



Land Acknowledgement

The Grand Erie District School Board recognizes the Haudenosaunee and Anishinaabe people, as the traditional peoples of this territory. We acknowledge and give gratitude to the Indigenous peoples for sharing these lands in order for us to continue our work here today.

AGENDA

Time	Item	Info.	Dia.	Res.	Responsibility
A-1 Opening					
6:00	(a) Welcome/ Land Acknowledgement Statement				T. Waldschmidt
	(b) Roll Call			√	P. Curran
	(c) Agenda Additions/ Deletions/ Approvals		√	√	T. Waldschmidt
B-1 Timed Items					
	(a) None				
C-1 Business Arising from Minutes and/or Previous Meetings					
	(a) Ratification of Minutes October 15, 2020*			√	T. Waldschmidt
	(b) Standard 4 – Early Identification Procedures and Interventions Strategies*	√	√		J. White / L. Boudreault
	(c) Individual Education Plan (IEP) Goal Setting	√	√		S. Slaman
	(d) Grand Erie's Roadmap – update on roll out	√			L. Thompson
D-1 New Business					
	(a) C-CAT Data 2019-20*	√	√		K. Mertins / W. Backus-Kelly
E-1 Other Business					
	(a) 2019-20 Grand Erie's Student Achievement Plan: Success for Every Student – Outcomes Report for Students with Special Education Needs*	√	√		L. Thompson
	(b) 2020-21 Grand Erie's Plan for Student Achievement and Well-Being: Success for Every Student*	√	√		L. Thompson
	(c) Regional Special Education Council (RSEC) Updates	√			L. Thompson



Special Education Advisory Committee SEAC 20-03

MS Teams Meeting

Thursday, November 19, 2020– 6:00 p.m.

Time	Item	Info.	Dia.	Res.	Responsibility
F-1 Standing Items					
	(a) Policy/Procedures Out for Comment <ul style="list-style-type: none"> ET10 Green Schools Construction and Renovation ET11 Community Planning and Facilities Partnerships SO2 School Councils SO4 Distribution of Materials in Schools 	√	√		L. Thompson
G-1 Information Items					
	(a) Member Resignation and new Agency Representative	√			T. Waldschmidt
H-1 Community Updates					
	(a) Integration Action for Inclusion (IAI)*	√			P. Boutis
I-1 Correspondence					
	(a) LDAO Circular as available	√			T. Waldschmidt
	(b) Ltr – TVDSB SEAC re Masks and Hearing-Impaired 28 Sept 2020*	√			T. Waldschmidt
J-1 Future Agenda Items and SEAC Committee Planning					
K-1 Next Meeting					
	Thursday, December 17, 2020 MS Teams Meeting	√			T. Waldschmidt
L-1 Adjournment					
	Meeting adjourned at p.m.			√	T. Waldschmidt

Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

SEMT Special Education Management Team

AGENDA ITEM(S)

Standing:

- LDAO SEAC Circular September, November, February, April and June (as available).



Special Education Advisory Committee SEAC 20-02

Virtual MS Teams

Thursday, October 15, 2020 – 6:00 p.m.

MINUTES

SEAC Members

Present: Chair T. Waldschmidt, L. Boswell, P. Boutis, C. Brady, T. Buchanan, B. Caers-Bruce, R. Collver, L. DeJong, M. Gatopoulos, K. Jones, N. Schuur, L. Scott, CA Sloat, J. Trovato,

Regrets: M. Carpenter, W. Rose, T. Wilson, R. Winter.

Resource Staff

Present: P. Bagchee, L. Boudreault, K. Mertins, S. Slaman, L. Thompson, J. White.

Recorder: P. Curran.

Guests: J. Gemmill, ITS Staff, J. Roberto, Director of Education.

A-1 Opening **T. Waldschmidt**

(a) Welcome T. Waldschmidt

Chair Waldschmidt welcomed everyone, called the meeting to order at 6:00 PM and welcomed new members Amanda Detmar representing Woodview Mental Health and Autism Services and community representative Mike Gatopoulos.

(b) Chair Waldschmidt read the Land Acknowledgement Statement.

(c) Agenda Additions / Deletions / Approvals T. Waldschmidt

i. Add C-1 (d) Native Representative to SEAC Update – L. Thompson

ii. Add C-1 (e) Updating SEAC Information and Meetings on the Board's website – L. Thompson

iii. Add C-1 (f) Improving Community Communications – L. Thompson

Moved by: K. Jones

Seconded by: P. Boutis

"THAT the SEAC 20-02 Agenda for October 15, 2020 Meeting be approved as amended."

CARRIED



Special Education Advisory Committee SEAC 20-02

Virtual MS Teams

Thursday, October 15, 2020 – 6:00 p.m.

B-1 Timed Items T. Waldschmidt

(a) Greetings Director J. Roberto
Director Roberto thanked members for allowing her to attend the virtual meeting and to share the items SEAC is currently working on.

(b) Rick Hansen Foundation – School Partnership Initiative K. Mertins

Grand Erie DSB partnered with RHF which provides access to teaching resources for Kindergarten to G12 students in both official languages.

The material helps teachers promote access and inclusion and partnership includes an ambassador program which provides a class speaker to help facilitate student understanding.

Materials are available at no cost to the public and the RHF revised lessons into Little Big Lessons to help parents who are teaching at home.

<https://www.rickhansen.com/little-big-lessons>

Use of the website and materials was lower than anticipated which was attributed to the labour disruptions and the onset of the pandemic. An increase in use occurred during the school shutdown.

The Board will continue to promote the RHF resources as well as the International Day of Persons with Disabilities on December 3, 2020.

C-1 Business Arising from Minutes and/or Previous Meetings T. Waldschmidt

(a) Ratification of Minutes September 17, 2020 Meeting T. Waldschmidt

Moved by: P Boutis

Seconded by: L. Boswell

THAT the Minutes of SEAC 20-01 held September 17, 2020 be approved as distributed.

CARRIED

(b) Grand Erie's Roadmap L. Thompson

Members reviewed the revised document and would like to see it included on the website as it is more comprehensive than the Parents' Guide to Special Education but more reader friendly than some of the standards.

Suggestions for further revisions included:

Page 1

DID YOU KNOW?

Where to Find Help and Support



Special Education Advisory Committee SEAC 20-02

Virtual MS Teams

Thursday, October 15, 2020 – 6:00 p.m.

- Change Ontario Early Years Centre to EarlyON Child and Family Centres

Top Ten Advocacy Tips

6 – Remain professional, focused and positive.

- Often people are stressed and may feel badly if unable to remain professional, focused and positive. – this tip will be deleted.

#8 – Be prepared before meetings.

- Changing to “do your best to be prepared before meetings”

Page 2

#3 - IPRC Attendees

- Must have minimum of three attendees locally and three for area IPRC

Page 3

Individual Education Plan (IEP)

#3. Your child may have an IEP created based on their strengths and needs without formal identification through the IPRC process.

Amend to: *The Ontario Human Rights Code permits your child to receive an IEP created based on their strengths and needs without formal identification through the IPRC process.*

Page 4

Preventing Conflict through the Cultivation of a Positive School Climate

- Concise information is helpful and easy to read but suggested including a link to the one page in Standard 10.

Distribution

Through GEPIC electronically or through annual meeting

Consider requesting school administrators share it with School Councils.

- (c) Update – Special Education and the Virtual Learning Academy (VLA)

J. White

Students with Special Education needs in Self Contained classes continue to be supported virtually by their self-contained classroom teacher through synchronous and/or asynchronous learning.

Students who have chosen to learn virtually and who have Special Education needs are supported by the virtual academy teacher. They continue to be connected to the home school for resource supports with a current focus on LRT's supporting VLA teachers to update IEP's and to ensure they understand student strengths and needs as it relates to the supports they may require from the VLA teacher.

One way to provide students with support is through the web-based licenses. Grand Erie DSB continues to provide Lexia licenses for students with reading needs. This year we are also offering licenses for students



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Thursday, October 15, 2020 – 6:00 p.m.

on alternative curriculum with a program called TeachTown. TeachTown Basics assists teachers in programming for functional academics and Transition to Adulthood modules which cover daily living skills like banking, shopping, cleaning, etc.

VLA students with assigned SEA technology devices are able to use their devices at home. Training and support are provided virtually by LEARNStyle and our Lead EA for SEA. Our SEA Teacher Technician supports VLA teachers with ways to use assistive devices and software to support students.

Consideration for sending other SEA devices home is based on parent request and given on a case-by-case basis according to curriculum needs, safety, and the requirement for professional supervision. Other types of devices that have been sent home are walkers and FM equipment for hearing.

We are continuing with our model of tiered intervention with the first tier of support coming from the school LRT. VLA teachers will be guided to reach out to home school LRT's when students are presenting with challenges in the VLA as a first step for problem solving. Some examples of LRT support to VLA classroom teachers would be implementing IEP's, coordinating Lexia and TeachTown supports for students, co-planning modified or alternative programming. Access to system staff and supports as needed/required would also occur through the home school in school or resource team meeting processes

Recently we began working through a needs assessment in the VLA for EA support. EA's continue to remain allocated to the home school, but in some situations may be providing shared support to students in the VLA. Currently the focus has been on pervasive needs in the area of alternative programming, nonverbal/minimally verbal communication, or other unique supports such as ASL. EA support may include individual synchronous meetings, preparing of tangible materials or activities for use at home based on direction coming from the VLA teacher for this support.

Some students in the VLA require an educational assessment using the Academic Achievement Battery. If the Resource Team concludes that this is necessary, arrangements can be made with the parent for the student to go to an isolated room in the home school for an assessment with the LRT.

The delivery of Psychological and Speech-Language Services has resumed with face to face work being organized in the home school and those services that can be delivered virtually being done so over a Microsoft Teams platform.

Staff continue to develop resources in our Professional Learning Environment specific to new areas of Professional Development that VLA



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teachers may require, e.g., accommodations to consider in VLA /other resources for VLA teachers on IEP's

<http://web.teachtown.com/>

- (d) Native Representative to SEAC Update L. Thompson

The Superintendent responsible for Indigenous Education confirmed she will make a request for interested persons to sit on SEAC at her next meeting.

B Caers-Bruce indicated her teaching partner who is interested in SEAC. She will ask her to contact the Recording Secretary directly.

- (e) Updating SEAC Information and Meetings on the Board's Website L. Thompson
Public meetings are noted on the facing page of the website under the Grand Erie Event Calendar. The live link for YouTube meetings is placed there just prior to the meeting and is available by clicking the meeting information.

Consider placing a link next to the meeting date in the SEAC schedule section.

Agenda packages will be sent to the Board's communication team for posting on the Friday prior to the meeting.

SEAC minutes will be posted once approved by the Board.

- (f) Improving Community Communications L. Thompson

OReg 464/97, <https://www.ontario.ca/laws/regulation/970464>
the governing document for SEAC has no requirement for community outreach.

One member commented her previous experience in a larger board provided more connection and networking opportunities with families. She is hopeful this can be achieved in Grand Erie as the geographic spread lends a feeling of isolation.

She also mentioned this board had an annual Special Education Fair and questioned if a night to discuss IEP or IPRC may be a way to engage parents.

Members were reminded to be mindful of additional tasks for staff at this time and to be aware of privacy concerns.

Agency representatives work hard at linking information and many have parent groups that meet regularly.



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Grand Erie DSB also provides an opportunity for parent feedback, through the link on our Special Education Plan.

Lansdowne CC, Woodview MH & A Services and Contact Brant all have parent groups where special education information may be shared.

Important to keep parents on topic at general meetings and not share personal information especially that which breaches privacy boundaries.

Members noted other parent groups that have dwindled over the years and the annual public meetings that had more staff than parent participants.

Other suggestions were to flag what parents are looking at on our website to know where most concerns lie and to promote information through GEPIC and school councils in September.

One member suggested considering a virtual chat with the community in the spring moderated by any interested SEAC members.

