

2023-24



Grand Erie

Special Education Plan



Grand Erie Special Education Plan 2023-24

Introduction

Welcome to Grand Erie District School Board's Special Education Plan.

At Grand Erie, we believe in providing an inclusive and supportive learning environment for all students, regardless of their abilities or needs. The Special Education Plan reflects our commitment to meeting the diverse needs of the student population and ensuring that every learner has the opportunity to reach their full potential.

This document outlines Grand Erie's approach to special education, including guiding principles, the range of programs and services that are offered, and strategies for collaboration and partnership with students, families, and community agencies. It also highlights our ongoing efforts to promote equity, diversity, and inclusion in all aspects of educational practices in the district.

Through the implementation of this plan, we aim to foster a culture of respect, understanding, and support for students with special education needs. We recognize that every student is unique, with their own strengths and learning styles, and we are committed to providing supports and accommodations to help each student succeed.

We continue to work towards the goal of more inclusive supports and services for all. Together, we can ensure that every student receives the quality education and support they deserve.

Thank you for your ongoing support of special education in Grand Erie.

Standard 1

The Board's Consultation Process

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

Grand Erie values collaboration with families, caregivers and community members.

Consultation with the Special Education Advisory Committee

Consultation with the Grand Erie's Special Education Advisory Committee (SEAC) occurs on an ongoing basis throughout the year. SEAC as part of the annual review of the Special Education Plan before it is presented to the Board of Trustees for approval and then submitted to the Ministry of Education in accordance with Regulation 464/97.

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

- None Received

Community Consultation

A copy of the Special Education Plan is posted on the [Grand Erie District School Board website](#).

There is an opportunity for the community to provide feedback on the Plan through a survey link when the Special Education Plan is accessed. The following are the questions asked of those who access the Grand Erie Special Education Plan on Grand Erie's website:

- Were you able to locate the answer to the question you were seeking?
- Were you able to locate the information that you were seeking?
- Were your questions answered?
- How might we make it easier for you to locate information related to Special Education in Grand Erie?
- Would you like someone to reach out to you to address your specific situation?

Internal and External Reviews of Existing Special Education Programs and Services

There were no formal internal or external reviews of existing special education programs and services. Grand Erie continues to support the full participation for students with special education needs in general education classrooms at their community schools.

As a result of consultations with and input from Grand Erie's SEAC, school administrators and senior administration, the following changes to special education programs and service delivery occurred in the 2023-24 school year:

- Closure of three self-contained programs in the elementary panel effective September 2024.
- Opening of 5 Skill Building programs in the elementary panel effective September 2024.
- Closure of three half-time self-contained programs in the secondary panel effective September 2024.
- Opening of 3 full-time Hub programs in the secondary panel effective September 2024.

Standard 2

The Board's General Model for Special Education

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

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

Vision for Special Education

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

Grand Erie staff and families and caregivers work collaboratively.

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

Full Participation of Every Student

- All students can succeed. Success looks different for different students.
- The first consideration for every student is placement in a regular class in their community schools, with appropriate special education services that would meet the student's needs and is consistent with parental preferences.
- Diversity in ability is welcomed and positively impacts educational outcomes.
- Supports and services should be developed and implemented to maximize each student's inclusion and full participation. If barriers continue to exist accommodations should be provided up to the point of undue hardship.

- Every student is unique, and many factors should be considered when determining the most appropriate placement.
- Education providers need to take steps to ensure that placement decisions are not influenced by negative attitudes toward, or stereotypes about particular students or communities
- The principles of accessible education, equity, equality, and human rights are provided in standalone, and are embedded into all, learning opportunities.
- Universal design for learning supports accessible curriculum, instruction, and assessment.
- There are high expectations for all learners, facilitated through responsive teaching pedagogies, learning and assessment opportunities.
- Resources are provided to support students to become as independent as possible in reaching their educational goals.
- The classroom educators are the primary support for all students in school. Additional human resource supports work as partners with the classroom educators by coaching, co-teaching, and co-learning in order to address the strengths and needs of the students.
- All work together to create and maintain inclusive and equitable school communities and to eliminate barriers to full participation.
- Intentional collection, analysis and use of relevant data to fully understand learners' strengths and needs removes barriers and supports appropriate interventions.
- Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.

Grand Erie's Annual Learning and Operating Plan 2023-24

Classroom Placements

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

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

Accessing Special Education Services

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

School Team

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

Resource Team

The multi-disciplinary team includes system staff members that support educators to problem solve and enhance their own capacity to learn and implement additional Tier 1, 2, or 3 strategies to support students. The Resource Team may recommend to the principal a referral of the student to an Identification Placement and Review Committee (IPRC).

Standard 3

Roles and Responsibilities

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

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas:

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

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

The student:

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

The Parent/Caregiver:

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

The Teacher:

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

The Special Education Teacher

In addition to the responsibilities listed above under "The Teacher":

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

The School Principal

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through Board policies.
- communicates Ministry of Education and School Board expectations to staff.
- ensures that appropriately qualified staff are assigned to teach Special Education classes.
- communicates Board Policies and Procedures about Special Education to staff, students, and parent/caregivers.
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies.
- consults with the parent/caregiver and with School Board staff to determine the most appropriate program for exceptional pupils.
- ensures the development, implementation, and review of a student's IEP, including a transition plan, according to provincial requirements.

- ensures that the parent/caregiver is consulted in the development of their child's IEP and that they are provided with a copy of the IEP.
- ensures the delivery of the program as set out in the IEP.
- ensures that appropriate assessments are requested, if necessary, and that parent/caregiver consent is obtained.

