or, if possible, Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school.
- Location of class(es): Brant/Brantford, Haldimand, Norfolk
- Number of classes: 11

Project SEARCH – A School-to-Work Training Program

Project SEARCH offers total workplace immersion (3 work placements, 700+ hours of hands-on experience) for students with Intellectual and/or developmental disabilities. Community agencies linked with the program support the students' education, employment training and employment search after graduation.

The goal for students completing Project Search is competitive employment in an integrated setting in the community. Project SEARCH is supported by a Grand Erie secondary school teacher and a Skills Trainer from Community Living. Students learn transferable skills at a host work site that can support a variety of employment opportunities in their community. Students are immersed in an atmosphere of high expectations and 75% of Project SEARCH Canada graduates secure quality employment within a year of graduation.

For the 2025-26 school year, Project SEARCH Grand Erie has 3 host business sites, St. Joseph's Long Term Care Home in Brantford, Norfolk General Hospital in Simcoe and the Haldimand War Memorial Hospital in Dunnville.

HUB Program Secondary

To address diverse learning needs, 3 secondary schools have launched an innovative program offering tailored support, skill development, and credit-bearing opportunities in a regular classroom setting. This program aims to foster academic growth, enhance vocational skills, and create personalized success pathways.

Similar to Skill Building programs in elementary schools, secondary schools have developed programs to meet unique student needs. Students are placed in regular classes, with Hub classes such as General Learning Strategies, Hospitality, and Math being credit-bearing.

The Hub Program focuses on:

- GLE/GLS Learning Strategies credits
- Vocational skills development
- Experiential learning opportunities
- Student-driven programming
- Support for credit attainment
- Social-emotional and self-regulation support
- Focus on student transitions
- Executive functioning development

Standard 10

Individual Education Plans (IEP)

Reason for Developing an IEP

- An IEP must be developed for every student who has been identified as an “exceptional pupil” by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98.
- An IEP may be developed for a student who has not been identified by an IPRC as exceptional, but who has been deemed to require a special education program or services to attend school or to achieve curriculum expectations and/or to demonstrate learning.

Additional considerations:

- If a school Principal determines that a student’s achievement will be assessed based on modified expectations, an IEP is required, even in the absence of identification by an IPRC.
- Consideration for a modified IEP should occur no earlier than Grade 6. If a modified program is being considered for a student before Grade 6, discussions will occur at School Team and/or Multi-Disciplinary Team to ensure differentiated instruction and assessment, Universal Design for Learning and all accommodations have been implemented with fidelity before moving to modification.
- If a student regularly requires accommodations including specialized equipment for instructional or assessment purposes, it is advisable to develop an IEP.
- The caregiver and student are important participants within the IEP development process. Learn more about the role you play by referencing the [Individual Education Plan resource](#).

What is an IEP?

- An IEP is a written plan describing the special education program(s) and/or services that are required by a particular student, based on thorough assessment of the strengths and needs that affect the student’s ability to learn and demonstrate learning.
- A student does not need to be identified as an exceptional student to have an IEP or a transition plan.

What is a special education program?

As defined in the *Education Act*, “an educational program [for an exceptional pupil] that is based on and modified by the results of continuous assessment and evaluation and that includes a plan [the IEP] containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil”.

What is a special education service?

As defined in the *Education Act*, “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program”.

- An IEP is a working document that outlines a student’s program plan. It can be changed or adjusted at any point throughout the school year based on educational or professional assessments and data collected.
- An IEP is an individualized plan based on the strengths and needs of the student as informed by educational and/or professional assessments.

- An IEP must include a statement by which the student's progress will be reviewed ([Regulation 181/98](#)).
- An IEP contains a Transition Plan which outlines goals for the student as they move from grade to grade, school and/or between school and the community once high school is completed ([Program Policy Memorandum 156](#)).

What are accommodations and modified or alternative programs in an IEP?

Accommodations

- Special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. The provincial curriculum expectations for the grade are not altered for a student receiving accommodations only.