D-1 New Business

T. Waldschmidt

(a) Annual Update – Multi-Year Accessibility Plan 2017-22

K. Mertins

The framework for our plan comes from the Accessibility for Ontarians with Disabilities Act (AODA).

Section 9 outlines the amendments made this school year, noting that work on this was interrupted by the pandemic.

Further to the partnership with the Rick Hansen Foundation, this information was included in the MYAP.

Also, the Grand Erie website has met the criteria for public organizations, and revision of the parent portal is beginning.

Ed Tech and Student Success staff worked with teachers to help them learn how to use Bright Space for all learners <https://www.d2l.com/k-12/>

The update also lists changes to remove barriers and increase accessibility in various buildings across the board including physical upgrades and the addition of Braille signage.

New signage will be placed in buildings inviting members of public to share accommodation needs with staff.

As time and finances permit, Facility Services will hire an Accessibility Consultant to review some of the buildings in our board.



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Thursday, October 15, 2020 – 6:00 p.m.

A reminder of the December 3, 2020 International Day of Persons with Disabilities was provided.

(b) Standard 14 – Equipment L. Boudreault / S. Slaman

The purpose of this document in the Special Education Plan is to inform parents of equipment and how it is funded by the board and ministry.

Assistive technology is a per pupil finite amount. Requests are approved through a SEA Committee; this year a virtual interview will be included in the documentation required for AT.

Claims based funding is in place for auditory, physical and other equipment, but not AT. A professional assessment is required.

Regular stock of Personal Protective Equipment is provided to staff, following the procedures for purchasing, assigning, replacing, disposing and storage. If a significant amount of PPE equipment is required it could be submitted for payment through SEA though they usually just order equipment as needed.

E-1 Other Business T. Waldschmidt

(a) None

F-1 Standing Items T. Waldschmidt

(a) None

G-1 Information Items T. Waldschmidt

(a) None.

H-1 Community Updates T. Waldschmidt

i. National Disability Month – October

T. Buchanan advised members of this event and noted Community Living Brant has partnered with Supported Employment.

On October 22nd, the Paris Dam will be lit up with CLB colours and public are encouraged to wear dark blue or purple in support.



Special Education Advisory Committee SEAC 20-02

Virtual MS Teams

Thursday, October 15, 2020 – 6:00 p.m.

I-1 Correspondence T. Waldschmidt

- (a) LDAO SEAC Circular – October
L. Boswell noted the reference to October slated as Learning Disabilities Awareness Month which is not listed on our website. Superintendent Thompson will follow up by promoting it on social media.
- (b) Ltr – AMDSB – After School Skills Development Program Feb 18, 2019 (sic)
No discussion

J-1 Future Agenda Items and SEAC Committee Planning T. Waldschmidt

- (a) Smart Goals in Reference to IEP Planning – P Boutis
- (b) Grade 3 CCAP Results – CA Sloat

K-1 Next Meeting T. Waldschmidt

- (a) Thursday, November 19, 2020 | MS Teams | 6:00 p.m.

L-1 Adjournment T. Waldschmidt

Moved by: T. Buchanan
Seconded By: L. Boswell

“THAT the SEAC 20-02 meeting of October 15, 2020 meeting be adjourned at 7:31p.m.”

CARRIED

Standard 4: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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

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

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

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

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

The Educator Team's Role

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

- to implement strategies of intervention and work with all support personnel as needed; to address observed needs of the child for learning;
- To communicate with parents any concerns, as they arise, and suggest appropriate resources / personnel for assessment and support as needed.

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

The parent/guardian's role

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

The Parent's Role

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

Early and Ongoing Identification and Intervention Process for Referring a Student for an Assessment

Classroom Teacher's first steps:

- Complete an OSR search
- Attempt remedial strategies
- Consult with previous classroom teachers, LRT, administrator and parent/guardian
- Provide on-going assessment and feedback to evaluate student progress within the classroom (work samples, portfolios, teacher-made tests, observations, Brigance, Benchmark Reading Assessment).

The parent/guardian will be informed of the School Team process (Appendix B). The School Team (classroom teacher, LRT, administrator, Child and Youth Worker) meet to discuss student's strengths and needs, while determining next steps. Parent/guardian will be informed of the next steps and recommendations from the School Team. School Team process may be repeated if concern is unresolved.

School Team determines that no additional support is required at this time.

School Team determines that on-going monitoring is required and may reconvene at a later date to further discuss next steps.

School Team determines that further assessment and intervention is required. Establish a timeline for the next steps, with follow up plan. Inform parents/guardians of next steps for consent.

Possible next steps may include, some or all of these assessments, with informed and/or written consent from the parent/guardian;

- LRT may complete an Academic Achievement Battery (AAB), or another educational assessment to provide recommendations and strategies to be implemented by school personnel
- A referral to the family physician may be suggested to identify physiological factors interfering with learning.

Upon referral to the Resource Team (see Appendix B), additional assessments may be required or advisable.

Possible next steps from the Resource Team may occur, with informed and/or written consent from the parent/guardian;

- Make recommendations for programs or services and establish a date to review progress
- A Psycho-Educational assessment by qualified personnel
- Professionals such as Occupational or Physical therapy
- Psychologist or Speech Language Pathologist may complete an assessment and share recommendations for programming, resources or services.

The student may be referred to an IPRC (see Appendix E), depending on the recommendations of the Resource Team and discussions with the parent/guardian. Continued assessment may be required.

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

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

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

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

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

Grand Erie DSB personnel use the following types of assessment:

Educational Assessments <ul style="list-style-type: none"> • These assessments identify strengths and weaknesses. Recommendations and/or strategies will be a component. 	Psycho-educational Assessments <ul style="list-style-type: none"> • A psycho-educational assessment may include tests of intellectual abilities, perceptual development and/or academic achievement. These tests are conducted by a Psycho-educational Consultant or Psychological Associate who are qualified to administer such tests. Psycho-educational Consultants are supervised by Psychological Associates.
Test of Intellectual Abilities <ul style="list-style-type: none"> • These are tests that measure an individual's ability levels at a given point in time. The results of these tests are used by teachers to help students reach their maximum functioning level by identifying their strengths and weaknesses. 	Tests of Perceptual Development <ul style="list-style-type: none"> • These are tests and/or observations that may indicate strengths/weaknesses with the processing of visual and/or auditory information.
Tests of Academic Achievement <ul style="list-style-type: none"> • These are standardized tests which measure an individual's performance on reading, spelling and mathematics tasks. 	Functional Behaviour Assessment <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • Speech-Language Assessments may include tests of articulation, voice, stuttering and receptive and expressive language. These tests are conducted by Speech-Language Pathologists. Speech: These tests may involve the following: <ul style="list-style-type: none"> ○ assessment of the child's ability to produce speech sounds and control the muscles and oral structures required for speech; ○ assessment of vocal quality, pitch, loudness and resonance; ○ assessment of stuttering. 	

Language: These tests may involve the following:

- assessment of the child's understanding of oral language;
- assessment of the child's ability to orally express himself/herself;
- assessment of a child's needs for additional communication support.

Behavioural Assessments: These assessments measure a child's adjustment to social situations.

- They are conducted by qualified personnel and may involve observations or **checklists**.

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

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

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

- All students who receive Special Education Programs and/or Services in the GEDSB may not be formally identified as exceptional. This philosophy blends with the following statement from Special Education in Ontario, Kindergarten to Grade 12: The Individual Education Plan, Ministry of Education 2017
 - *An IEP may be developed for a student who has not been identified by an IPRC as exceptional, but who has been deemed by the board to require a special education program or services in order to attend school or to achieve curriculum expectations and/or to demonstrate learning.*
 - In addition, School LRT's may work with non-identified students in the regular classroom to help them achieve the curriculum expectations. In the 2019-20 school year the majority of the LRT's role will be to support the classroom teacher to program for and implement learning experiences for students in their classrooms, not withdrawal of students.
 - This type of support is seen as a preventative measure, allowing students to overcome difficulties and be successful in the school environment.

Early Intervention Supports for Students Prior to IPRC

Community based supports can be accessed at:

Haldimand-Norfolk REACH

Contact Brant

Lansdowne Children's Centre

Haldimand-Norfolk Healthy Babies, Healthy Children

Brant County Healthy Babies, Healthy Children

519-587-2441 or 1-800-265-8087

519-758-8228

519-753-3153

519-426-6170 or 905-318-6623

519-753-4937

Special Education Plan
July 2020

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

Early ON Child and Family Centres	
Haldimand & Norfolk	Brant/Brantford
Mapleview Elementary	Bellview School
Houghton Public School	Branlyn Community School
J.L. Mitchener	King George Public School
Lakewood Elementary School	Major Ballachey
Hagersville Secondary School	North Ward School
	Oakland-Scotland Public School
	Prince Charles Public School
	Princess Elizabeth
	Ryerson Heights Elementary School

Early and Ongoing Identification Resources: Grand Erie DSB.	Description	Ages
K-Step for Kindergarten	Monitoring tool used in collaboration with the educator team and the ESL/ELD Teacher Consultant or Itinerant Teacher	Year 1 and 2
English Language Learner STEP (Steps to English Proficiency) Initial Assessment	Assessment to determine English Language Learner's language proficiency (oral, reading, writing), literacy development and mathematical skills level in order to provide appropriate programming supports and placement.	Grade 1-12

Early and Ongoing Identification Resources: Grand Erie DSB.	Description	Ages
Kindergarten Cumulative Student Assessment Portfolio. (KCSAP)	Assessment of phonemic awareness, phonics, concepts of print, emergent writing skills	Year 1 and 2
Developmental Reading Assessment (DRA)	Developmental reading assessment tool used to determine a reader's independent reading level and identify students working below proficiency	Year 1 and 2 to Grade 3 as developmentally appropriate
Benchmark Assessment System (BAS)	Gathers relevant information about a student's reading level, fluency, comprehension, and other reading behaviours to guide instruction	Year 1 and 2 to Grade 6 as developmentally appropriate
Running Records	Students orally read a passage and teachers record errors, omissions, insertions, etc. to gather data to group students to effectively plan targeted reading instruction	Year 1 and 2 as developmentally appropriate

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

In addition to the accommodations noted above, assessments may provide recommendations for teachers and the parent/guardian to assist the student. The School LRT, EAs and trained volunteers may also be able to provide additional, individualized support to the student. In the 2019-20 school year there will be a focus assisting the classroom teacher to provide individualized support to the student while the LRT and/or EA support the rest of the class.

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

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

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

Grand Erie employs Board Certified Behaviour Analysts, Behaviour Counsellors with ABA expertise and an ABA Coordinator to support the implementation of PPM 140. The ABA Coordinator supports the implementation of the Connections for Students transition process.

Connections for Students

The purpose of Connections for Students is to support students as they transition from IBI services within the Ontario Autism Program to applied behaviour analysis (ABA) instructional methods in a publicly funded school.

Connections is a multidisciplinary, student specific and school-based transition team that;

- Is comprised of the Principal, Parent/Guardian, classroom Teacher, ABA Coordinator and School Support Program ASD Consultant and other multidisciplinary staff, as required.
- Begin to meet 6 months prior to the student completing IBI services, and continue to meet monthly until 6 months after discharge from IBI services
- Aligns Individual Education Plans (IEPs), transition plans and behaviour/safety plans to support the student in acquiring, generalizing and maintaining their skills
- Support collaboration between the school board, regional autism provider and the family

Grand Erie DSB Students Involved in Connections during 2019-2020 School Year

- To date, 1 student has been discharged from Connections this year.
- Currently, we have 7 students involved in Connections.

Standard 4: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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

Grand Erie strongly supports an early identification and intervention process for students with special education needs. For students in kindergarten or the early primary grades, early identification refers to the recognition of particular strengths and needs, rather than a **formal** identification process through an Identification, Placement, and Review Committee (IPRC). Early identification and intervention includes assessment, monitoring, instruction, intervention, and community support as needed. Many of the early identification steps will be taken for all students – some specific interventions will be required for individual students as learning needs are noted. The purpose of early identification is to determine each child's strengths and learning needs. Movement toward an IPRC and formal identification is dependent upon sufficient time at school to first track the success/lack of success with attempted interventions and determine if an educational identification is required.