The Special Education Advisory Committee:

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

Grand Erie District School Board

- establishes School Board Policy and Practices that comply with the Education Act, regulations, and policy/program memoranda.
- monitors school compliance with the Education Act, regulations, and policy/program memoranda.
- requires staff to comply with the Education Act, regulations, and policy/program memoranda.
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board.
- obtains the appropriate funding and reports on the expenditures for Special Education.
- develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board.
- reviews the Plan annually in accordance with Regulation 306.
- Every two years prepares and approves a report on the special education programs and special education services provided by the board and submits it to the Ministry of Education.
- provides statistical reports to the Ministry as required and as requested.
- prepares a parent/caregiver guide to provide information about Special Education programs, services, and procedures.
- establishes one or more IPRC's to identify exceptional pupils and determine appropriate placements for them.

- establishes a Special Education Advisory Committee (SEAC).
- provides professional development to Special Education staff.

The Ministry of Education

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

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 to the public.

Early identification and intervention is needed to determine each child's strengths and learning needs, and Policy/ Program Memorandum 11 guides the work in Grand Erie in that; "These procedures are part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue, ongoing, throughout a child's school life for students at all ability levels."

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 usually refers to the recognition of particular strengths, abilities, and needs, rather than a formal identification process through an Identification, Placement, and Review Committee (IPRC). Although identification can happen at any age 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.

- Many early identification procedures and strategies will be utilized for all students. Some specific interventions will be required for individual students to be responsive to the learning needs.
- For students in Kindergarten or the early primary grades, early identification usually refers to the early recognition of particular

strengths, abilities and needs rather than a formal identification process through an Identification, Placement, and Review Committee meeting (IPRC).

- An IPRC and formal identification may be appropriate after the student has transitioned to school, and rigorous interventions and supports are being utilized, with sufficient assessment data maintained by the classroom teacher.

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
- Full Participation for the Student
- Responsiveness (Planning Entry to School: A Resource Guide, Ministry of Education, 2005)

Early Identification

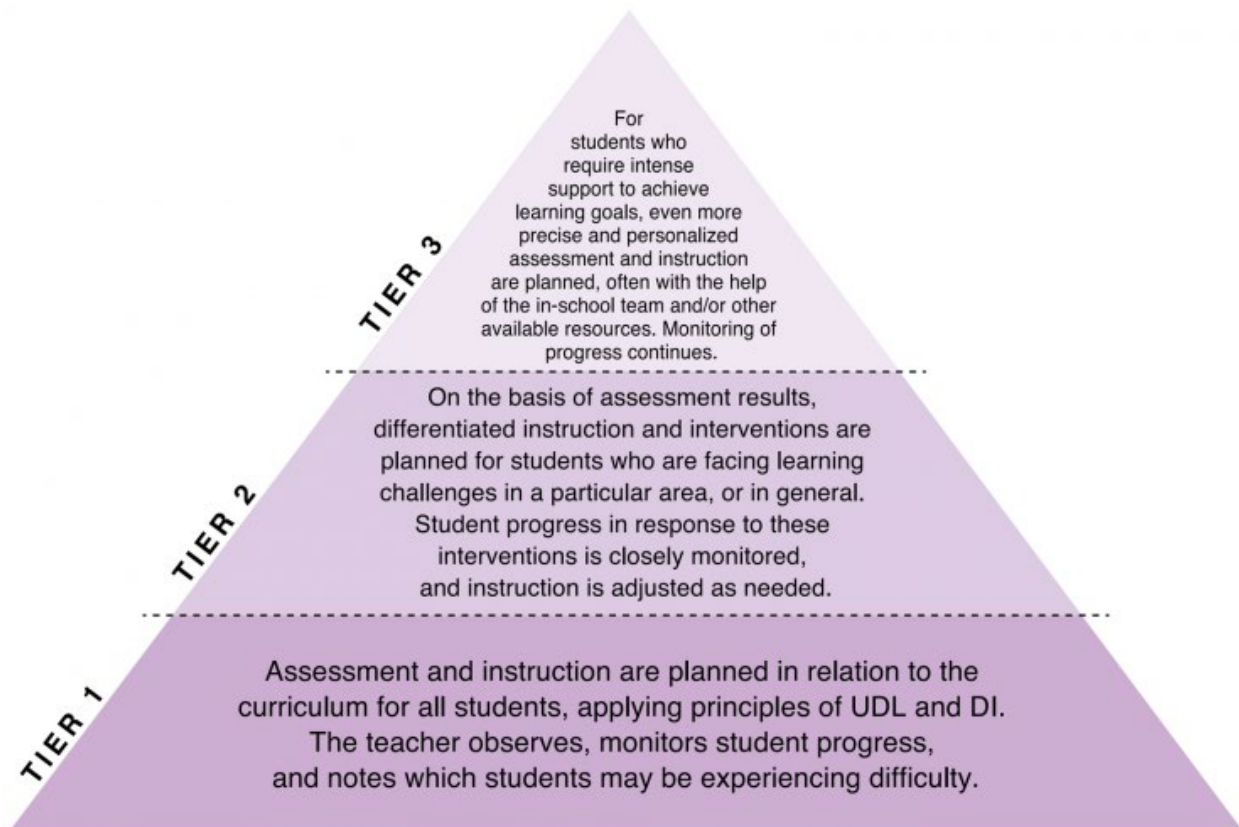
Educator Team and Parent/Caregiver Collaboration

- Kindergarten Registration Information on the [Grand Erie Website](#)
- Kick Start to Kindergarten Event (Winter) offered by the school and community agency partners for families
- Welcome to Kindergarten Event (Spring) offered by the school for families
 - Individual Case Conference (if needed).
 - Community Agency Reports (if available).
- Educator team provide questionnaire or input form to the family, with the purpose of getting to know the student.
- Caregivers may provide information or assessments about the child that are pertinent to school (i.e.; Speech Language Assessments).