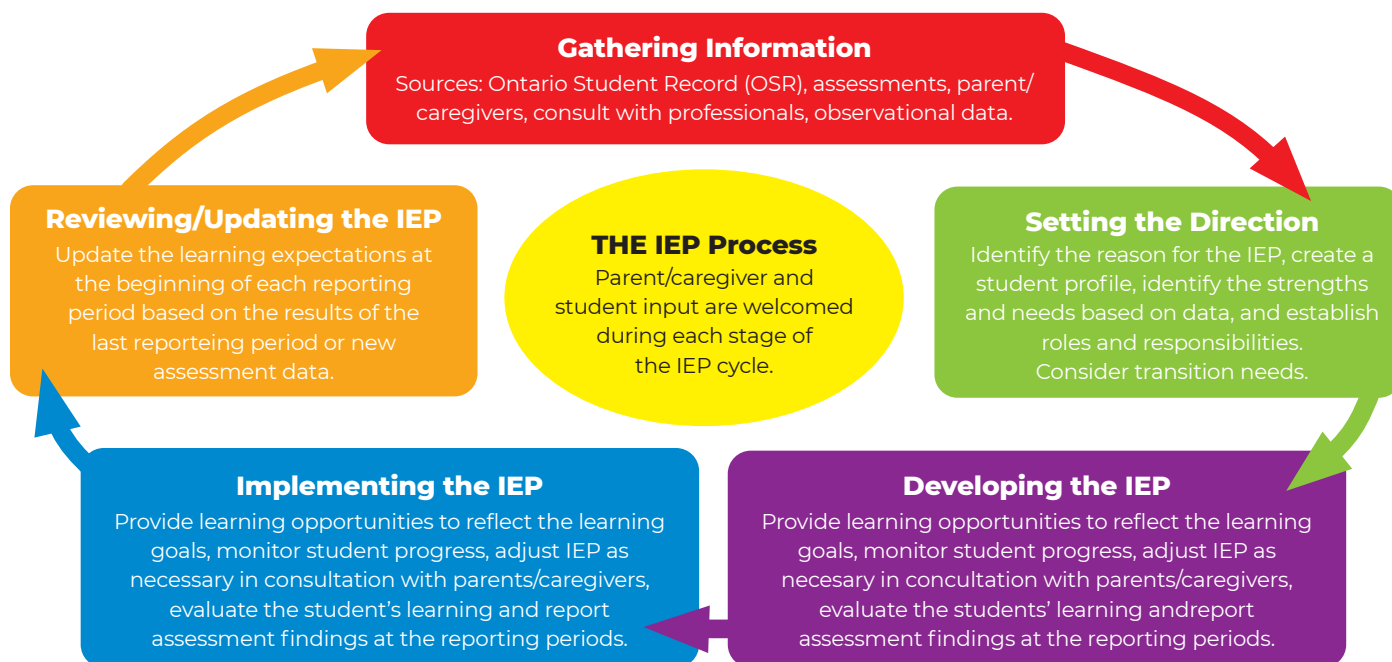
Modified Programs

- Statements on the IEP that reflect changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of learning expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.
- At the secondary level, a credit may or may not be granted for a course, depending on the extent to which the expectations in the course have been modified.

Alternative Programs

- Statements on the IEP describing expectations developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum expectations because they are not part of a subject or course outlined in the provincial curriculum documents.
- Alternative programs should primarily be utilized to supplement a learning need.
- Examples of alternative programs/courses are functional academics, orientation and mobility, expanded core curriculum and personal care programs.
- Alternative programs/courses are provided in both the elementary and the secondary panels.
- Students learning exclusively from alternative program in secondary will achieve a Certificate of Completion, not an Ontario Secondary School Diploma (OSSD) in secondary.

How is an IEP Developed?



IEPs are updated, reviewed and sent home at each reporting period in the school year, as indicated in the chart below. A copy is also sent home when there are changes made throughout the school year in collaboration with the parent(s)/caregiver(s) and/or the student:

	Timelines	Inclusions
	Within the first thirty (30) days of the school year or semester in compliance with Ministry Guidelines.	Program expectations for the first term or first semester – September to February.
	With term 1 or semester 1 report cards.	Program expectations from February until the end of June (elementary) or semester 2 program expectations.
	With term 2 or semester 2 report cards.	Recommendations from the IPRC annual review Program expectations for term two or semester two are included for reflection on student achievement.

The IEP process involves repeated review, evaluation, and adjustment throughout the school year. The goal of the individualized program for students on modified IEPs is to support the student to build skills to move them back to grade level.

In an IEP, there should be a clear thread that begins at assessment data and is directly linked to the strengths and needs of the student and the accommodations required and/or the learning expectations outlined in the IEP. Progress and growth are reported to parent(s) and caregiver(s) using either the provincial progress report and report cards or Alternative Report Card.

What is a Transition Plan?

The **IEP Transition Plan** outlines goals for the student as they move through significant transitions in their education. These transitions may include entry to school, grade to grade, school to school, school to community, and transitions throughout the day, where appropriate. Individualized transition plans align with **Program/Policy Memorandum 156**: Supporting transitions for students with special education needs that reflect a student's strengths and needs provide the foundation for successful transitional experiences that support the building of student resiliency.

When a student has a diagnosis of autism spectrum disorder, the IEP must include a well-developed transition plan and utilize Applied Behaviour Analysis (ABA) methods, if appropriate for the student, in the program as per **Program/Policy Memorandum 140**.

What if I Disagree with My Child's IEP?

Parent(s) and Caregiver(s) may not agree with everything in an IEP, or the focus may differ from requests provided to the educator or Principal. School teams are responsible for establishing a program that best suits a child's strengths and needs while at school. The school Principal is ultimately responsible for the initiation, implementation, and review of the IEP and ensuring that the caregiver is consulted in its development. The Principal is not obliged to implement parental suggestion but must consider requests and provide rationale.

Collaboration between school staff and caregivers is essential. If you have a question or concern about your child's learning or the IEP utilize the **Parent/Caregiver/Community Concern Chart**.

Classroom Educator

The first step is to speak to the classroom educator as they are responsible for planning and delivering the program each day.

The Learning Resource Teacher (LRT)

The Learning Resource Teacher works with classroom educators to plan a special education program for your child.

The Principal

It is the Principal's responsibility to make sure that your child's program is in place. The Principal may need to consult with the School Team or Multi-disciplinary Team

Additional Information:

- **Components of the IEP Standards and Effective Practices**
- **Policy Program Memorandum 156**: Supporting Transitions for Students with Special Education Needs
- **Policy Program Memorandum 140**: Incorporating methods of applied behaviour analysis (ABA) into programs for students with autism spectrum disorders (ASD)

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).

The Ministry of Education operates Provincial and Demonstration Schools throughout Ontario to provide education for students who are deaf, blind, deaf-blind or have severe learning disabilities, including those with attention deficit hyperactivity disorder (ADHD).

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements in [Regulation 296](#).