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

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

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

The Role of the Educator Team (teacher and designated early child educator)	The Role of the Parent/Guardian
<ul style="list-style-type: none">• To lead a Spring Information session for the parents/guardians of children who will enter Kindergarten in the Fall	<ul style="list-style-type: none">• To attend a Spring Information session for the child who will enter Kindergarten in the Fall
<ul style="list-style-type: none">• To invite children to participate in a Spring orientation visit	<ul style="list-style-type: none">• To ensure the child participates in a Spring orientation visit
<ul style="list-style-type: none">• To attend an information sharing case conference with parents and community partners in late Spring, as needed• To review and store community agency reports highlighting student strengths and needs, if one is shared	<ul style="list-style-type: none">• To attend an information sharing case conference if requested
<ul style="list-style-type: none">• To collect significant information that will help the teacher get to know and understand the child• To listen to the parent/guardian share information about their child	<ul style="list-style-type: none">• To provide information that will help the teacher get to know the child, which may include permission for the release of information from outside community agencies

The Role of the Educator Team (cont.) (teacher and designated early child educator)	The Role of the Parent/Guardian (cont.)
<ul style="list-style-type: none"> To provide the parent/guardian with the <i>Kindergarten Home Connection Form</i> (Appendix D) for completion 	<ul style="list-style-type: none"> To complete the <i>Kindergarten Home Connection Form</i> (Appendix D)
<ul style="list-style-type: none"> To monitor student development, learning abilities, and needs while collecting evidence of learning over time to demonstrate achievement of expectations 	<ul style="list-style-type: none"> To dialogue with the teacher on student development, learning abilities, and needs
<ul style="list-style-type: none"> To “provide parents with an overview of initial observations of their child’s learning in relation to the overall expectations in the Kindergarten Program with information about appropriate next steps to further the child’s learning” (Growing Success, Kindergarten Addendum, pg. 12) To send home a Kindergarten Communication of Learning: Initial Observations mid to late November followed by parent visits where they can observe and share information To complete a written anecdotal Kindergarten Communication of Learning and provide it in February and June 	<ul style="list-style-type: none"> To attend the structured parent/guardian observations visit and parent interviews/student-led conferences focused on the child’s portfolio (November-December) To read the Kindergarten Communication of Learning, providing follow-up where needed
<ul style="list-style-type: none"> To implement strategies of intervention and work with all support personnel as needed to address observed needs of the child 	<ul style="list-style-type: none"> To dialogue with the teacher on student development, learning abilities, and needs
<ul style="list-style-type: none"> To communicate with parents any concerns as they arise, with suggestions about appropriate resources and personnel for support as needed Refer to School Team observed needs of the child for speech and language, cognitive and behavioural assessments, occupational, and/or physiotherapy 	<ul style="list-style-type: none"> To be regularly involved in decisions about the education of their child To access available community agencies that can assist with their child’s growth and development

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

The Parent's Role

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

draft

Early and Ongoing Identification and Intervention Process for Referring a Student for an Assessment

Classroom Teacher's first steps:

- Complete an OSR search – Complete a Student Profile documenting background and attempted strategies
- Inform parent about any concerns regarding child's progress
- Attempt remedial strategies (Class Act, Sound Bites, Lexia, etc.)
- Consult with previous classroom teachers, LRT, administrator and parent/guardian
- Provide on-going assessment within the classroom: work samples, portfolios, teacher-made tests, running records, observations, Brigance, DRA, Benchmark Reading Assessment, Kindergarten Cumulative Assessment Portfolio (KSCAP)

The parent/guardian will be informed of the School Team process and opportunities to be involved. (Appendix B). The School Team (classroom teacher, LRT, administrator, Child and Youth Worker) meet to discuss student's strengths and needs, while determining next steps. Parent/guardian will be informed of the next steps and recommendations from the School Team. School Team process may be repeated if concern is unresolved.

School Team determines that appropriate strategies are in place. The teacher will inform parents about the results of the meeting and will continue to monitor progress in the classroom.

School Team recommends additional strategies and determines that on-going monitoring is required. The teacher will inform parents about the results of the meeting. The School Team may reconvene at a later date to further discuss next steps.

School Team determines that further assessment and intervention is required. A timeline for the next steps is established, with follow up plan. Inform parents/guardians of next steps for consent.

Possible next steps may include, some or all of these assessments, with informed and/or written consent from the parent/guardian;

- LRT may complete an Academic Achievement Battery (AAB), or another educational assessment to provide recommendations and strategies to be implemented by school personnel
- A referral to the family physician may be suggested to identify physiological factors interfering with learning.

When all in-school supports have been exhausted, the parent/guardian is informed that their child is being referred to the Resource Team, with parent/guardian consent. Upon referral to the Resource Team (see Appendix B), additional assessments may be required or advisable.

Possible next steps from the Resource Team may occur, with informed and/or written consent from the parent/guardian;

- Make recommendations for programs or services and establish a date to review progress
- A Psycho-Educational assessment by qualified personnel
- Professionals such as Occupational or Physical therapy
- Psychologist or Speech Language Pathologist may complete an assessment and share recommendations for programming, resources or services.

The student may be referred to an IPRC (see Appendix E), depending on the recommendations of the Resource Team and discussions with the parent/guardian. Continued assessment may be required.

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

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

Grand Erie DSB personnel use the following types of assessment:

Educational Assessments	Psycho-educational Assessments
<ul style="list-style-type: none"> • These assessments are made for learning, as learning, and of learning (Learning For All, 2013). They identify strengths and weaknesses. Recommendations and/or strategies will be a component. 	<ul style="list-style-type: none"> • A psycho-educational assessment may include tests of intellectual abilities, perceptual development and/or academic achievement. These tests are conducted by a Psycho-educational Consultant or Psychological Associate who are qualified to administer such tests. Psycho-educational Consultants are supervised by Psychological Associates.

Test of Intellectual Abilities <ul style="list-style-type: none"> These are tests that measure an individual's ability levels at a given point in time. The results of these tests are used by teachers to help students reach their maximum functioning level by identifying their strengths and weaknesses. 	Tests of Perceptual Development <ul style="list-style-type: none"> These are tests and/or observations that may indicate strengths/weaknesses with the processing of visual and/or auditory information.
Tests of Academic Achievement <ul style="list-style-type: none"> These are standardized tests which measure an individual's performance on reading, spelling and mathematics tasks. 	Functional Behaviour Assessment <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Speech-Language Assessments may include tests of articulation, voice, stuttering and receptive and expressive language. These tests are conducted by Speech-Language Pathologists. <p>Speech: These tests may involve the following:</p> <ul style="list-style-type: none"> 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. <p>Language: These tests may involve the following:</p> <ul style="list-style-type: none"> assessment of the child's understanding of oral language; assessment of the child's ability to orally express himself/herself; assessment of a child's needs for additional communication support. <p>Behavioural Assessments: These assessments measure a child's adjustment to social situations.</p> <ul style="list-style-type: none"> They are conducted by qualified personnel and may involve observations or checklists. 	

After the Assessment

- Recommendations may be made for further assessment by other board personnel, outside agencies, or health care. The Resource Team will provide the parent/guardian with an explanation of the need for further assessment. For the School Board to release or receive information, including assessments from outside agencies, the parent/guardian must provide written authorization for the exchange of information (Appendix).
- The child may be referred to an IPRC depending on the recommendations of the Resource Team and discussions with the parent/guardian.
- Once a child is referred to IPRC and determined to be exceptional, the recommended program will be implemented by the classroom teacher
- The parent/guardian will continue to be informed of his/her progress through consultation in the development and review of the IEP at each reporting period. In addition, the parent/guardian will receive confirmation of their child's progress at the annual IPRC.

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

- Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations, and/or an educational

program that is modified above or below the age-appropriate grade level expectations for a particular subject or course. www.edu.gov.on.ca/eng/parents/speced.html Needs may also be best met through alternative expectations that are developed to help students acquire knowledge and skills that are not represented in the Ontario Curriculum, and can include skills areas like gross motor and life skills.

- Through ongoing involvement in the School Team Process, the parent/guardian will be aware of his/her child's strengths and needs. When recommending a referral to IPRC, the Resource Team will examine information from a variety of sources regarding the student to see if it matches Ministry definitions and Board criteria.
- The parent/guardian will be informed by the School Principal of the Resource Team's decision to refer the child to IPRC. Along with the Letter of Invitation to the IPRC, the parent/guardian will receive a copy of the *Parents' Guide to Special Education* and any information that will be presented at the meeting (Appendix E)

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

- All students who receive Special Education Programs and/or Services in the GEDSB may not be formally identified as exceptional. This philosophy blends with the following statement from Special Education in Ontario, Kindergarten to Grade 12: The Individual Education Plan, Ministry of Education 2017
 - *An IEP may be developed for a student who has not been identified by an IPRC as exceptional, but who has been deemed by the board to require a special education program or services in order to attend school or to achieve curriculum expectations and/or to demonstrate learning.*
 - o In addition, School LRT's may work with non-identified students in the regular classroom to help them achieve the curriculum expectations. The majority of the LRT's role is to support the classroom teacher to program for and implement learning experiences for students in their classrooms, not withdrawal of students.
 - o This type of support is seen as a preventative measure, allowing students to overcome difficulties and be successful in the school environment.

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

Early Intervention Supports for Students Prior to IPRC

The following agencies can be contacted for assistance determining best available supports in the community:

Contact Brant 519-758-8228 www.contactbrant.net
 Haldimand Norfolk REACH 519-587-2441 or 1-800-265-8087 www.hnreach.on.ca
 Lansdowne Children's Centre 519-753-3153 www.lansdownecentre.ca

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

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

- School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods;
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Grand Erie employs Board Certified Behaviour Analysts, Behaviour Counsellors with ABA expertise and an ABA Coordinator to support the implementation of PPM 140. The ABA Coordinator supports the implementation of the Connections for Students transition process.

Connections for Students


The purpose of Connections for Students is to support students as they transition from IBI services within the Ontario Autism Program to applied behaviour analysis (ABA) instructional methods in a publicly funded school.

Connections is a multidisciplinary, student specific and school-based transition team that;

- Is comprised of the Principal, Parent/Guardian, classroom Teacher, ABA Coordinator and School Support Program ASD Consultant and other multidisciplinary staff, as required.
- Begin to meet 6 months prior to the student completing IBI services, and continue to meet monthly until 6 months after discharge from IBI services
- Aligns Individual Education Plans (IEPs), transition plans and behaviour/safety plans to support the student in acquiring, generalizing and maintaining their skills
- Support collaboration between the school board, regional autism provider and the family

Grand Erie DSB Students Involved in Connections during 2019-20 School Year

- To date, 1 student has been discharged from Connections this year.
- Currently, we have 7 students involved in Connections.