- Educator team monitors student development, learning abilities and needs and shares observations and evidence from school.
 - Family dialogues with Educator team on observations, learning and growth.
 - To communicate with each other about any concerns as they arise, with suggestions about appropriate resources and personnel for support as needed.
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- Provide parents/caregivers with an overview of observations of the child's learning in relation to the overall expectations of the Kindergarten Program or curriculum documents with information about appropriate next steps to further the child's learning.
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- To implement strategies of intervention and work with all support personnel as needed to address observed needs of the child.
 - Communicate concerns as they arise, with suggestions about appropriate resources and personnel for support as needed. Be involved in decisions about the education and learning of the student.
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- Access available community agencies that can assist with the child's growth and development, as needed.
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- caregivers play an important role in children's learning.
 - Studies show that children perform better in school if caregivers are involved in their education.
 - By becoming familiar with the Kindergarten program, caregivers can better appreciate the value of play-based learning and learn about the attitudes, skills, and strategies that the children are developing.
 - This awareness will enhance caregivers' ability to discuss the children's learning with them, to communicate with educators, and to ask relevant questions about the children's development.
 - Knowledge of the program will also help caregivers understand the children's growth in learning and will enhance their ability to work

The Tiered Approach

Interventions, supports and services within Grand Erie are tiered, offering differing degrees and kinds of assistance to help students be successful. Full understanding of a student's learning profile is necessary to determine appropriate programming and services to address learning needs.



For all students, educators collect information through classroom observations, conversations and other forms of assessment. Educators review support strategies in consultation with caregivers and specialized services staff. With parental consent, information from professional assessments and/or community-based resources are also reviewed. Staff use this information to plan the responsive next steps for student learning.

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

With the implementation of UDL, specific interventions for some students are utilized. Interventions, and their success, are monitored by the classroom educator(s). Consultation with the School team (IST) for instruction, and classroom management strategies to meet the needs of their students is a support that is available. For more complex or persistent issues, the School team can consult their Resource Team (RT), to access specialized consultation, action-planning, targeted intervention and staff coaching to meet a wide variety of student needs. Teachers are required to keep caregivers informed about difficulties experienced by their child and the kinds of supportive interventions put in place.

Throughout the pathway of support some students may require the creation of an **Individual Education Plan (IEP)** and access to an **Identification, Placement and Review Committee (IPRC)**. Additional information about these processes to support students can be found by clicking the links.

Standard 5

The IPRC Process and Appeals

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

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

Committee Composition

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

- School
- Central System

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

Level	Membership	Jurisdiction
School	<ul style="list-style-type: none">• The principal (of the school) – Chair• The LRT of the school• The classroom teacher or other teacher	<ul style="list-style-type: none">• review of original identification• Previously identified students who are new to Grand Erie may have a confirmation of Identification after consultation with Specialized Services Teacher Consultant review of original "regular class" placements•

Level	Membership	Jurisdiction
Central	<ul style="list-style-type: none"> • one principal chair – centrally organized • another principal or Vice-Principal (or designate) - centrally organized • School principal (or designate) 	<ul style="list-style-type: none"> • original identification • original "regular class" placements • placements in special classes • review of placements in area special classes • original identification and placement of complex cases
System	<ul style="list-style-type: none"> • Superintendent, Principal- Leader of Specialized Services or designate – Chair*** • The Program and Inclusion Coordinator for Specialized Services • a Teacher Consultant- Specialized Services 	<ul style="list-style-type: none"> • original identification and placement of complex cases • placement of students in system special classes • review of placements in system special classes • referral to Provincial Schools

* The chair of the school level IPRC is the principal of the home school. If the principal is unable to attend, a principal from another school and/or a supervisory officer must attend, as a vice-principal cannot be the sole principal representative on an IPRC.

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

Committee Operating Procedures and Scope

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

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

- Communication of IPRC decisions to parents/caregivers and to area/central files should occur as follows:
 - School Level IPRC – the home school principal communicates in writing to the parent/caregiver
 - Central IPRC – the principal who chaired the IPRC communicates in writing to parent/caregiver, and to schools
 - System Level IPRC – Principal-Leader Specialized Services or designate communicates in writing to parent/caregiver, and to schools.

Role of the Board

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

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

- a principal employed by the board
- a Supervisory Officer employed by the board

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

Parent/Caregiver Resources available:

- [Parent/Caregiver Guide to Special Education and the Identification Placement Review Committee](#)
- [Identification Placement and Review Committee – Caregiver Resource](#)
- [Individual Education Plan](#)

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

Number of IPRC referrals for the school year 2023-24:

Number of IPRC reviews for the school year 2023-24:

Number of IPRC appeals for the school year 2023-24:

Standard 6

Educational and Other Assessments

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

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

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

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

Referring a Student for an Assessment

- Provide on-going assessment within the classroom for, as and of learning.
- In collaboration with the School Team, it may be determined that further assessment and intervention is an appropriate next step.
- LRT may complete a Woodcock Johnson IV or another educational assessment to provide recommendations and strategies to develop a Responsive Intervention plan to be implemented by school personnel.

The Resource Team may recommend:

- Programs or services and establish a date to review progress.
- A Psycho-Educational or Speech and/or Language assessment by a qualified professional.
- A referral to community professionals such as Occupational or Physio therapists

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

Assessments are intended to assist the student by providing staff with insights into the student's strengths, needs and learning profile. Three types of assessments are conducted by personnel within Grand Erie: Educational, Psycho-educational, and Speech and Language.

Educational Assessments

- These assessments are made for learning, as learning, and of learning (Learning For All, 2013). They identify strengths and weaknesses of the individual.
- Recommendations and/or strategies support the development of next steps of instruction, using tiered intervention.

Standardized Assessments

Tests of Perceptual Development

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

Test of Intellectual Abilities

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

Tests of Academic Achievement

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

Psycho- Educational Assessments

- A psycho-educational assessment may include tests of intellectual abilities, perceptual processing and academic achievement.
- These tests are conducted by a Psycho-educational Consultant or Psychological Associate who are qualified to administer such tests. Psycho-educational Consultants are supervised by Psychological Associates, who are members of the College of Psychologists of Ontario.

Behaviour Assessments

Functional Behaviour Assessment

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

Behavioural Assessments:

- These assessments measure a child's adjustment to social situations.
- They are conducted by qualified personnel and may involve observations or checklists.