Residential programs are available Monday to Friday to students who live too far away to travel daily. Transportation is provided for students, to and from Provincial and Demonstration Schools.

Each Provincial School has a Resource Service Department which includes:

- Consultation and educational advice to parents of deaf and hard of hearing children and school board staff
- Information brochures
- Home visiting program delivered by teachers trained for parents of deaf and hard of hearing preschool aged children
- Learning materials and media for students who are deaf, blind, or deaf-blind
- A variety of workshops for parents/caregivers, school board staff and other agencies

School for the Blind and Deaf-Blind

This school provides elementary and secondary school programs for blind and deaf-blind students from preschool level to high school graduation.

W. Ross Macdonald School

- **Address:** 350 Brant Avenue, Brantford, Ontario, N3T 3J9
- **Phone:** 519-759-0730
- **Website:** Home - W. Ross Macdonald School for the Blind
- **Admissions Information:** School for the Blind Admissions - Provincial and Demonstration Schools Branch

Schools for the Deaf

These schools provide elementary and secondary school programs for deaf and hard of hearing students from preschool level to high school graduation.

Centre Jules-Leger

(Serving Francophone students and families throughout Ontario)

- **Address:** 281 Avenue Lanark Ottawa, Ontario, K1Z 6R8
- **Phone:** 613-761-9300
- **Website:** [Accueil - Consortium Centre Jules-Léger](#)
- **Admission Information:** [Admissions to the provincial school - Jules-Léger Center Consortium](#)

Sir James Whitney School

(Serving Eastern Ontario)

- **Address:** 350 Dundas Street West, Bellville, Ontario, K8P 1B2
- **Phone:** 613-957-2823
- **Website:** [Home - Sir James Whitney School for the Deaf](#)
- **Admissions Information:** [School for the Deaf Admissions - Provincial and Demonstration Schools Branch](#)

Ernst C. Drury School

(Serving Central and Northern Ontario)

- **Address:** 255 Ontario Street South, Milton, Ontario, L9T 2M5
- **Phone:** 613-957-2823
- **Website:** [Home - Ernest C. Drury School for the Deaf](#)
- **Admissions Information:** [School for the Deaf Admissions - Provincial and Demonstration Schools Branch](#)

Robarts School

(Serving Western Ontario)

- **Address:** 1090 Highbury Avenue, London, Ontario
- **Phone:** 519-453-4400
- **Website:** [Home - Robarts School for the Deaf](#)
- **Admissions Information:** [School for the Deaf Admissions - Provincial and Demonstration Schools Branch](#)

Demonstration Schools for Students with Severe Learning Disabilities and Possibly ADHD

These schools provide a one year high-intensity academic intervention program in reading, writing or math for students with severe learning disabilities. Most students are between the ages of 11 and 15 at the time of application

Amethyst School

- **Address:** 1090 Highbury Avenue, London, Ontario, N5Y 4V9
- **Phone:** 519-453-4408
- **Website:** [Home - Amethyst Demonstration School](#)
- **Admission Information:** [Demonstration Schools Admissions - Provincial and Demonstration Schools Branch](#)

Sagonaska School

- **Address:** 2350 Dundas Street West, Belleville, Ontario, K8P 1B2
- **Phone:** 613-967-2830
- **Website:** [Home - Sagonaska Demonstration School](#)
- **Admission Information:** [Demonstration Schools Admissions - Provincial and Demonstration Schools Branch](#)

Trillium School

- **Address:** 347 Ontario Street South, Milton, Ontario, L9T 3X9
- **Phone:** 905-878-8428
- **Website:** [Home - Trillium Demonstration School](#)
- **Admission Information:** [Demonstration Schools Admissions - Provincial and Demonstration Schools Branch](#)

For the 2024-25 school year, Grand Erie has the following qualified resident students attending Provincial Schools and Provincial Demonstration Schools:

W. Ross Macdonald School	24
Ernest C. Drury School for the Deaf	3
Robarts School for the Deaf	0
Amethyst Demonstration School	2
Trillium Demonstration School	0

Standard 12

The purpose of the standard is to provide specific details on Grand Erie staff to the Ministry and the public.

As of June 2025, for the 2025-26 school year:

Specialized Services Academic Staff	Elem.	Sec.	Staff Qualifications
Learning Resource Teachers (LRTs)	68.5 FTE	13.5 FTE	Special Education (min. Part 1)
Teachers for Self-Contained Classes	14 FTE	47.33 FTE	Special Education (min. Part 1)
Other Special Education Teachers Skill Building Elementary	8.0 FTE		Special Education (min. Part 1)
Virtual T.H.R.I.V.E. Teacher	0.5 FTE		Special Education (min. Part 1)
Vision Teacher	1.0 FTE		Blind Low Vision Additional Qualification
Hub Program Secondary		4.0 FTE	Special Education (min. Part 1)
Project Search Secondary		3.0 FTE	Special Education (min. Part 1) Cooperative Education (min. Part 1)
Principal Leader Specialized Services	1.0 FTE		Principal Qualifications; Special Education Specialist
Program Coordinators ■ Program Inclusion ■ Intensive Support Inclusion	2.0 FTE		Special Education Specialist
Teacher Consultants: Specialized Services	4.0 FTE	2.0 FTE	Special Education Specialist
Teacher Technician ■ Deaf/Hard of Hearing	1.0 FTE		Special Education (min. Part 1)
Itinerant Teacher ■ Technology	1.0 FTE		Special Education (min. Part 1)
Itinerant Teacher ■ Intervention and Planning	1.0 FTE		Special Education (min. Part 1)