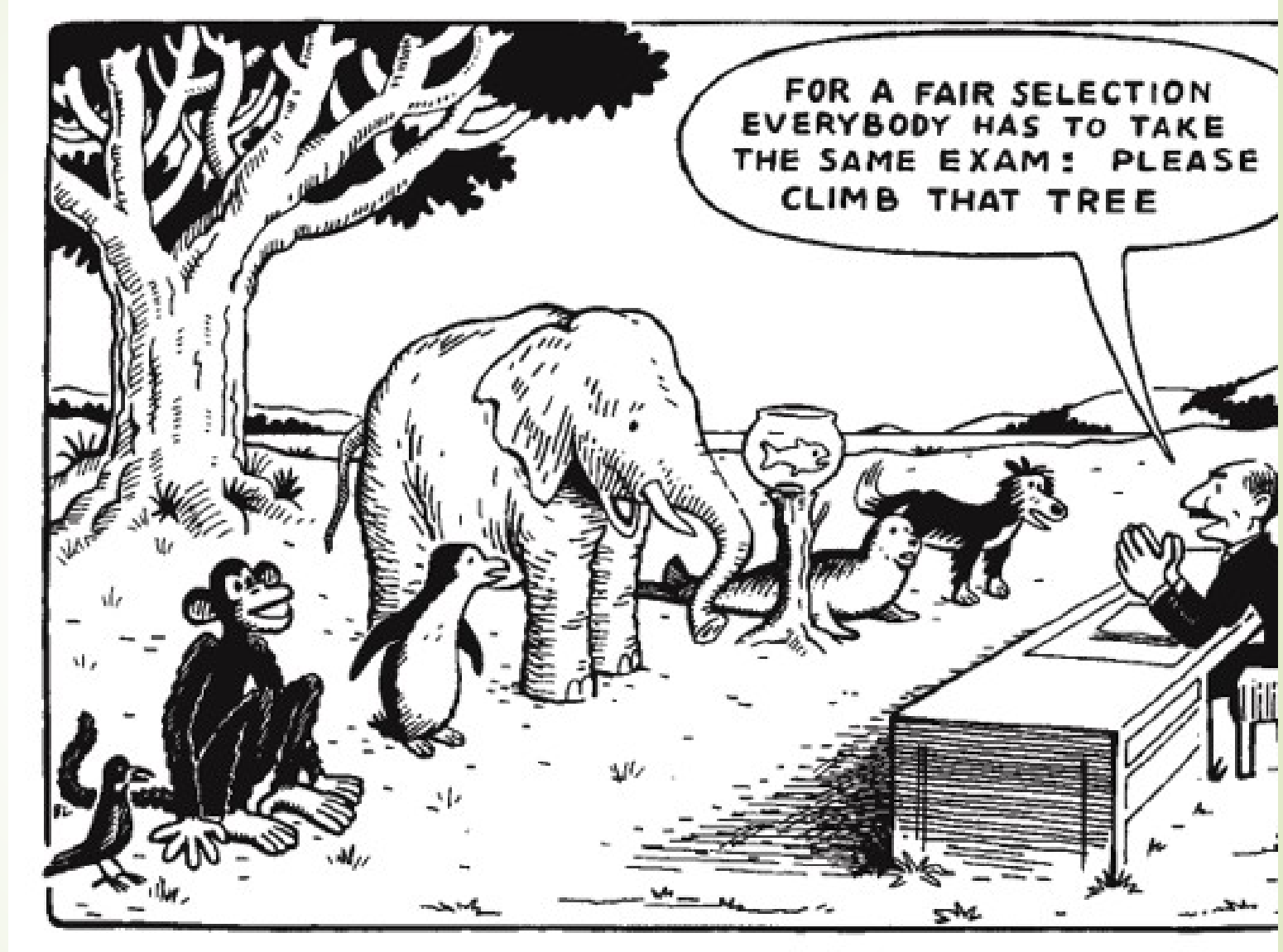
Canadian Cognitive Abilities Test – 7th Edition



Wanda Bachus-Kelly, Teacher
Consultant – Gifted
Karin Mertins, School & Programs
Supports Lead
Julie White, Principal Leader

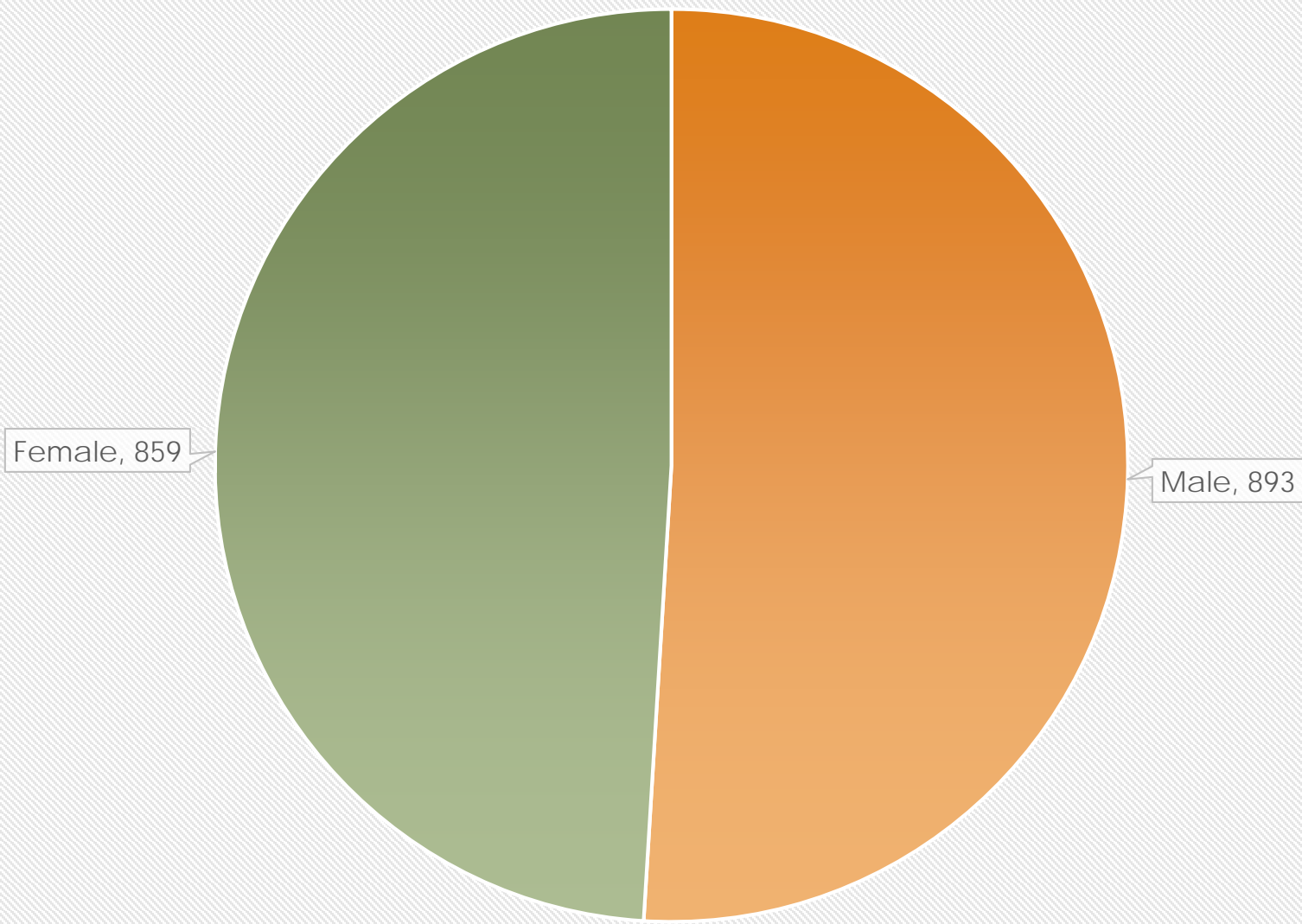
What is the CCAT?

- A **standardized** test used to screen cognitive abilities
- It measures cognitive reasoning across **verbal**, **quantitative** and **non-verbal** domains
- Results are based on Canadian **norms**
- 7th edition of the assessment has been constructed to be English Language Learner (ELL) friendly
- Group administered
- Multiple choice, pencil & paper format



1836 Grade 3 students in 58 schools

(enrolled January 2020)



Winter
2020
CCAT-7



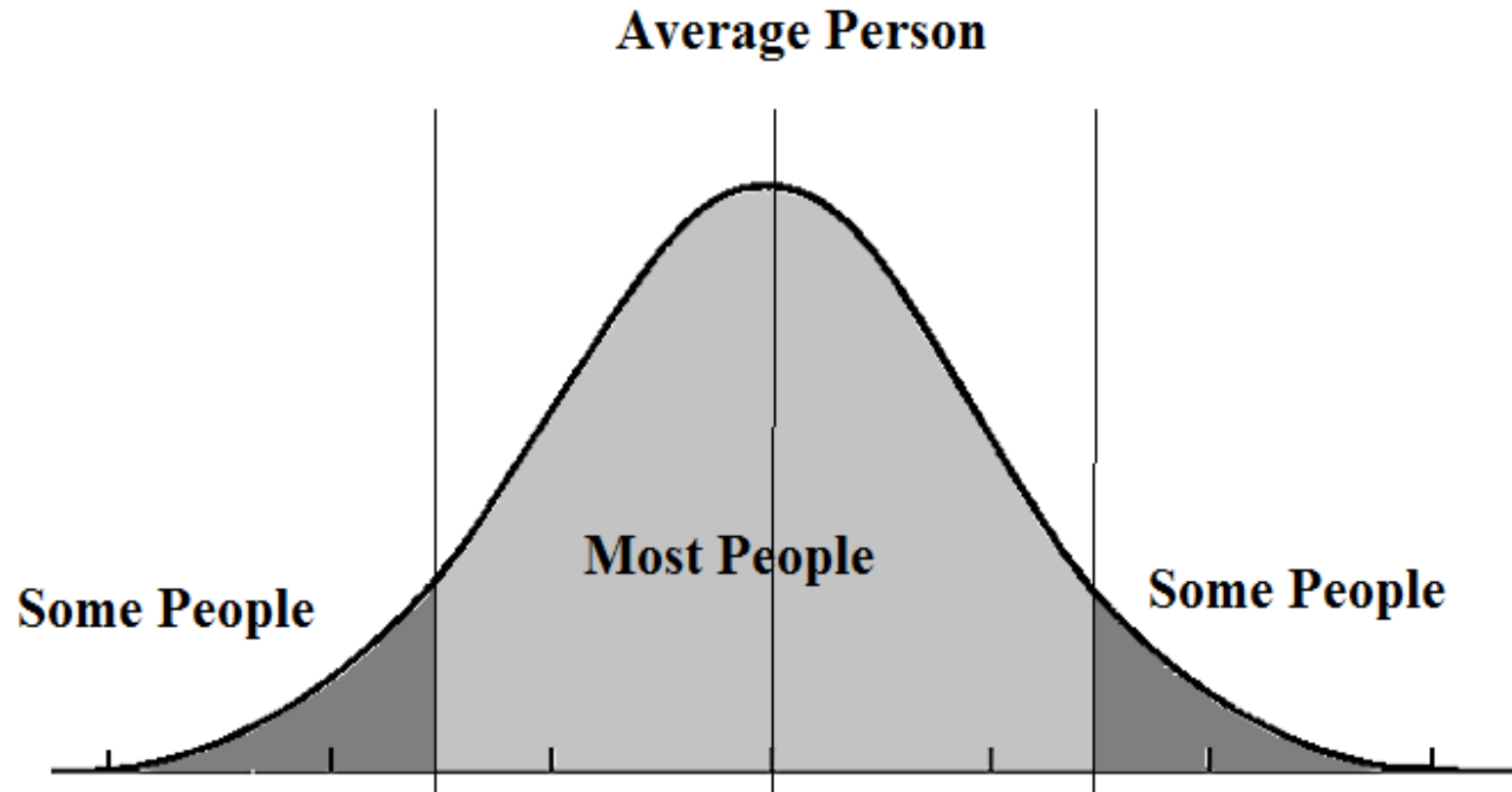
(administered
in grade 3 to
current grade
4 cohort)