Speech- Language Assessments

- Include tests of articulation, voice, stuttering and receptive and expressive language. These tests are conducted by Speech-Language Pathologists.

Speech: These tests may involve the following:

- assessment of the child's ability to produce speech sounds and control the muscles and oral structures required for speech;
- assessment of vocal quality, pitch, loudness and resonance;
- assessment of stuttering.

Language: These tests may involve the following:

- assessment of the child's understanding of oral language;
- assessment of the child's ability to orally express himself/herself;

assessment of a child's needs for additional communication support.

Educational measures are limited to achievement testing of individual students both by formal and informal means. Responsibility for training of staff to use these assessment tools is assumed by the Program/Student Success Team if the assessment is to be administered by classroom teachers to inform program delivery for all students.

For Educators

- Early Literacy Assessment Tool (ELAT)
- Benchmark Assessment System (BAS)
- Groupe Beauchemin (GB+) – French Immersion

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

For Learning Resource Teachers

- Woodcock Johnson IV Tests of Achievement
- Canadian Cognitive Abilities Test (CCAT 7) is administered in grade 3 to all students to develop a more comprehensive profile of the students.

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

a. Global Cognitive/Intellectual measures:

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

b. Academic Achievement and Processing Measures

- Kaufman Test of Individual Achievement – Third Edition (Canadian norms) Wechsler Individual Achievement Test Third Edition.
- Beery Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition (VMI-6) Beery VMI Developmental Test of Visual Perception – Sixth Edition
- Beery VMI Developmental Test of Motor Coordination – Sixth Edition
- California Verbal Learning Test – Children (CVLT-C)
- Children’s Colour Trails Test
- Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)
- Delis-Kaplan Executive Function System (DKEFS)
- NEPSY-A Developmental Neuropsychological Assessment – Second Edition
- Peabody Picture Vocabulary Test: Fifth Edition (Forms A & B) (PPVT)
- Process Assessment of Learning – Second Edition (Language and Math) (PAL-II)
- Rey Complex Figure Test (RCFT)
- Test of Memory and Learning – Second Edition (TOMAL-2)
- Test of Orthographic Competence (TOC) • Test of Visual Perception-Forth Edition

d. Surveys and Checklists:

- Adaptive Behaviour Assessment System – Third Edition (various forms) (ABAS-3)
- Behaviour Assessment Scale for Children – Third Edition (various forms) (BASC-III)
- Behavior Rating Inventory of Executive Function – Second Edition (BRIEF2)
- Brown Executive Function/Attention Scales (various forms)
- Childhood Autism Rating Scale – Second Edition (CARS-2)
- Conners Third Edition
- Gillam Autism Rating Scale – Second Edition (GARS-2)
- Multi-dimensional Anxiety Scale for Children: Second Edition (MASC-II)
- Piers-Harris Children’s Self-Concept Scale – Second Edition

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

vocabulary, phonological awareness, social/pragmatic language) include:

a. Speech/Phonological Processes:

- Fletcher Time-By-Count Test of Diadochokinetic Syllable Rate
- Goldman Fristoe Test of Articulation – 3 (GFTA-3)
- Kaufman Speech Praxis Test (KSPT)
- Structured Photographic Test of Articulation –D: III (SPAT-D:3)
- Stuttering Severity Instrument – 4

b. Language:

- Bankson Language Test – 2 Screen (BLT-2S)
- Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5)
- Clinical Evaluation of Language Fundamentals – Primary (Third Edition)
- Clinical Evaluation of Language Fundamentals, Fifth Edition
- Metalinguistics Expressive One Word Picture Vocabulary Test - 3
- Language Processing Test – 3 (LPT-3)
- Montgomery Assessment of Vocabulary Acquisition (MAVA)
- Peabody Picture Vocabulary Test – Fifth Edition (Forms A & B)
- Preschool Language Scale – 5 (PLS-5)
- Rapid Automated Naming/Rapid Alternating Stimulus Tests (RAN/RAS)
- Social Language Development Test – Elementary (SLDT-E NU)
- Structured Photographic Expressive Language Test – 3 (SPELT-3)
- Structured Photographic Expressive Language Test – Preschool Second Edition (SPELT-P2)
- Test of Aided Communication Symbol Performance (TASP)
- Test of Narrative Language - 2 (TNL-2)
- Test of Problem Solving – Third Edition (TOPS-3) Test of Problem Solving 2 -Adolescents
- Test of Word Finding – 3 (TWF-3)
- The Listening Comprehension Test – 2 (LCT-2) The Word Test – 3: Elementary
- The Word Test – 3: Adolescent
- Wiig Test of Basic Concepts (WABC)

c. Phonological/Phonemic Awareness

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

d. Motor Speech

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

Qualifications of Staff

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

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

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

Referrals Management and Wait Times

Individual assessments are completed to support educational program planning. Referrals for assessment are considered and prioritized through the Resource Team process. Meetings are held at least every six weeks with an agenda determined by the School Team which has already accessed expertise within the school building including a review of classroom-based assessment, standardized educational assessment (WJ-IV), participation in intensive early literacy intervention programs if appropriate, and the thorough implementation of Tier 1 strategies.

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

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

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

Wait times for speech-language assessments range from 1 to 13 months. Using a tiered intervention framework, the service delivery approach is developed based on student and school needs. For example, some schools might receive a block or even several blocks of service while others, based on comparative need, might not receive any blocks of direct intervention, but will have service delivered in a less intensive approach (i.e., Home Programming, classroom strategies to develop skills).

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

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

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

Protection of Privacy and Consent for Sharing Information

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

Written authorization from the parent/caregiver or student over 18 years of age is obtained prior to releasing reports to outside agencies.

Standard 7

Specialized Health Support Services in School Settings

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

Ministry of Education Policy/Program Memorandum No. 81 – Provision of Health Support Services in School Settings outlines the collaboration, roles and shared responsibilities of regulated professionals within the Ministry of Health, Ministry of Children, Community and Social Services and Ministry of Education.