Special Education Plan 2024-25

Educational Assistants	Staff	Staff Qualifications
Educational Assistants	373 FTE	Community College Diploma in field relating to special needs; experience
Lead Educational Assistant	6.0 FTE	Community College Diploma in field relating to special needs; experience
Lead Educational Assistant for Special Education Amount (SEA) Support	1.0 FTE	Community College Diploma in field relating to special needs; experience

Specialized Services System Support Staff	Staff	Staff Qualifications
Supervisor, Specialized Services	1.0 FTE	Master's Degree
Specialized Services Transition Navigator	1.0 FTE	Community College/University
Psycho-Educational Consultants	7.0 FTE	Master's Degree
Speech-Language Pathologists	7.0 FTE	Master's Degree in Speech/Language
Communicative Disorder Assistants	7.0 FTE	Community College/University
Behaviour Analyst	3.0 FTE	Master's Degree

Standard 13

Staff Development

The purpose of the standard is to provide details of the Grand Erie’s professional learning plans for special education staff to the Ministry and to the public.

Goal

- The Specialized Services department designs professional learning opportunities for a variety of employee groups. These opportunities align with Grand Erie’s Multi-Year Strategic Plan and Annual Learning and Operating Goals and Priorities and Ministry mandates and are intended to increase the knowledge and skills of staff to better support learners with special education needs in an inclusive classroom.

Priorities around staff professional learning opportunities are determined by:

1

- Compliance with Ministry of Education directives, regulations, and initiatives

2

- Alignment with the Multi-Year Strategic Plan and Annual Learning and Operating Plan for Specialized Services

3

- Response to demographic needs as identified by school board staff

4

- Response to student achievement results on a variety of assessment measures

Methods of Determining Priorities for Professional Learning Opportunities

Consultation, input, feedback and survey data is gathered and used to inform future professional learning opportunities.

System

- Interdepartmental Collaboration
- Specialized Services Department Team
- Executive Council
- Grand Erie Multi-Year Plan
- Grand Erie Annual Learning and Operating Plans
- System Committees
- Secondary Department Heads
- System Leadership Pathways

School

- Administrators and staff request training for staff learning or responsive intervention programs or services
- School Teams request training
- School-based professional development committees
- Learning Resource Teachers (LRTs), Skill Building & Hub Teachers
- Special Education classroom teachers
- Educational Assistant Professional Development Committee
- School Professional Development Committees

Family

- School Councils and Home and School Associations request training or learning
- SEAC Speaker event

Special Education Advisory Council (SEAC) consulted about staff development in the following ways:

- Monthly meetings
- Access through Grand Erie's web page
- Participation in Ministry of Education training sessions

Professional Learning Planning

Staff are made aware of professional learning opportunities by:

- School Team Meetings, and Support Staff Meetings
- Staff Portal, Professional Learning Catalog
- Calendar invites
- Trending, Educator News, Administrator News
- Grand Erie webpage
- Family of Schools Administrators' Meetings

Professional learning on Legislation and Ministry policy on Special Education:

- System staff are current in their understanding of Ministry policies and legislation that have an impact on Special Education
- Changes in practice, and new information is presented to Principals and Learning Resource Teachers who are responsible to implement new policy and legislative directions at the school level; If staff experience challenges, or have implementation concerns further learning opportunities and support are provided by the system Specialized Services staff

Budget allocation dedicated to the staff development plan around Special Education:

- Special Education Teachers can access monies as dictated by their collective agreement and their school Professional Development Committees
- Professional Student Support Services staff and Educational Assistants have a budget determined by their collective agreement to attend conferences/training related to their role
- 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:

- Entry to School Program - (Ontario Autism Program), Lansdowne Children's Centre and Haldimand-Norfolk REACH
- Regional Autism Forum - Ministry of Education
- Job Readiness Training - NACL (Norfolk Association of Community Living)
- Early Child Development Centers and Launch Pads
- Geneva Centre
- Ministry of Education (MOE)-Funded Autism Training: Online, courses created by Geneva Centre
- Autism School Support Program- Hamilton Health Sciences
- Transitional Aged Youth Protocol with Contact Brant
- LD@School Educators' Summer Institute.

Professional Learning Opportunities

Digital Learning on Brightspace/D2L

- Professional Learning Environment (PLE) for Specialized Services houses current information, self-directed learning and resources related to special education

Program and Tech Learning

- Apple Training
- Assistive Devices, Accessibility Features
- Special Equipment Amount (SEA) Coaching with LEARNStyle

Learning Resource Teachers Collaboration and Training

- System Processes
- Training on new specialized services software system (Clevr)
- Transition planning
- Individual Education Plan (IEP) Development Support
- Enhancing Universal Design for Learning Implementation
- Training in best practices and Ministry initiatives
- Community Collaboration about Supports, Programs and Resources
- Woodcock Johnson IV Test of Achievement
- The History of Disability
- Executive Functioning Skills in School Aged Children and Youth

Safety and Prevention Training

- Behaviour Management Systems Training (BMS)

New Teacher Learning

- New Teacher Induction Program - Specialized Services focus

School Request Learning

- Targeted Skill Development
- Behaviour Data Tracking and BeSafe Plans
- Moving Students Toward Independence
- Teaching in an Inclusive Model
- Special Education Pathways in Secondary
- Communication Supports
- Universal Design for Learning
- Applied Behaviour Analysis (ABA) Methods