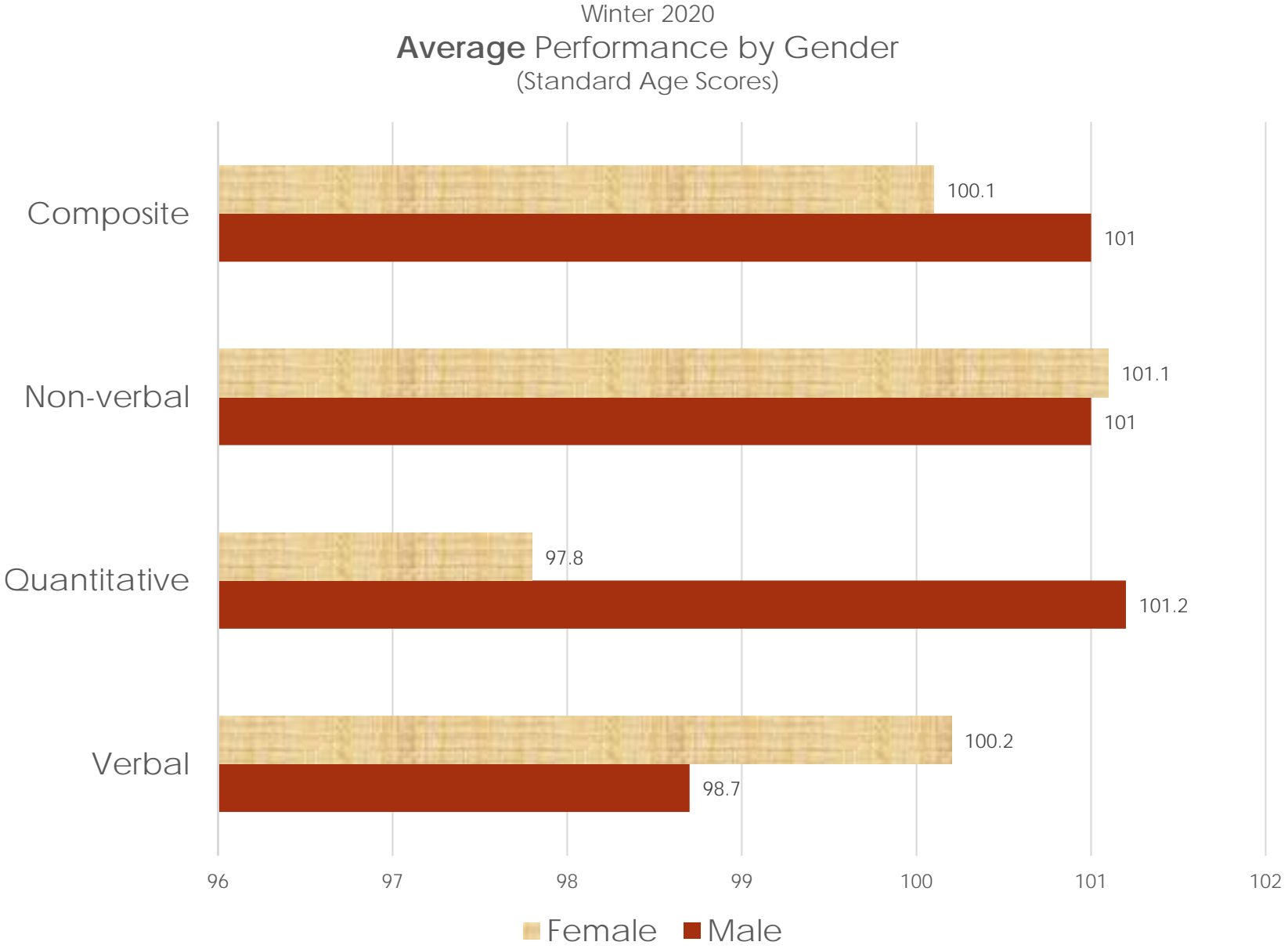


Exemptions

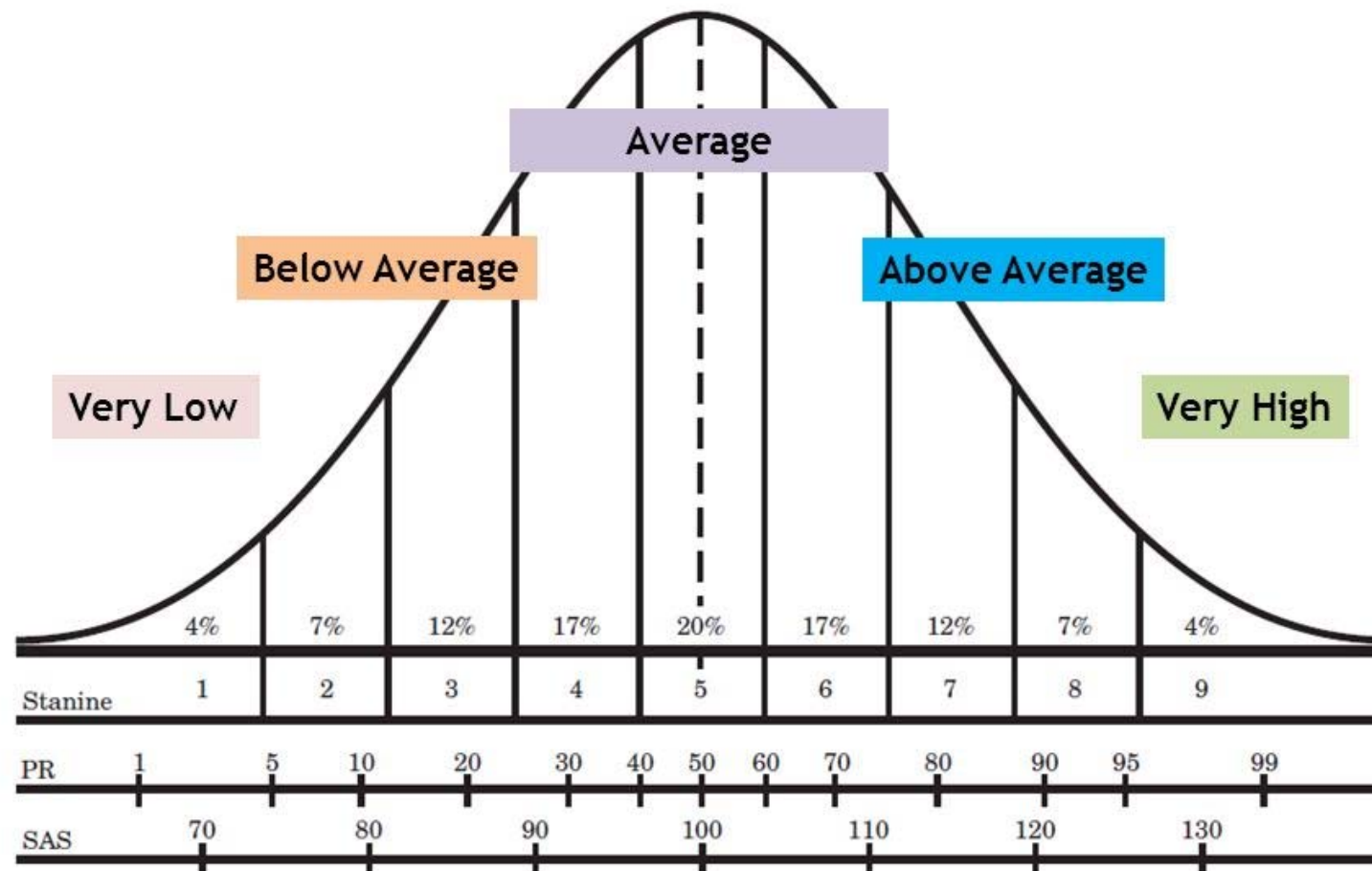
- 39 students exempt
- Case by case school based decision of principal in consultation with parent in best interests of the student
- 22 students absent (vacation or otherwise)
- 26 scantrons not sent for scoring
- 4 did not finish (COVID)
- 1 moved out of board
- TOTAL 92 of 1836 (5%) did not participate