Policy/Program Memorandum No. 161 – Supporting Children and Students with Prevalent Medical Conditions (e.g. Anaphylaxis, Asthma, Diabetes, Epilepsy). Schools must have policies and procedures in place to support students with prevalent medical conditions. For students to fully participate in the learning environment and achieve success, the Grand Erie District School Board, the Home and Community Care Support Services of Hamilton, Niagara, Haldimand, Brant (HNHB), and the Lansdowne Children's Centre who manages the School Based Rehabilitation Services (SBRS) program share responsibility for these specialized health support services. Further information regarding specialized health support services in Grand Erie can be found in the following documents:

- **Board Policy SO8** – Community Partnerships
- **Board Policy HS 10, HS010, HS 10R** – Student Concussion and Head Injury
- **Board Policy SO30 & SO30M** – Management of Potentially Life-Threatening Health Conditions, Including Administration of Medication, in Schools
- **Board Procedure SO34** – Community Service Providers and Schools Working Together [Link to doc](#)

Key abbreviations:

- **HCCSS - HNHB:** Home and Community Care Support Services of Hamilton, Niagara, Haldimand, Brant

- **LCC:** Lansdowne Children’s Centre
- **PT:** Physiotherapist
- **PSL:** Preschool Speech and Language
- **SBRS:** School Based Rehabilitation Services
- **OT:** Occupational Therapist
- **RN:** Registered Nurse

Assessments are intended to assist the student by providing staff with insights into the student’s strengths, needs and learning profile. Three types of assessments are conducted by personnel within Grand Erie: Educational, Psycho-educational, and Speech and Language.

Specialized health support service	Agency or Position of Person who performs the service (e.g., board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Occupational Therapy	SBRS program managed through LCC	Meets criteria for assessment established by SBRS Occupational Therapy (OT) Assessment indicating if OT services are required	SBRS clinician based upon established criteria	Criteria determined by SBRS OT indicates when occupational therapy services are no longer required	Discussion with SBRS Manager.

Specialized health support service	Agency or Position of Person who performs the service (e.g., board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Physiotherapy	SBRS program managed through LCC	Meets criteria for assessment established by SBRS Physiotherapy (PT) Assessment indicating if PT services are required	SBRS clinician based upon established criteria	Criteria determined by SBRS. SBRS PT indicates when physiotherapy services are no longer required	Discussion with SBRS Manager
Speech & Language Therapy	SBRS program managed through LCC	Meets criteria for assessment established by SBRS Speech-Language Pathologist (SLP) Assessment indicating if SBRS Speech services are required	SBRS SPL clinician	Criteria determined by SBRS SBRS SLP indicates when intervention no longer required T	Discussion with SBRS Manager

Specialized health support service	Agency or Position of Person who performs the service (e.g., board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	HCCSS - HNHB	Medical assessment indicating that nursing must be provided during school hours	HCCSS - HNHB HNHB Care Coordinator	Medical assessment indicating nursing no longer required during school hours OR Parent/ caregiver assumes responsibility	School or parent/caregiver can request case conference with HCCSS - HNHB Care Coordinator
Administering of prescribed medications	Oral medication by school staff, G-tube and Intra-muscular medications by HCCSS - HNHB /Student (if appropriate)	Medical Statement OR Authorization of parent/caregiver for medication to be administered at school except for administration of medicinal	School Principal HCCSS - HNHB Care Coordinator	Medical recommendation indicating that prescribed medication no longer needs to be administered during school hours OR Student has learned to	School or parent/caregiver can request a case conference with HCCSS - HNHB Care Coordinator

Specialized health support service	Agency or Position of Person who performs the service (e.g., board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
	Note school staff are not authorized to administer injections; therefore, requests made in relationship to school staff administering injections shall be denied	cannabis, which requires a Medical Statement		administer medications independently	
Toileting	School staff - Medical Referral training available from OT/RN	Physician, nurse	Once school staff training is complete service may be discharged	Not applicable	

Specialized health support service	Agency or Position of Person who performs the service (e.g., board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
			or placed on hold for future requests		
Assistance with Catheterization	Student Board Staff (i.e., volunteer Educational Assistants after training by HCCSS - HNHB)	Medical assessment indicating that catheterization must be done during school hours.	HCCSS - HNHB Care Coordinator	Medical recommendation indicating catheterization no longer required during school hours OR Parent/caregiver assumes responsibility	School or parent/caregiver can request a case conference with LHIN/HNHB Care Coordinator
Suctioning	HCCSS - HNHB	Medical Referral	HCCSS - HNHB Care Coordinator	Recommendation indicating that suctioning no longer required during school hours	School or parent/caregiver can request a case conference with HCCSS -

Specialized health support service	Agency or Position of Person who performs the service (e.g., board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
				OR Parent/caregiver assumes responsibility	HNHB Care Coordinator
Lifting and Positioning	School staff as trained by SBRS therapist as appropriate (usually OT/PT)	Assessment by health professional indicating that lifting and positioning must be done during school hours	SBRRs Manager	Recommendation indicating that lifting and positioning no longer required during school hours OR Parent/caregiver assumes responsibility	School or parent/caregiver can request a case conference with SBRS Manager
Assistance with mobility	School staff as trained by SBRS therapist as appropriate	OT/PT Medical Referral	Medical Referral	Recommendation indicating that assistance with mobility no longer required	School or parent/caregiver can request a case conference

Specialized health support service	Agency or Position of Person who performs the service (e.g., board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
	(usually OT/PT)			during school hours OR Parent/caregiver and student assume responsibility	with SBRS Manager
Feeding	Oral - school staff G-tube - HCCSS - HNHB	Medical Referral	Physician, Nurse	HCCSS - HNHB: Parent directives based on physician orders	School or parent/caregiver can request a case conference with HCCSS - HNHB Care Coordinator

Standard 8

Categories and Definitions of Exceptionalities

The purpose of this standard is to make information on the categories and definitions of exceptionalities available to the public, including parents and community associations.