Educational Assistant Learning

- Collecting and analyzing data to create behaviour support plans
- Stabilizing behaviour
- Teaching skills
- Increasing student independence
- Introduction to Universal Design for Learning
- Executive Functioning Skills in School Aged Children and Youth
- Brightspace Accessibility and Learning features
- Augmentative and alternative communication (AAC)

Self-Contained Teachers Learning (focus on literacy)

- Early Literacy Assessment Tool (ELAT)
- UFLI Foundations

Standard 14

Equipment

The purpose of the standard is to inform the Ministry, Grand Erie staff members and other professionals, and parents/caregivers about the provision of individualized equipment for 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 Special Education Funding Directives – Specialized Equipment Allocation (SEA). The goal is to provide a fair, transparent and tailored allocation system that supports students, while bolstering the educator’s capacity to include all students in classroom programming.

Budget Allocation

For the 2024-25 school year, the Ministry of Education has changed the funding model so that school boards are allocated a budget amount based on a student enrolment formula. Any single items costing over \$5 000 are submitted to the Ministry for reimbursement. SEA Directives are published online and can be found at this link: [edu-sea-directives-2024-25-en-2024-06-17.pdf](#)

With the support of Specialized Services staff, educators prepare a SEA file for individual students requiring specialized equipment. This equipment is to provide students with accommodations that are directly required for one or more of the following:

- attending school,
- accessing the Ontario curriculum,
- supporting or augmenting a board determined alternative program and/or course,
- supporting transitions

The Ministry requires school boards to retain SEA records for the current school year and the previous 3 school years. Information from approved SEA files is reported to the Ministry of Education Area office each year.

As per Ministry of Education SEA directives, Grand Erie is expected to make cost effective choices about acquiring appropriate equipment and will ensure that students (where appropriate), teachers and board staff who work with the student have received training in order to make the best use of the equipment. Grand Erie responsibilities include ensuring that:

- Equipment is functioning properly, and that the equipment is meeting students’ needs.
- Equipment is replaced as required when students outgrow equipment or when equipment wears out through use.
- Upgrades and refurbishment are considered as an option before replacement.
- Equipment is reused by/transferred to other students when no longer required by the student for whom it was purchased.
- Efforts are made to share equipment among several students when appropriate and possible:

Portability of SEA Equipment

When a student for whom SEA equipment was purchased moves to a new publicly-funded school board in Ontario, the equipment must move with the student, unless in the opinion of the new school board it is not practical to do so. The receiving board will make a formal request to the sending board for the transfer of equipment and is responsible for the shipping and handling costs associated with moving the equipment. Equipment does not transfer to private schools or post-secondary institutions, employment settings, or home- schooling or out of province/country moves.

Determination of Need

Determination of need is completed in conjunction with the school team and a relevant, qualified professional (for individual equipment). Outside agencies may assist with identifying equipment required by a student but may only be allocated if sufficient training and monitoring is available. Students must have an Individual Education Plan (IEP) to qualify for assistive technology and/or equipment through SEA funding. Where appropriate, trials are conducted utilizing existing board technology which technology is the most appropriate and timely accommodation to support the need. Where two or more students qualify for the same equipment, equipment may be shared.

Supporting Documentation

Equipment	Technology
	Technology request packages are prepared by the school educator team and are shared with the SEA Approval Committee for review of dedicated technology.
<p>A letter of support from a relevant professional indicating that:</p> <ul style="list-style-type: none"> ■ The equipment is essential and necessary for the student to: <ul style="list-style-type: none"> ■ Attend school ■ Access the Ontario curriculum ■ Support or augment an alternative program or course ■ Support transitions ■ A quote from suppliers for the essential equipment 	<p>A data story provides a holistic picture of the daily lived experience of a student at school. Essential statements from a qualified professional for technology requests are not mandatory, and when included serve as a piece of the student's data story.</p> <p>A data story may include a combination of;</p> <ul style="list-style-type: none"> ■ Student voice ■ academic evidence (student work) ■ classroom data (observations and conversations) ■ classroom assessments (ELAT, Heggerty, Bridge the Gap) ■ professional assessment recommendations (Speech-Language assessment, Psycho-Ed assessment, OT assessment, etc.) ■ achievement report cards ■ open answer questions on the SEA Request Form are intended to share educator considerations for the next instructional move <p>A technology request considers:</p> <ul style="list-style-type: none"> ■ How the student performing ■ What may be impeding on their ability to thrive ■ What pedagogical and/or instructional strategies/moves are needed
A signed copy of the Individual Education Plan (IEP) identifying equipment in the learning and assessment accommodations and learning expectations, and transition plan to provide evidence of intended use.	A signed copy of the Individual Education Plan (IEP) identifying equipment in the learning and assessment accommodations, learning expectations, and transition plan to support evidence of intended use.

Equipment purchased with SEA funding should be considered as a set of physical assets, which the school board has a responsibility to protect, maintain, and manage as a public resource. Grand Erie has developed and follows internal operating policies and procedures regarding the purchase, repair, use and disposal of equipment purchased with SEA funding.

Standard 15

Accessibility of School Buildings

The purpose of the standard is to provide the Ministry with further details of Grand Erie’s Multi-Year Accessibility 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 Multi-Year Accessibility Plan](#) can be found on Grand Erie’s website.

Grand Erie Multi-Year Accessibility Plan 2022-27

School boards are 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 the 2022-27 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.

School sites review their accessibility needs and submit requests through an online form to the Specialized Services Department and Facilities Services Department, who review the accessibility requests collaboratively and determine next steps.