Understanding norm referenced test scores

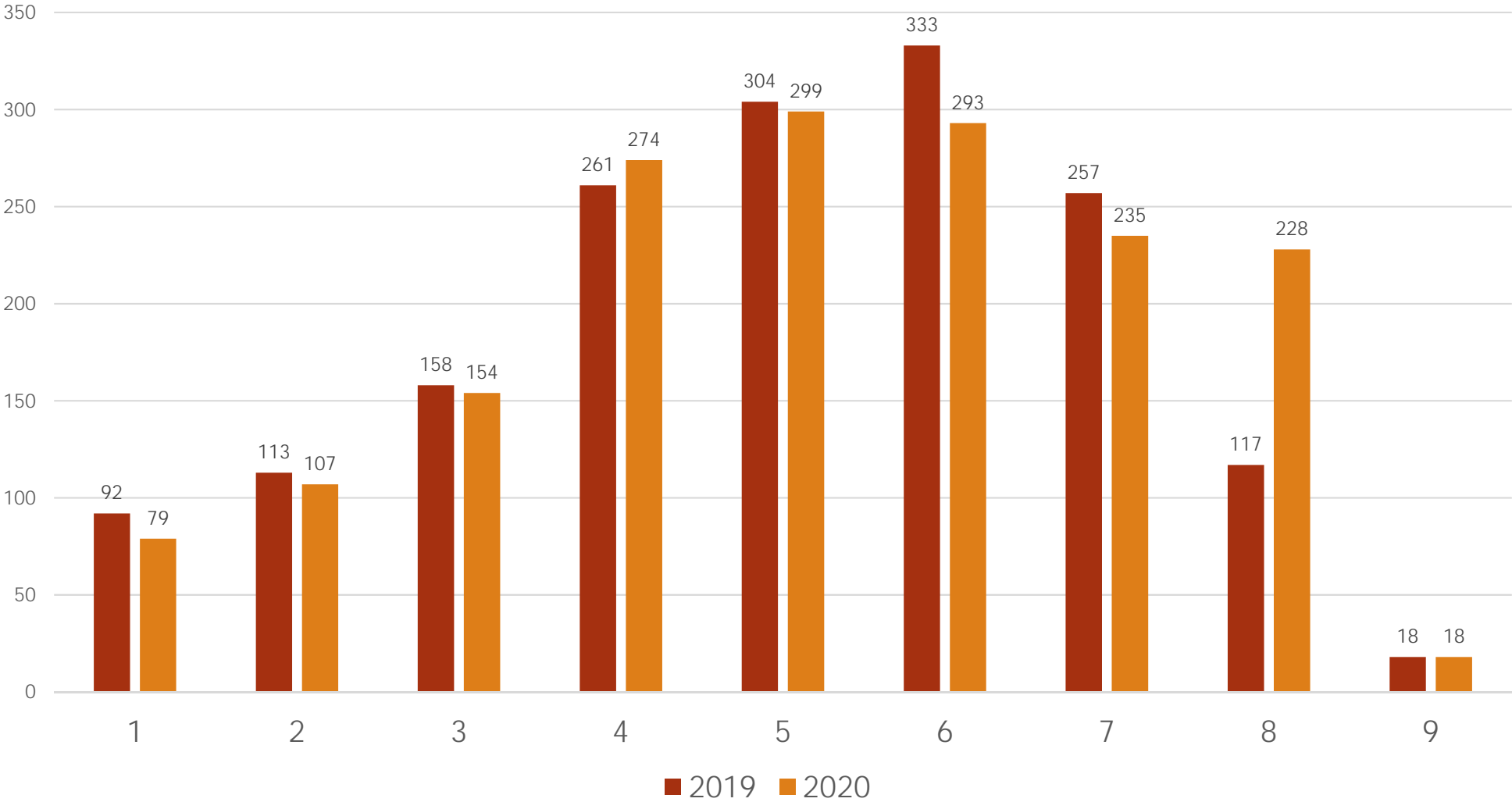




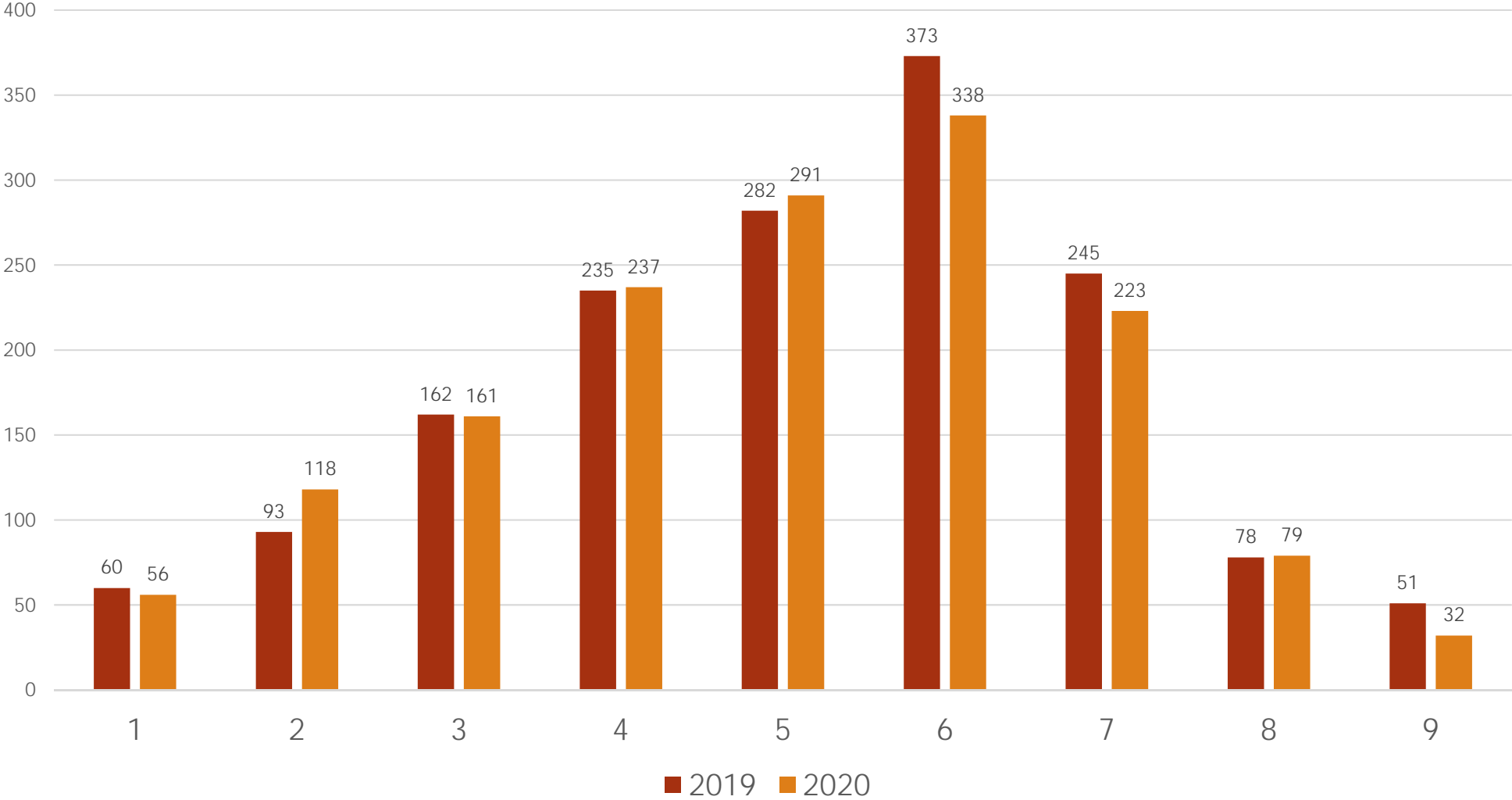
Relationship of Stanines, Percentile Ranks, and Standard Age Scores on the CogAT Bell Curve