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

Categories of exceptionalities, as defined by the Education Act, are as follows:

Behavioural

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

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

Major Indicators:

- A persistent pattern of non-compliant, defiant, physical and/or verbally aggressive behaviours observed within the school environment.
- Behaviours are frequent, intense and of such a duration that they compromise the student's learning and ability to be successful at school (for example

Behavioural

behaviour is the reason they are not meeting their potential) and/or their behaviour is interfering with the learning of others.

- Behaviours continue despite the implementation of behaviour strategies and interventions.
- Accommodations have proven to be insufficient

Supporting Assessment:

School Documentation demonstrates that the nature, frequency, and severity of the behaviours are disruptive to the student's learning.

- Behaviours are not secondary to other medical, neurobiological, or other developmental disorders.
- All behaviours must be looked at in the context of functional/developmental age, and culture.
- Behaviour plan is in place.
- Consultation/involvement with Behavioural system staff and other appropriate support staff has occurred.
- A psycho-educational

Communication – Autism

A severe learning disorder that is characterized by:

a) disturbances in:

- rate of educational development ability
- to relate to the environment
- mobility
- perception, speech, and language

b) lack of the representational symbolic behaviour that precedes language.

Major Indicators:

Communication – Autism

- Persistent deficits in social communications and social interactions and restricted repetitive patterns of behaviour.
- Accommodations are insufficient.
- ABA strategies, interventions and transition supports are in place and in compliance with PPM140.
- Consultation with ABA and Autism system support staff and other appropriate support staff may occur.

Supporting Assessment:

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

Communication - Deaf and Hard-of-Hearing

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

Major Indicators:

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

Supporting Assessment:

Communication - Deaf and Hard-of-Hearing

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

Communication - Language Impairment

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

a) involve one or more of the form, content, and function of language in communication; and

b) include one or more of the following:

- language delay.
- dysfluency.
- voice and articulation development, which may or may not be organically or functionally based.

Major Indicators:

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

Supporting Assessment:

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

Communication - Language Impairment

- Psycho-educational Assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario.
- The student displays a moderate to severe delay in receptive and/or expressive language development, at or below the 5th percentile on standard measures that is not due to cultural or linguistic differences.
- WJ IV or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team.

Communication - Speech Impairment

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

Major Indicators:

- Difficult to understand speech that affects communication.
- The student displays a severe to profound impairment in articulation, phonology, motor speech and/or fluency that results in unintelligible (difficult to understand) speech.
- Accommodations/modifications are essential for orally expressing their knowledge and ideas.

Supporting Assessment:

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

Communication - Learning Disability

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

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

Major Indicators:

Difficulties in the development and use of skills in one or more of the following areas:

- reading
- writing
- mathematics
- work habits/learning skills
- Accommodations insufficient for meeting student needs.

Communication - Learning Disability

- Psycho-educational assessment indicates that academic achievement is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or achievement that is only sustainable with high level of effort and/or extensive support.

Supporting Assessment:

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

Intellectual - Giftedness

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

Major Indicators:

- Performance scores on Canadian Cognitive Abilities Test (CCAT) and discussion at school Resource Team.
- Accommodations are insufficient to meet student need.

Supporting Assessment:

- CCAT results with a composite standard age score of at least 130 (98th percentile rank) which typically means 9th stanine results on two of three subtests.
- If from outside the board: Psycho-educational assessment completed by or under the supervision of a qualified member of the College of Psychologists of

Intellectual - Giftedness

Ontario, with Canadian norms, at the 98th percentile rank or higher on a Full-Scale Intelligence Quotient (FSIQ) or General Ability Index (GAI).

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

Intellectual - Mild Intellectual Disability

A learning disorder characterized by:

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

Major Indicators:

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

Supporting Assessment:

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

Intellectual - Developmental Disability

A severe learning disorder characterized by:

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

Major Indicators:

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

Supporting Assessment:

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

Physical – Physical Disability

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

Major Indicators:

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

Supporting Assessment:

- Diagnosis by a qualified medical practitioner belonging to the College of Physicians and Surgeons of Ontario.
- Occupational Therapy or Physical Therapy assessment may be required to delineate functional needs.

Physical – Blind and Low Vision

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

Major Indicators:

- Accommodations are extensive.
- Accommodations have proven to be ineffective.

Supporting Assessment:

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

Multiple – Multiple Exceptionalities

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

Criteria for identification:

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

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

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

Standard 9

Special Education Placements Provided by the Board

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

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

Using all available information to understand each child's unique strengths and needs, responsive instructional and assessment practices are implemented. Policies and programs in Grand Erie serve students with disabilities within the context outlined in the Ontario Human Rights Code, Canadian Charter of Rights and Freedoms, and/or the AODA, 2005 and the Ethical Standards for the Teaching Profession.

SEAC is consulted during the review of self-contained classes annually. Grand Erie believes that placement in a regular class in the student's home school is the most enabling placement for all students. Individual student strengths and needs are considered when determining classroom placement annually.

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

Educational implications of participation in self-contained programs should be discussed with the parents/caregivers and students (if appropriate). When a self-contained placement may be appropriate, it is a consultative process which honours the voices of parents/caregivers, school staff, program support staff and the student. Integration into regular program should occur, in consultation with the parents/caregivers and school staff. Exit planning from self-contained programming into regular programming is considered on a regular basis, as outlined in Individual Education Plan (IEP) transition plans.

Types of placements provided at the elementary and secondary levels:

Regular Class

- Indirect Support
- Resource Assistance
- Withdrawal Assistance

Self-Contained

- Partially Integrated
- Fully Integrated

When the student's placement is a Special Education Class with Partial Integration the student must be integrated into a regular class for at least one instructional period daily.

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

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

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

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

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

- case conferences.
- visit to the outside placement.

Most students identified as exceptional within Grand Erie are placed in a regular class. The document that follows identifies the types and numbers of self-contained programs within Grand Erie for the 2023- 2024 school year.