Standard 16

Transportation

The purpose of the standard is to provide details of Grand Erie’s transportation policies for students with special education needs to the Ministry and the public.

A student’s specialized transportation is usually decided collaboratively with parents/caregivers and school board staff for Specialized Services following an IPRC or transition meeting

Specialized Transportation is provided in the following circumstances:

- students with special education needs who would be unable to travel independently, due to a variety of reasons, to self-contained placement at their home school
- students placed in a self-contained class which is not located in their home school
- students with special education needs who would be unable to travel independently due to a variety of reasons to regular class placement (determined on a case-by-case basis)
- students with special education needs requiring a modified day or fresh start (determined on a case-by-case basis)

Specialized Transportation may be provided in the following circumstances:

- for students attending a care or treatment program if it is on an existing bus route
- for 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

Specialized Transportation is not provided for a student to or from a correctional facility or a location outside of Grand Erie’s boundary.

The following processes are reviewed with respect to special transportation arrangements at regular intervals:

- The school Principal will contact the Teacher Consultant - Specialized Services who will arrange for transportation through the board transportation department.
- The Teacher Consultant- Specialized Services will complete an “Individual Transportation Plan (ITP)” form that is submitted to the transportation department. An ITP identifies supports required during transportation based on individual student needs.
- For students whose individual needs require more specific support, a Plan of Care is created and shared with the individuals supporting the student during transportation times.
- School Principals or designate may arrange to meet with drivers and Rider Aides to review the Plan of Care when appropriate.

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

- drivers must have emergency first aid certification 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 at all times when the student is in a travel ready position.
- all buses require two-way communication
- Rider Aides will be assigned, when required, on a case-by-case basis

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The roles and responsibilities related to transportation services are outlined in the board's transportation procedures 004, 005, 006, 007, and 008; available at:

stsbhn.ca/policies-procedures

Grand Erie's transportation department reviews transportation requirements for service providers annually.

Standard 17

Special Education Advisory Committee

The purpose of the standard is to provide details of the operation of Grand Erie'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:** Lorraine DeJong – Acclaimed January 9, 2025
- **Vice-Chair:** Kathy Jones – Acclaimed January 9, 2025

Local Agency Representatives:

- **Community Living Brant**
Simon Jennions, 519-753-6303, ext. 419
- **Contact Brant**
Lyndsey Campbell, FASD Coordinator 519-758-8228, ext. 234
- **Easter Seals Ontario**
Christina Gilman 519-754-7568
- **Lansdowne Children's Centre**
Lorraine DeJong (Chair), Social Worker 519-753-3153, ext. 202
- **Woodview Mental Health and Autism Services**
Cathy Stefanelli, Program Manager 519-209-4872

Community Representatives:

- **Katie Kelly:** 519-429-9552
- **Kathy Jones (Vice-Chair):** 519-586-8852

Members Representing the Interests of Indigenous Students:

- **Lisa Nydam – Six Nations of the Grand River:** 289-439-2968
- **Beth Bruce – Mississaugas of the Credit First Nation:** 905-768-3222

Trustees:

- **Brian Doyle:** 519-587-4268
- **Liz Whiton:** 226-387-0867
- **Alternates: Rita Collver:** 519-582-4969 and **Tammy Sault:** 905-768-3222

Grand Erie Staff:

- **Liana Thompson – Superintendent of Education:** 519-756-6301, ext. 281173
- **Jennifer Valstar – SEAC Recording Secretary:** 519-756-6301, ext. 281173

Resource:

- **Piyali Bagchee – Manager, Specialized Services Supervisor:** 519-756-6301, ext. 287210
- **Laura Miedema – Intensive Support Inclusion Coordinator:** 519-756-6301, ext. 287227
- **Jeff Senior – Principal Leader, Specialized Services:** 519-756-6301, ext. 287214
- **Lindsay Sheppard – Program and Inclusion Coordinator:** 519-756-6301, ext. 287217

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 Indigenous 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, with a virtual option available, and are open to the public.

Thursday September 5, 2024	Thursday January 9, 2025	Thursday May 15, 2025
Thursday October 3, 2024	Thursday March 6, 2025 (For February)	Thursday June 5, 2025
Thursday November 14, 2024	Thursday March 6, 2025	
Thursday December 12, 2024	Thursday April 17, 2025	

How SEAC Fulfilled its Role and Responsibilities:

Public Consultation

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

What was done:

- To ensure consistent communication to the public, direction has been provided in the Special Education Plan for the public to provide input at info@granderie.ca.

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:

- Members received presentations on programs and services resulting in discussions.
- Members received a presentation on special education budgets and were invited to present suggestions for increases or reductions on certain line items.