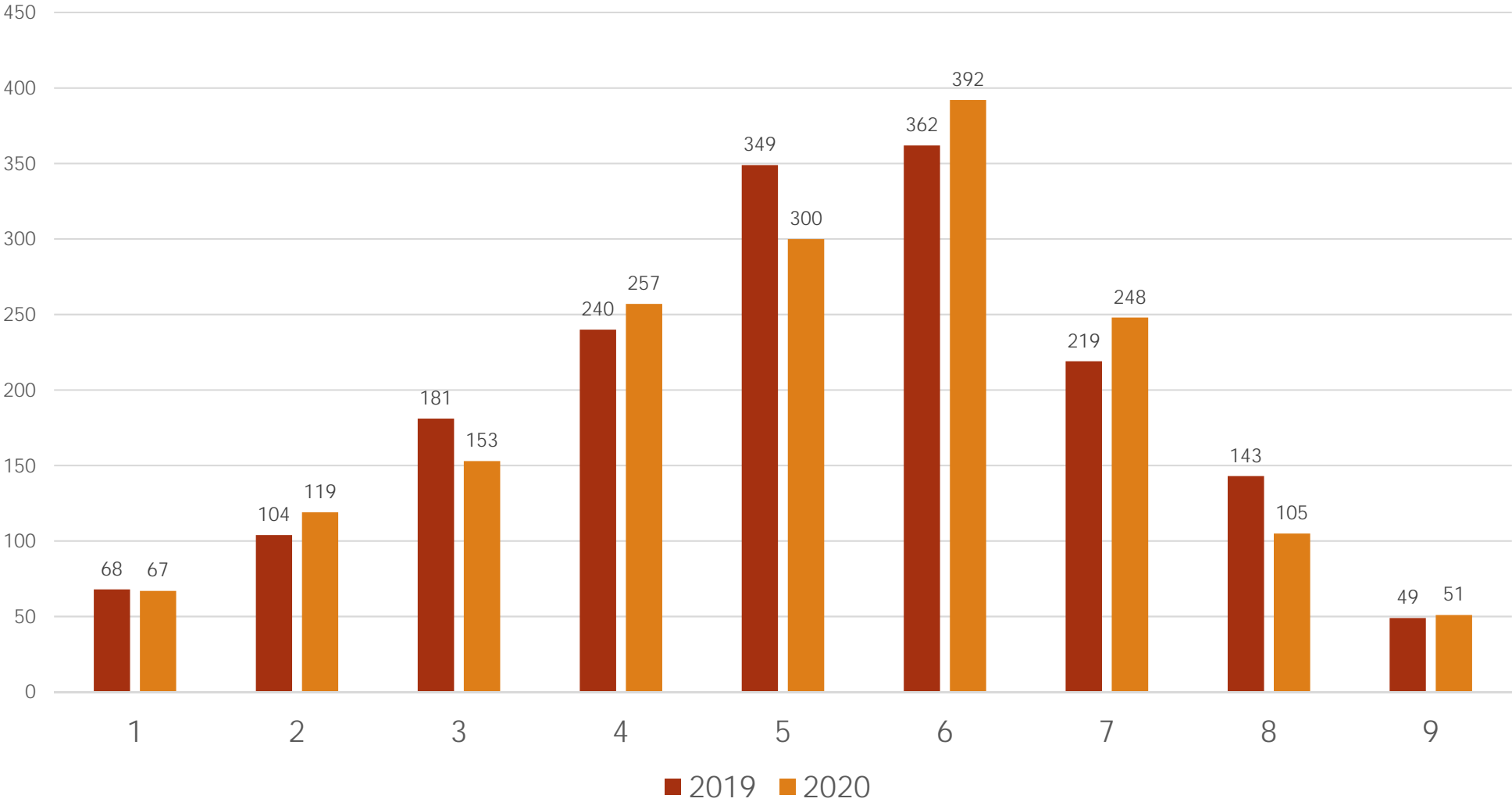
CCAT-7 Verbal



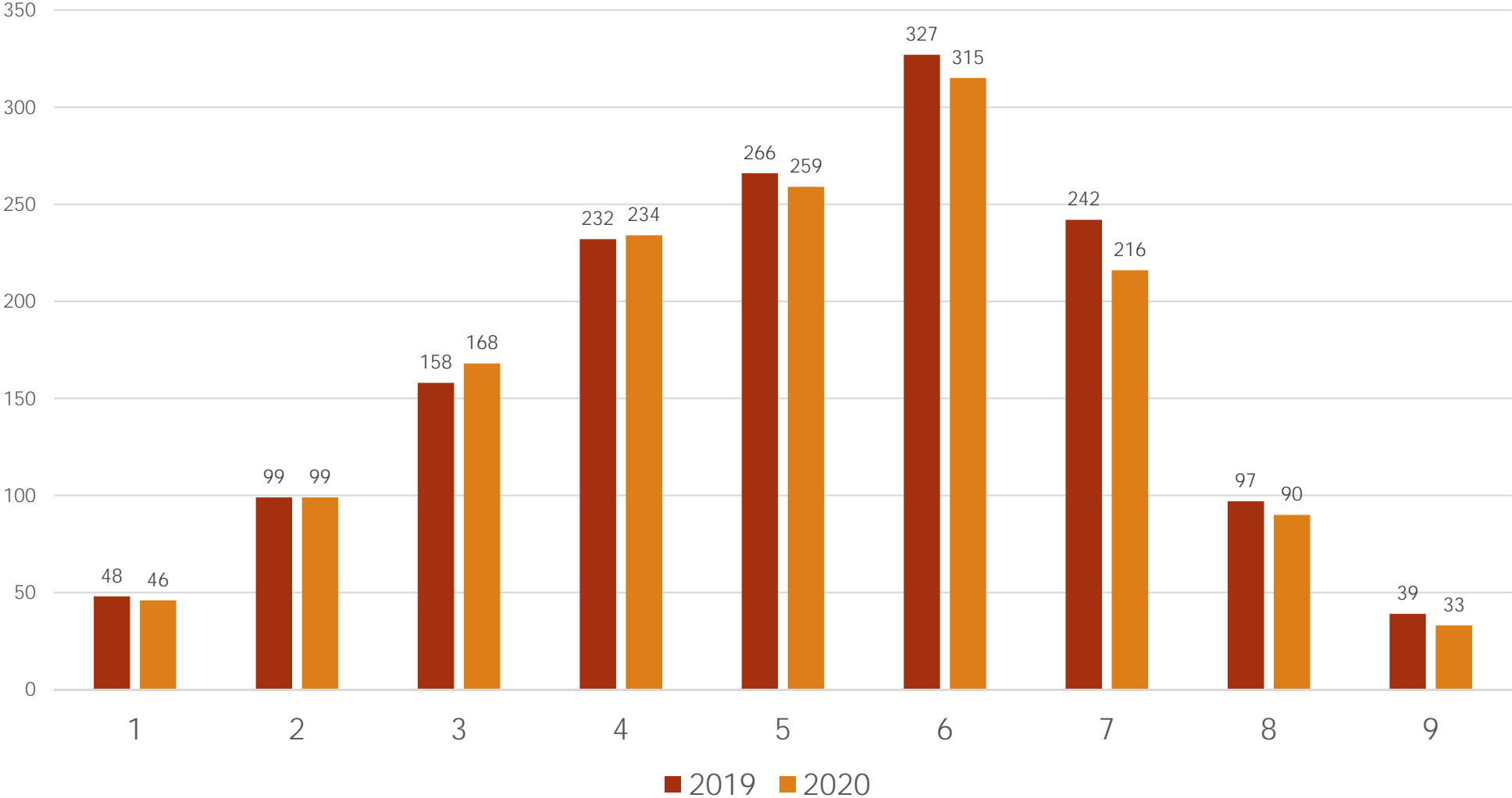
CCAT-7 Quantitative



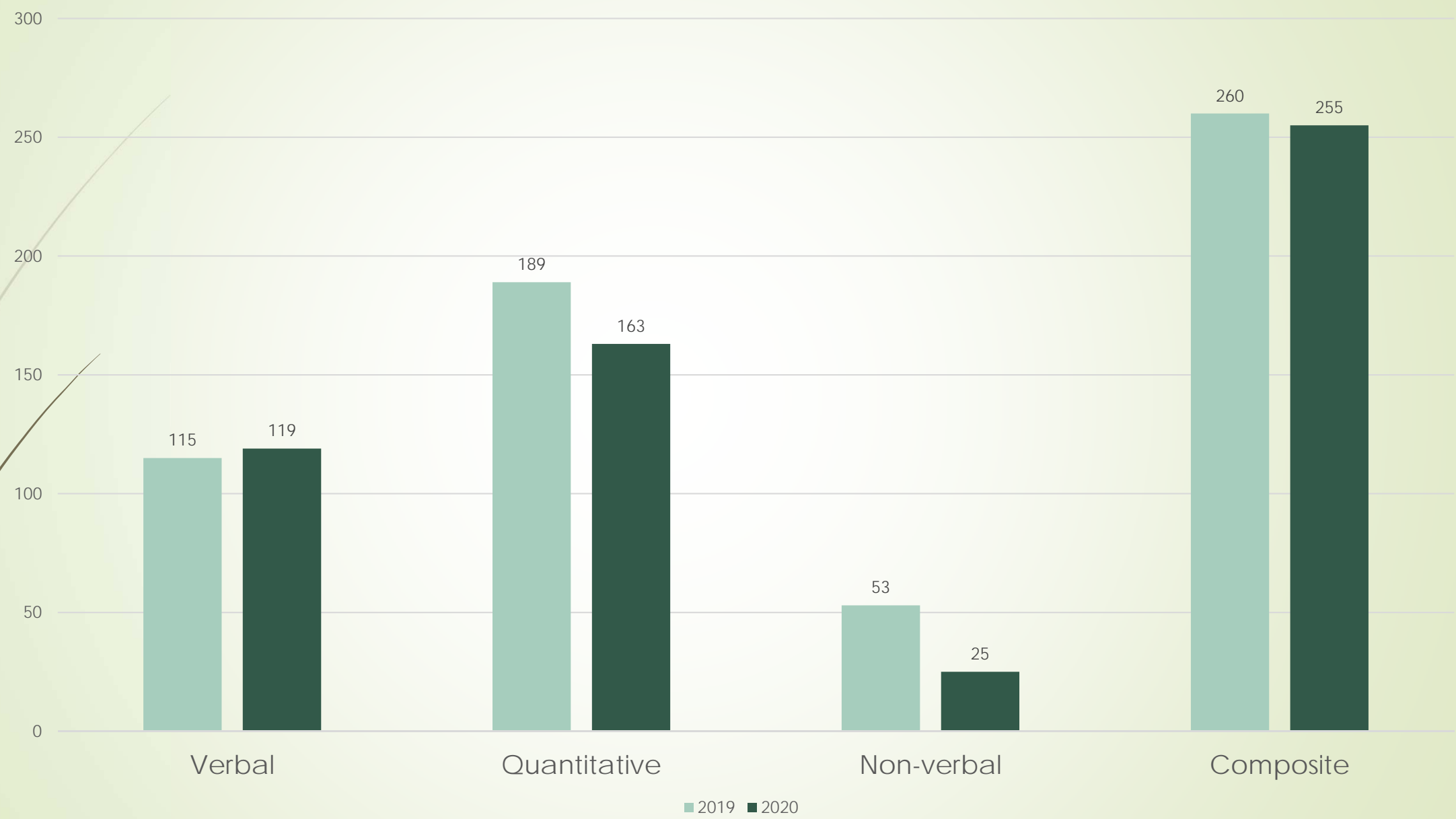
CCAT-7 Non-verbal



CCAT-7 Composite



CCAT-7 Not Calculated





Next steps

- Individual reports being prepared to share with schools and parents
- CogAT.com provides evidence informed, profile based instructional strategies for the classroom teacher to consider
- Greg Rousell, System Research Lead is working to display data in Power BI to facilitate principal access at School and Resource Team meetings and continue our work with differentiating instruction for all learners
- TC Alternative Program Gifted continues to consult with schools to provide robust programs for cognitively advanced students
- Developing plan for Winter 2021 CCAT-7 administration: home school and VLA considerations

Questions, comments, insights....



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Special Education – Outcomes 2019-20

The focus was on implementation of the renewed model in special education. The renewed model brings supports and strategies closer to the classroom. Learning Resource Teachers coached, co-taught and co-learned with classroom teachers to build capacity for all staff members to meet the needs of students with special education needs. Child and Youth workers worked in classrooms to deliver evidence-based social-emotional and self-regulation supports. Professional Support Services Staff supported school teams with ideas for Tier 1 interventions.

How will we know?

There will be a focus on fulsome implementation of Tier 1, in-classroom or close-to-the classroom strategies and supports.

How did we do?

Two 0.4 FTE Grand Erie Speech-Language Pathology positions are allocated to supporting low-verbal and non-verbal students who have Augmentative and Alternative Communication (AAC) needs. These positions were created following a board-wide survey in the fall of 2017 that identified a need for additional support in this niche area.

(AAC refers to communication methods, systems and strategies that are used to supplement or replace natural speech)

- *Indirect “tier 1” consultative support to teachers, support staff, other SLPs and Communicative Disorders Assistants (i.e., classroom visits, informal observations, general recommendations and resource sharing, professional development and/or capacity building)*
-
- *"Having an opportunity to have AAC/SLP support allowed me to really understand the role a communication device plays for an individual student. I was given lots of support to help me understand ways to use the device in a functional way. I learned that it is the student's voice not just a learning tool. I learned to have a dialogue with my student, where we would take turns using the device to talk. Modelling was one of the best ways for us both to learn. Frequent check-ins were offered to ensure success. The SLP and I worked together to create next steps that supported my student. I felt I was set up for success, therefore so was my student." – Grand Erie Teacher*
 - *"As a teacher in a self-contained classroom for students with Autism, AAC tools have been invaluable in allowing our students who are non-verbal or have limited oral vocabularies an opportunity to participate and express themselves to their teachers and peers. We have one student who was consistently aggressive towards staff and classmates when she wasn't able to express her requests, but shortly after she started bringing her AAC device her behaviour dramatically improved. She was able to communicate her ideas in a way that she knew we could understand, and just as importantly we were able to respond back to her using her device to reinforce and validate her communication. Now she uses her device throughout the day...She even uses it to be funny and make jokes with staff... The smile in her eyes when she is able to connect with her teacher in that way is priceless, and it is made possible by the expanded range of communication options provided by AAC." – Grand Erie Teacher*
-

Speech Language Pathologist and Communicative Disorders Assistant School Support

Elementary School was a great success in the 2019-2020 school year for implementation of Tier 1 services by Communication Services! SLP Janelle Albrecht and CDA Becky Holmes identified a need for whole-class language services, and designed a presentation focusing on story retell & story creation using a graphic organizer and picture icons. Seven teachers enthusiastically took part in this tier 1 presentation and afterward applied these ideas into their classroom program independently. Essential to this success was the principal, who believed in the usefulness of this model and encouraged his staff to embrace this model of service.

How will we know?

The classroom teachers will design and implement the student's program with the support of the Learning Resource Teacher, in the classroom.

How did we do?

A pre and post survey was completed with Learning Resource Teachers. Some anecdotal responses of how the LRT supports the classroom teacher include;

- "I was able to develop a visual schedule for two students in the same classroom, model how to use the visual until the teacher became comfortable using it with the students."
- "Coached two teachers this week on using incentive charts to help with learning to follow classroom expectations and work completion."
- "I go into classrooms frequently and show students and teachers how to use Dictate in word and text to speech. I now have more students than ever using this software in their classes. I also support teachers in the "L" stream classes (high school) by being an extra set of hands and eyes in the class. We debrief after about strategies that can help such as visual aids and chunking information."
- "Helped develop differentiated instruction for class. Developed choice bins with teacher and EAs Co created tracking and goal setting sheets."
- "Really excited to be going into the classroom and sharing the open-ended questioning strategies shared at our Sept 20th session. Strategy is practical and is a quick and easy way to make curriculum accessible to all students."
- "In the grade 5/6 classroom I was able to implement computer equipment to students who needed it and team taught with the teacher how to use Word Q 5 as a tool all students in the class could use."
- "Through collaborative discussion about a student, a teacher was able to implement a new strategy to use for a student that was not completing any work. The consistent response to his behaviour and my part as support to make sure he followed through led to some work completion that would have never occurred otherwise."

How will we know?

Elementary Learning Resource Teachers will participate in intensive professional learning to build their capacity to support classroom teachers to meet the needs of students with exceptionalities in the classroom. Secondary Learning Resource Teachers will participate based on their interest and availability.

How did we do?



J.L. Mitchener LRT, Kim Hagan, leading a breakout session on how In-School Team practices are used at her school to allow for fulsome Tier 1 interventions to be utilized within the school.



Waterford District High School LRT, Laura McKenzie, leading a breakout session on how to she utilizes three-point communication when facilitating meetings and responding to conflictual conversations in her work.

LRTs reported a 7% increase in their understanding of Tier 1 strategies, and a 9% increase in their ability to understand how to monitor the effectiveness of implemented tier 1 interventions to support student need.

LRTs identified key areas that they would like continued professional development in. The top 3 responses in the post survey were;

- Strategies to help students manage challenging behaviour
- Assisting EAs as independence facilitators for students
- ABA Strategies within the school setting

How will we know?

Establishment of clear expectations regarding In-School Team and Resource Team processes.

How did we do?

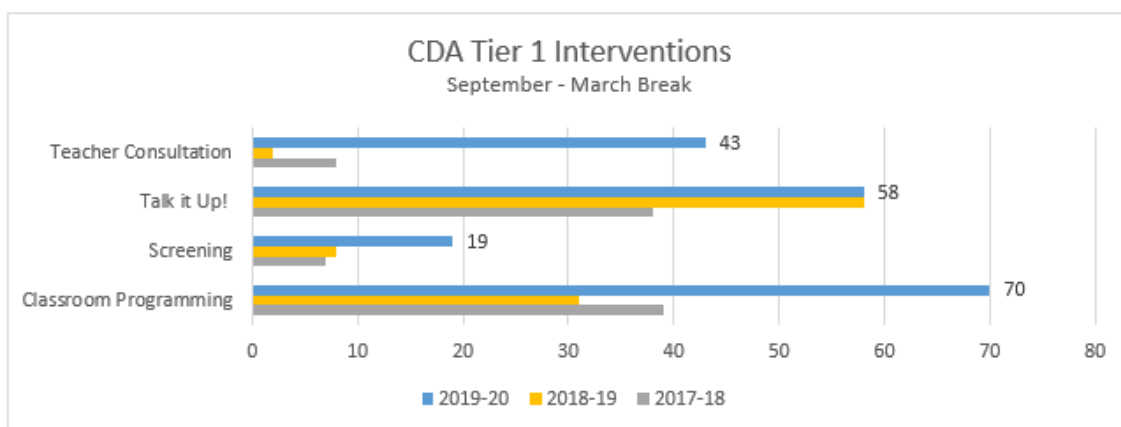
Relationships developed in dedicated resources teams were instrumental in ensuring a successful transition to virtual meetings during COVID school closures

How will we know?

Shifts in System and Professional Support Staff roles to align with the renewed focus of Tier 1, in-classroom or close-to-the-classrooms supports and strategies.

How did we do?

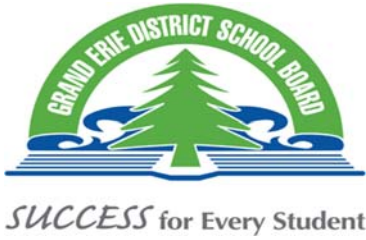
Talk it Up!



This is data pulled from the 2019-20 school year LITE platform. Talk it Up! is a tier 1 good for all one-page monthly hand out with everyday cost-free ideas for parents and teachers/DECEs to support the development of oral language skills necessary for success in school. The CDAs send it out to all elementary schools, but there may be multiple users in each school. CDAs send the ideas home with students they are working with, some teachers send it out using twitter or other communication means to all parents in their class, and some principals post on their school website.

Where are we now?

- There will be a continued focus on the implementation of Tier 1 interventions and classroom-based strategies before accessing outside supports.
- System support staff will continue to work directly with educators and students to build capacity in mental health literacy and social-emotional well-being.