Elementary Self-Contained 2023-24

Intensive Support 10 - Intellectual	Intensive Support 6 – Communication	Intensive Support 6 – Physical	Intensive Support 8	Intensive Support 25
Brantford/Brant				
4	6	2	1	
Haldimand				
1	2	1		
Norfolk				
1	2	1		1

Secondary Self-Contained 2023-24

Intensive Support - Bridge	Intensive Support - Vocational	Intensive Support 10 - Intellectual	Intensive Support 6 - Communication	Intensive Support 8 - Physical
Brantford/Brant				
5	5	6	4	2

Haldimand				
1	3	1	2	1
Norfolk				
2	2	4		2

Elementary

Intensive Support 8 – Fully Contained or Partially Integrated

- Support students with the development of skills related to self-regulation
- Students may be integrated into a regular class setting and may be working on modified curriculum in addition to the alternative curriculum goals.
- Time-limited with a focus on skill-building to exit to regular class programming.

Intensive Support 25 – Partially Integrated

- Grades 5-8
- Provides differentiated learning experiences of depth and breadth beyond the regular curriculum
- Provides opportunity for collaboration, learning and leadership with peers of similar intellectual abilities
- Programming focuses on critical and high order thinking skills, creativity, problem solving, research, technology, and metacognition
- Students exhibits exceptionally high performance beyond grade level expectations in numerous subject areas

Intensive Support 10 Intellectual – Fully Contained

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

Intensive Support 6 Communication – Fully Contained

- Alternative programming in these classrooms is driven by individual student need with staff facilitating independence and life skills where possible. Students have a diagnosis of Autism which may impact their ability to participate in the credit bearing programs.
- Focus on communication and social skills with support for behaviour, safety, and sensory needs.
- Time-limited with a focus on skill-building to exit to regular class programming wherever possible.

Intensive Support 6 Physical – Fully Contained

- Alternative programming in these classrooms is driven by individual student need, with staff facilitating independence and life skills, where possible. Students have multiple exceptionalities.
- Focus on communication, social awareness, personal care, and motor skills development.
- Time-limited with a focus on skill-building to exit to regular class programming wherever possible.

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

Grand Erie offers a virtual withdrawal experience for students in grade 5-8 who demonstrate evidence of advanced cognitive ability to collaborate and learn with like-minded students from across the board. In consultation with the students and parents/caregivers, a student who demonstrates the need for learning with greater focus on the Deep Learning Competencies (link- Deep Learning Competencies – 6 C's (nbed.ca)) and opportunities to learn with other like-minded peers, an application may be made to the Specialized Services Program Inclusion Coordinator at two times throughout the school year, once at the beginning of each term. T.H.R.I.V.E. students meet with the virtual class and a teacher once per week for 90 minutes to work synchronously and asynchronously to plan, investigate, research, and share their learning. A review of how the program is meeting the goals for the student and to determine further benefits in subsequent years occurs annually.

Secondary

Intensive Support - Bridge 16 – Partially Integrated

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

Intensive Support – Vocational 16 – Partially Integrated

- Offered as 8-section classes
- Students are integrated into at least one credit-bearing course wherever possible, while also working on modified and/or alternative curriculum to gain skills in functional academics, job readiness and independent living skills

Intensive Support – Vocational 16 – Partially Integrated

- Time-limited with a focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school.

Intensive Support 10 – Fully Contained

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

Intensive Support 6 Communication – Fully Contained

- Offered as 8-section classes
- Alternative programming in these classrooms is driven by individual student need, with staff facilitating independence and life skills where possible.

Intensive Support 6 Communication – Fully Contained

Students have a diagnosis of Autism which may impact their ability to participate in the credit bearing programs.

- Focus on communication and social skills with support for behaviour, safety, and sensory needs, applying the principals of Applied Behaviour Analysis (ABA)
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school.

Intensive Support 6 Physical – Fully Contained

- Offered as 8-section classes
- Alternative programming in these classrooms is driven by individual student need, with staff facilitating independence and life skills, where possible. Students have multiple exceptionalities.
- Focus on communication, social awareness, personal care, and motor skills development.
- Focus on skill-building to exit to credit-bearing classes wherever possible.
- Working towards a Certificate of Accomplishment (COA), Ontario Secondary School Certificate (OSSC) or Ontario Secondary School Diploma (OSSD) with goals of taking further training, entering the workplace, or post-secondary programming after secondary school.

Standard 10

Individual Education Plans (IEP)

What Happens Before an IEP is put in Place?

The classroom educator facilitates on-going conversations with the caregiver(s) about concerns and collaborates on how to support the student in the classroom. When accommodations are above and beyond what is provided to all students, consideration about the development of an IEP may take place to document these provisions.

What is an IEP?

An IEP is a written plan describing the special education program(s), services, and/or resource(s) that are beyond what are provided through Universal Design for Learning and are essential to the student's success.

An IEP is a working document that can be changed or adjusted at any point throughout the school year based on various assessments and data collected.

An IEP is a plan based on the strengths and needs of the student as informed by educational and/or clinical assessments.

An IEP identifies the special education programs (accommodations, modifications, and/or alternative programs), as well as supports and services to assist student learning.

Accommodations

- Supports or services not provided to the general class of students that are necessary for individual students with special needs to help them achieve curriculum expectations.

Modified Programs

- Programs and assessment include expectations that vary in quantity and/or complexity from the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education curriculum

Alternative Programs

- Expectations, if required, in program areas not represented in the Ontario curriculum but identified as a need through assessment data.
- Alternative programs should primarily be utilized to supplement a learning need.
- Students learning exclusively from alternative program in secondary will achieve a Certificate of Completion, not an Ontario Secondary School Diploma (OSSD) in secondary.

An IEP must include a statement by which the student's progress will be reviewed ([Regulation 181/98](#)).

An IEP contains a Transition Plan which outlines goals for the student as they move from grade to grade, school and/or between school and the community once high school is completed ([Program Policy Memorandum 156](#)).

Developing an Individual Education Plan (IEP)

How Does the IEP Happen?