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 2024-25 school year
- presentations on programs and services provided for students with special needs

September 5, 2024

- Speech and Language Service Provision for school age children in Grand Erie – Presentation
- Removing Barriers for Students with Disabilities Grant – Update
- The role of the Teacher Consultant and UDL Coach
- Specialized Services Leader Series - Presentation
- SEAC Terms of Reference – Updated

October 3, 2024

- Speaker Series Event
- Toronto Holocaust Museum – Presentation
- Summer Learning – Update

November 14, 2024

- Grand Erie's Annual Learning and Operating Plan – Update
- Grand Erie's Multi-Year Accessibility Plan – Update
- Skill Building Program – Update
- Grand Erie's Special Education Plan – Standard 4 – Early Identification Procedures and Interventions - Review
- Special Equipment Allocation (SEA) and Special Incidence Portion (SIP) Modernization – Update
- Regional Special Education Council - Update

December 12, 2024

- Secondary Program Review – Tollgate Technological Skills Centre – Update
- Supporting students with special education needs during emergency procedures – Presentation
- Hub Program – Presentation
- Grand Erie's Special Education Plan – Standard 9 – Special Education Placements Provided by the Board – Review

January 9, 2025

- Election – Chair and Vice-Chair of SEAC 2025
- Grand Erie's Mental Health Strategy – Presentation
- You Belong Video Series – Presentation
- Centre for Excellence Grand Opening
- Grand Erie's Special Education Plan – Standard 8 – Categories and Definitions of Exceptionalities

March 6, 2025 (Rescheduled from Feb 6, 2025)

- Financial Update 2024-25 – Presentation
- You Belong Video Series - Presentation
- SEAC Orientation Handbook – Review
- 2025-26 School Year Calendar – Presentation
- Specialized Services Program – Update
- Grand Erie's Special Education Plan – Standard 11 – Provincial and Demonstration Schools

March 6, 2025

- Specialized Services Transition Navigator – Presentation

April 17, 2025

- Centre for Excellence in Teaching and Learning – Presentation
- Entry to School – Lansdowne Children's Centre and Grand Erie Specialized Services – Presentation
- You Belong Video Series – Presentation
- SEAC meeting dates 2025-26
- Special Olympics activities in Grand Erie – Presentation
- Jordan's Principle Funding – Update
- Grand Erie's Special Education Plan - Draft

Special Education Plan 2024-25

May 15, 2025

- Grand Erie's Annual Learning and Operating Plan Mid-Term Update - Presentation
- Grand Erie's Special Education Plan 2024-25 - Draft
- Specialized Services Programs 2025-26 - Presentation

June 5, 2025

- Grand Erie's SEAC Terms of Reference - Review
- Grand Erie's Special Education Plan 2024-25 - Approved
- Specialized Services Summer Programming - Presentatio

Contacting SEAC for Membership or to Express a View

Parents/caregivers, community members, or members of local associations wishing representation on SEAC or wishing to express their views on a special education topic should contact Lorraine DeJong, SEAC Chair, at ldejong@lansdowneccc.com

Questions Related to Special Education Services or Programs

Principal Leader of Specialized Services (Services) 519-756-6301, ext. 287214 OR
Program and Inclusion Coordinator (Programs) 519-756-6301, ext. 287217

SEAC Terms of Reference

Terms of Reference for SEAC will be included in the first SEAC meeting package (September) of each school year.

Standard 18

Co-ordination of Services with Other Ministries and Agencies

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

Transition Planning Process

Grand Erie staff work closely with parent(s)/caregiver(s), community agencies, and staff from other school boards to facilitate smooth transitions for students.

The school's Learning Resource Teacher assists with advance planning for students with special needs transitioning to or from Grand Erie schools. Specialized Services has created a “Transitions Guide” to help staff ensure smooth transitions for various situations where students may be moving from one setting to another. Certain activities are consistent across most transitions.

Common Transition Activities	
<p>Voice & Choice</p> <p>Parent & Student Consultation & Choice</p>	<ul style="list-style-type: none"> ■ Establish a transition team to support the planning. This includes parents/caregivers, school staff, the student (where appropriate), and may also include system staff, community agencies, and health care workers. ■ Ensure that the student's voice is considered in the transition planning process. ■ Inform parents/caregivers of any significant changes that will impact the transition plan. ■ Review the short-term and long-term goals set by students and parents/caregivers for the student’s future in school and post-secondary. ■ Transition plan is required for all students with an IEP.
<p>Student Skill Development</p> <p>Teaching new skills Planning for Independence Generalizing Skills</p>	<ul style="list-style-type: none"> ■ Arrange for peer support and activities to promote belonging. ■ Gather information regarding student’s strengths, interests, and goals. ■ Develop or share a Grand Erie IEP

Special Education Plan 2024-25

<p>Duty to Accommodate</p> <p>Adult actions Tools/Strategies Environment/Equipment</p>	<ul style="list-style-type: none"> ■ Arrange special transportation, and other required accommodations, as required. ■ Provide new staff with the contact list and/or appropriate resources. ■ Share with the school educator team the student's strengths, goals, and the use of accommodations (i.e., assistive technology and learning strategies) to support their learning. Develop and document plans in IEP to bolster student's self-advocacy skills. ■ Plan, organize, and arrange resources and/or professional training required to support staff. ■ Organize materials to support student in transition (social scripts, transition stories, visuals, photos, equipment transfer). ■ Develop Transition Plan and store in the OSR
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Grand Erie personnel responsible for the admission or transfer of students from one program to another may include one or more of the following:

- Teacher Consultant-Specialized Services
- School Administrator
- Classroom Teacher
- Learning Resource Teacher (LRT)
- Specialized Services system support personnel such as Teacher Consultants, Behaviour Analysts, Speech-Language Pathologists, Psychological Associates/Psycho-Educational Consultants and/or Lead Educational Assistant

Successful transitions will also require parent(s)/caregiver(s) commitment, collaboration, and support.