Grand Erie’s Plan for Student Achievement and Well-Being: Success for Every Student 2020-21

Multi-Year Plan Goals

- Increase staff understanding of effective instruction and assessment in literacy and numeracy
- Increase student understanding of effective learning strategies and how to use them
- *Create and promote an enabling environment where all students can participate fully in their education.*

Theory of Change

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

Where Are We Now?

Needs Assessment Findings

Our focus will be to recognize overarching conceptual understandings across the strands to deepen our knowledge of spatial, proportional, and algebraic reasoning. Social emotional learning skills continue to need to be developed to help students develop confidence, cope with challenges and think critically. Students need to see themselves as capable and confident learners of mathematics.

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

Individual student learning gaps will continue to be identified and addressed with a continued focus on differentiated instruction and assessment in literacy. This focus enables students to develop explicit and implicit meaning in their reading and writing skills that are necessary to be successful in working towards the completion of the literacy credential required for graduation.

Feedback from educators about their learning needs shows that professional learning at the system and school level should give educators the skills to assess individual student needs and provide responsive differentiated literacy instruction.

How Did We Do?

K-12

Percentage of Grade 3 & 6 students achieving level 3 or 4 in Reading, Writing and Oral Language on report cards.

Percentage of Grade 3 & 6 students achieving level 3 or 4 in **Mathematics** on report cards.

Percentage of Grade 7 & 8 students achieving level 3 or 4 in **Mathematics** on report cards.

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

Percentage of students achieving 6/8 and 8/8 credits by the end of Grade 9.

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

Monitor and measure the impact of the continued focus on tiered supports and strategies.

Monitor and measure the impact of the implementation of evidence-based Social-Emotional Learning programs on student well-being and achievement.

Narrative Data

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

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

How Will We Get There?

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

Mathematics Support for Ministry Identified Schools—The Principal Leaders, K-12 Board Math Lead; Board Math Facilitators; Elementary Consultants; and Secondary Math Facilitator will support **elementary educators** and **Grade 9** Applied Teachers with their learning and implementation.

Principal and school multi-disciplinary learn teams will implement and, access additional resources to build instructional capacity. Principals and teachers will implement effective differentiated classroom instruction and assessment to meet individual student learning.

***Wrap-around Support Staff** will work directly with educators and students to build capacity in mental health literacy and social-emotional well-being.*

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

How Will We Know?

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

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

Schools will be supported by system and principal leadership so that educators will effectively differentiate and accommodate instruction and assessment to meet needs identified in student profiles.

Staff members will develop skills in mental health literacy and an awareness of their own mental health.

Students know when to access and use calming strategies for their own emotional well-being.

How Are We Doing?

System

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

Schools

Principal observations and reflections of instructional practice solicited throughout the implementation of strategies and the impact at the student level.

Evidence of teacher knowledge/skills/confidence/support for implementation in a variety of forms (reflections, observations, responsive actions, portfolios, professional dialogue and teacher surveys).

Principal and teacher dialogue and feedforward regarding taking initiative for implementation of their own professional learning goals and growth.

Evidence of continued implementation of Tier 1 interventions and classroom-based strategies before accessing outside supports.

Classroom

Triangulated student evidence in a variety of forms (observation, conversation, and products).

Students demonstrate social emotional learning skills that lead them to see themselves and capable and confident learners that cope with challenges and think creatively

Evidence of implementation of Tier 1 strategies to support Universal Design for Learning and the full participation of all students.



INTEGRATION ACTION FOR INCLUSION IN EDUCATION AND COMMUNITY (ONTARIO)

Hon. Stephen Lecce, Minister of Education
5th Floor
438 University Avenue
Toronto, Ontario M5G 2K8

BY EMAIL: minister.edu@ontario.ca

July 25, 2020

Dear Minister Lecce:

Re: 2020-21 Academic Year

Thank you for your continued efforts to address the complex problem of returning our children to school safely during the COVID-19 pandemic.

I write on behalf of Integrated Action for Inclusion (IAI) and its members. We are a parent run organization with local chapters in Ontario. Our organization supports students with a broad range of disabilities in the regular classroom. Our purpose is to support our children so they may achieve their potential academically and socially throughout their time in Ontario's publicly funded education system and beyond it. Our belief, which is backed by years of research, is that all students learn best when they attend school in their local community in a regular classroom.

Our mission: To act as the provincial champion and the driving force for inclusive education as the essential foundation for an inclusive life.

<https://www.inclusionontario.ca/>

IAI is concerned that students with disabilities will continue to be left behind. We believe that equity must continue to be at the forefront in planning. It is not enough for boards to ask 'how can we serve the most people with what we have'; rather boards must ask 'how can we serve all students and what do we need to get there'. The Ministry must provide the necessary leadership and resources to help our school boards get there.

In thinking about reopening schools, however this is achieved, three areas are important to keep in mind to ensure all students, including students with disabilities, have access to inclusive education: alternate schedules, peers, and educators. We provide a framework of questions for the Ministry's consideration as it considers a return to school plan during this pandemic.

With respect to alternate schedules we ask: What supports are in place for the days that students are not in school? What will be put in place for those students who choose to stay home? If we have students at school every day, how does that fit with the reduced class sizes and bussing needs?

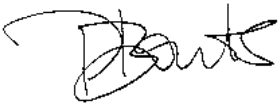
With respect to peers, we know that learning by its very nature is collaborative and peers are an essential part of schooling, both generally and even more so for students with disabilities. How do we continue that process in the time of physical distancing? Will students with disabilities be further marginalized by how a board organizes itself, both in in-person settings and distance learning settings?

Finally, we are concerned about the well-being of educators. What processes are in place to support educators to learn how to teach at a distance or in very different ways than have typically been expected to, remembering that we must provide Learning for All? The emergency distance learning that was happening for many students from March-June cannot continue; in many cases it simply failed to meet the needs of students with disabilities, particularly those seeking to access the curriculum. How do we support educators to engage students in learning in these very different times?

We know that this pandemic has presented us with challenges that we have never dealt with before. We believe that now is the perfect time to begin to think broadly and outside of the box. This may mean using additional community space, hiring more teachers, reducing class sizes to minimize the potential for spread of COVID-19, cohorting students and exploring outdoor education options. Let us take this opportunity to make education in Ontario better than ever while also ensuring it is safe for kids to return to school.

We would welcome an opportunity to meet and discuss the perspective of IAI in this time. We may be reached at inclusionontario@gmail.com. I can be directly reached at paula.boutis@gmail.com.

Thank you,

A handwritten signature in black ink, appearing to read 'P. Boutis', with a stylized flourish at the end.

Paula Boutis,
President

- c. Special Education Advisory Committees
Christine Elliott, Minister of Health, christine.elliott@pc.ola.org
Marit Stiles, Education Critic, MStiles-QP@ndp.on.ca
Chris Glover, Colleges and Universities Critic, CGlover-CO@ndp.on.ca
Steven Del Duca, Leader, Ontario Liberal Party, info.leader@ontarioliberal.ca
Mike Schreiner, Leader, Green Party of Ontario, Mschreiner@ola.org



INTEGRATION ACTION FOR INCLUSION IN EDUCATION AND COMMUNITY (ONTARIO)

Hon. Stephen Lecce, Minister of Education
5th Floor
438 University Avenue
Toronto, Ontario M5G 2K8

BY EMAIL: minister.edu@ontario.ca

July 25, 2020

Dear Minister Lecce:

Re: Bill 197

I write on behalf of Integrated Action for Inclusion (IAI) and its members. We are a parent run organization with local chapters in Ontario. Our organization supports students with a broad range of disabilities in the regular classroom. Our purpose is to support our children so they may achieve their potential academically and socially throughout their time in Ontario's publicly funded education system and beyond it. Our belief, which is backed by years of research, is that all students learn best when they attend school in their local community in a regular classroom.

We at IAI wish to praise your government's recent decision to end streaming in grade 9 and to end discretionary suspensions and expulsions in the primary grades, which have not only negatively impacted racialized students, but also students with disabilities.

In respect of suspensions and expulsions, Ministry reports indicate over 45% of suspensions and expulsions in Ontario are students with special needs. This is a major factor that leads to our students not achieving their academic potential. We would like to meet with your office to better understand how the Ministry will ensure that this change in

Our mission: To act as the provincial champion and the driving force for inclusive education as the essential foundation for an inclusive life.

<https://www.inclusionontario.ca/>

direction will not result in more “refusals to admit” under 265(1)(m) of the Education Act, result in pressuring families to place their students in special education classrooms, push for shorter or modified days, or improperly direct them to “Care, Treatment, Custody and Correctional” programs.

Lastly, we are both disappointed and confused by your government’s decision to encourage demonstration schools arising out of the COVID-19 pandemic. These are congregated settings, separating students with disabilities from their non-disabled peers, sometimes residential in nature, and settings that are simply more dangerous in the time of COVID. We would appreciate an opportunity to further discuss this with your office as well as there appears to be no obvious connection between this proposal and the COVID-19 emergency.

We look forward to hearing from your office to arrange an opportunity to meet to discuss these important issues. We may be reached at inclusionontario@gmail.com. I can be directly reached at paula.boutis@gmail.com.

Thank you,



Paula Boutis,
President

- c. Special Education Advisory Committees
 - Christine Elliott, Minister of Health, christine.elliott@pc.ola.org
 - Marit Stiles, Education Critic, MStiles-QP@ndp.on.ca
 - Chris Glover, Colleges and Universities Critic, CGlover-CO@ndp.on.ca
 - Steven Del Duca, Leader, Ontario Liberal Party, info.leader@ontarioliberal.ca
 - Mike Schreiner, Leader, Green Party of Ontario, Mschreiner@ola.org



Mark Fisher, Director of Education and Secretary

September 28, 2020

The Honourable Stephen Lecce
Minister of Education
438 University Avenue, 5th Floor
Toronto, Ontario M7A 2A5

Arlene Morell, Chair
Thames Valley District School Board
1250 Dundas Street
London, ON N5W 5P2

Dear Minister and Chair of the Board,

Now that schools across Thames Valley have re-opened, teachers of students with special needs have begun to report several concerns regarding the mandatory use of face masks in the classroom.

Although staff have been supplied with clear face masks to allow visual cues like facial expressions, lip movement and emotions, concerns have been expressed about mask fit (staying in place), protection (full coverage of the mouth/nose) and masks degrading as the day progresses.

Perhaps the greatest concern is the impact that a face covering has on the ability to provide students with quality auditory information that is critical for speech perception and learning.

While recognizing the importance of ensuring the health and safety of students and staff, the Board and the Ministry of Education must take immediate action to address this critical issue for students who are deaf or hard of hearing.

Therefore, the Special Education Advisory Committee passed the following important motion at its September 14, 2020 meeting:

THAT the Chair of SEAC write a letter to the Board of Trustees and the Ministry of Education identifying the need for visually accessible PPE for all students and staff in classes that support any students who are deaf or hard of hearing.

A recent study (Moog Centre for Deaf Education – August 2020) found that the use of a remote microphone by teachers wearing face masks can significantly improve communication with students who are deaf or hard of hearing.

Thames Valley District School Board - Learning Support Services

1250 Dundas Street, London, Ontario, Canada N5W 5P2 Tel. (519) 452-2000 Website: www.tvdsb.ca

On behalf of the Committee, I urge you to support the purchase and use of microphone systems for teachers of our students with special hearing needs. Furthermore, and in support of the teaching and learning opportunities of students with a formally identified deaf or hard of hearing exceptionality, face mask / coverings for all students and staff in these student's class(es) should be visually accessible.

Sincerely,

A handwritten signature in black ink, appearing to read "Paul Cook".

Paul Cook, Chair
Special Education Advisory Committee
Thames Valley District School Board

Cc: Chairs, Special Education Advisory Committees
Mark Fisher, Director of Education, TVDSB
Andrew Canham, Superintendent of Student Achievement, Special Education, TVDSB