Transitions Supported by Lansdowne Children's Centre and REACH

New Kindergarten Students Receiving Services from Lansdowne Children's Centre or REACH

Grand Erie has expanded its "Kickstart to Kindergarten" program, hosting regional events in Brantford, Brant County, Haldimand, and Norfolk. These school-based events allow parents and caregivers of new kindergarten students to visit the school. Families can schedule a time slot to engage with community partners, including the Look See developmental screening. Early connections allow us to support families who may benefit from additional screening through Lansdowne Children's Centre or Haldimand-Norfolk REACH prior to their child beginning kindergarten. This interactive format helps families across Grand Erie prepare for a successful start to school by meeting educators, connecting with community and board resources, and discovering nurturing learning environments.

Beginning in March, Grand Erie school staff receive "All About Me" reports provided by Lansdowne Children's Centre or Haldimand-Norfolk R.E.A.C.H for students entering kindergarten who have utilized their services. Transition planning, including meetings to discuss the student's strengths, needs, and interests, are planned in collaboration with parents/caregivers, agency staff, and school staff to facilitate a smooth transition to school.

When a child is receiving Pre-school Speech and Language services through Lansdowne's Children's Centre, the student's progress report is shared with the school's administrator. The school team reviews and determines next steps based on the report.

Transitions from a Care or Treatment Centre, Correctional Facility or other Board

- Care and Treatment Facility staff contacts schools Learning Resource Teachers or Administrator, who notify their Teacher Consultant-Special Education.
- Schools obtain signed parent(s)/caregiver(s) consent using the Grand Erie Authorization for Exchange of information form to contact the care or treatment center, correctional facility or other board.
- A case conference is 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(s)/caregiver(s) and agency personnel may also be in attendance. Information which is relevant to the student's successful transition to school will be discussed including essential supports, Special Equipment Amount (SEA) claims, the Individual Education Plan (IEP), medical or health/safety concerns and other relevant information. A transition plan is developed by Grand Erie staff. Minutes of the case conference will be taken and forwarded to the parent(s)/caregiver(s) and a representative from the agency or board.
- Further case conferences may be appropriate to monitor the student's transition to school.

Community Agencies

Grand Erie also works closely with various community agencies regarding students transitioning to or from schools.

Protocols have been developed with several outside agencies to clarify roles and responsibilities. These protocols can be found at the link below:

[Grand Erie District School Board Protocols List](#)

Outside Assessment Reports

Reports prepared by professionals outside the Grand Erie District School Board and shared by parent(s)/caregiver(s) are reviewed to determine what information is useful to create a clearer understanding of the learning profile of the student and how to provide appropriate 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, collaboration with the School or Multi-Disciplinary Team determines how best to proceed. There is no requirement that assessments or reassessments must be conducted by Grand Erie personnel (i.e., reports are "transportable"). Allocation of educational resources and educational programming decisions remain the responsibility of school/system staff.

Community Partnership Planning

Grand Erie collaborates with community partners, Partnerships are reviewed annually to ensure coherent and collaborative approaches to support students and families.

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 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; and
- a copy of any related motions or recommendations from SEAC

At the April 17, 2025 meeting the Special Education Advisory Committee received the first draft version of the Special Education Plan.

On June 5, 2025, the Special Education Advisory Committee passed the following motions:

THAT SEAC recommends the Board approve the Special Education Plan as presented for submission to the Ministry and uploading to the Board's website.

On June 23, 2025 the Grand Erie District School Board passed the following motion:

THAT the Board approve the Annual Review of the Special Education Plan 2024-25, and that the submission of the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2025.

In accordance with the Ministry of Education "Special Education Plans and Reporting Requirements on the Provision of Special Education Programs and Services", the 2024-25 Special Education checklist will be signed by Ms. J. Roberto, 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 a link to the 2024-25 Special Education Plan on Grand Erie's website. 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 compliant 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 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.

Grand Erie's [Special Education Plan 2024-25](#) is available through the Board's website.

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

Special Education Plan 2024-25

The following recommendations from SEAC were made to the board during the 2024-25 school year:

September 5, 2024

Moved by: T. Waldschmidt

Seconded by: L. Whiton

THAT the Special Education Advisory Committee Terms of Reference be approved for the 2024-25 school year as adjusted.

■ Carried

November 14, 2024

Moved by: K. Jones

Seconded by: L. DeJong

THAT the appointment of Lyndsey Campbell, Contact Brant, to the Special Education Advisory Committee for the remainder of the Term 2022-2026 be forwarded to the November 25, 2024 Regular Board meeting for approval.

■ Carried

January 9, 2025

Moved by: P. Found

Seconded by: K. Jones

THAT the appointment of Simon Jennions, Community Living Brant, to the Special Education Advisory Committee for the remainder of the Term 2022-2026 be forwarded to the January 27, 2025 Regular Board meeting for approval.

■ Carried

June 5, 2025

Moved by: B. Doyle

Seconded by: L. Campbell

THAT the appointment of Tammy West, HN REACH, to the Special Education Advisory Committee for the remainder of the Term 2022-2026 be forwarded to the June 23, 2025 Regular Board meeting for approval.

■ Carried

June 5, 2025

Moved by: L. Nydam

Seconded by: B. Doyle

THAT SEAC recommends the Board approve the 2024-25 Special Education Plan for submission to the Ministry and uploading to the Board's website.

■ Carried

June 23, 2025

Moved by: G. Anderson

Seconded by: T. Sault

That the Board approve the Annual Review of the Special Education Plan 2024-25, and that the submission of the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2025.

■ Carried



Grand Erie District School Board

349 Erie Avenue, Brantford, Ont., N3T 5V3

Telephone: 519-756-6301 | **Toll Free:** 1-888-548-8878 | **Email:** info@granderie.ca | granderie.ca

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