Curriculum is delivered through universal design for learning and differentiated instruction and assessment opportunities are provided. Accommodations that are good for all are also provided in classroom settings. If a student requires programs and services that go beyond this, an IEP may be developed. The IEP is developed in collaboration with the parent(s)/caregiver(s), the classroom educator(s), the Learning Resource Teacher (LRT), and Principal. Consideration for a modified IEP will occur no earlier than Grade 6.

IEPs are updated/completed, and a copy sent home at the following times and/or when there are changes made throughout the school year in collaboration with the caregiver(s) and/or the student:



	Timelines	Inclusions
IEP 1	Within the first thirty (30) days of the school year or semester in compliance with Ministry Guidelines.	Program expectations for the first term or first semester – September to February.

IEP 2	With term 1 or semester 1 report cards	Program expectations from February until the end of June (elementary) or semester 2 program expectations
IEP 3	With term 2 or semester 2 report cards	Recommendations from the IPRC annual review Program expectations for term two or semester two are included for reflection on student achievement.

The IEP process involves repeated review, evaluation, and adjustment throughout the school year. The goal of the individualized program for students on modified IEPs is to support the student to build skills to move them back to grade level. There should be a clear thread that begins at assessment data and is directly linked to the strengths and needs of the student. The accommodations provided and/or learning expectations outlined in the IEP must be directly related to the needs of the student, with progress and growth reported to caregivers using the provincial progress report and report cards.

What is a Transition Plan?

[The IEP Transition Plan](#) outlines goals for the student as they move through significant transitions in their education. These transitions may include entry to school, grade to grade, school to school, school to community, and transitions throughout the day, where appropriate. Transitions align with [Program/Policy Memorandum 156](#).

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

[The Caregiver Guide to Special Education - IEPs](#) is available on the Grand Erie website.

What if I Disagree with My Child's IEP?

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

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

Classroom Educator

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

The Learning Resource Teacher (LRT)

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

The Principal

It is the principal's responsibility to make sure that your child's program is in place. The principal may need to consult with the Resource Team.

Standard 11

Provincial and Demonstration Schools in Ontario

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

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

Residential programs are available Monday to Friday to students who live too far away to travel daily. Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements in [Regulation 296](#). Transportation is provided for students, to and from Provincial and Demonstration Schools.

Other resource supports include:

- Preschool services for deaf, blind, and deaf-blind children are available during home visiting services.
- Learning materials and media for students who are deaf, blind, or deaf-blind
- Professional learning opportunities for board staff
- Vision – Orientation and Mobility supports

School for the Blind and Deaf-Blind

W. Ross Macdonald School

350 Brant Avenue, Brantford, Ontario, N3T 3J9.

Phone: 519-759-0730

School for the Deaf

Sir James Whitney School

350 Dundas Street West, Bellville, Ontario, K8P 1B2.

Phone: 613-957-2823

Ernst C. Dury School

255 Ontario Street South, Milton, Ontario, L9T 2M5.

Phone: 613-957-2823

Robarts School

1090 Highbury Avenue, London, Ontario

Phone: 519-453-4400

School for the Deaf, Blind, Deaf-Blind and Students with Learning Disabilities (French)

Centre Jules-Leger

281 Avenue Lanark Ottawa, Ontario, K1Z 6R8.

Phone: 613-761-9300

Demonstration Schools for Students with Severe Learning Disabilities and Possibly ADHD

Amethyst School

1090 Highbury Avenue, London, Ontario, N5Y 4V9.

Phone: 519-453-4408

Sagonaska School

2350 Dundas Street West, Belleville, Ontario, K8P 1B2.

Phone: 613-967-2830

Trillium School

347 Ontario Street South, Milton, Ontario, L9T 3X9

Phone: 905-878-8428

The following are current statistics (for the school year 2023-24) with respect to the number of qualified resident students attending Provincial Schools and Provincial Demonstration Schools:

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

Standard 12

Specialized Services Staff

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

Specialized Services Staff	Elem	Sec.	Staff Qualifications
Teachers of Exceptional Students			OCT & qualified to teach in Pr/Jr/Int/Sr divisions
Learning Resource Teachers (LRTs)	63.5 FTE	13.5 FTE	Special Education (min. Part I)
Teachers for Self-Contained Classes	25 FTE	47 FTE	Special Education (min. Part I)
Other Special Education Staff			Special Education (min. Part I)
Principal Leader Specialized Services	1.0		Principal Qualifications; Special Education Specialist
Program Coordinators <ul style="list-style-type: none"> • Program Inclusion • Intensive Support Inclusion 	2.0		Special Education Specialist
Teacher Consultants: Specialized Services	Elementary 6.5 Secondary 2.0		Special Education Specialist
•			S
Teacher Technician <ul style="list-style-type: none"> • Assistive Technology • Deaf/Hard of Hearing 	2.0		Special Education (min. Part I)
Itinerant Teacher <ul style="list-style-type: none"> • Technology 	1.0		Special Education (min. Part I)
Virtual T.H.R.I.V.E. Teacher	0.5		Special Education (min. Part I)
Instructional Coaches	5.0		Special Education (min. Part I)

Educational Assistants in Special Education		
Educational Assistants	312	Community College Diploma in field relating to special needs; experience
Lead Educational Assistant	6.0	Community College Diploma in field relating to special needs; experience

Lead Educational Assistant for Special Education Amount (SEA) Support	1.0	Community College Diploma in field relating to special needs; experience
Indigenous Attendance Counsellors	1.0	Bachelor of Arts

Other Professional Support Services Staff		
Supervisor, Specialized Services	1.0	Master's Degree
Psycho-Educational Consultants	6.0	Master's Degree
Speech-Language Pathologists	7.0	Master's Degree in Speech/Language
Communicative Disorder Assistants	7.0	Community College/University
Social Workers	9.5	Master's Degree in Social Work
Board Certified Behaviour Analyst	3.0	Master's Degree
Child and Youth Workers	25.5	Child & Youth Services Worker Diploma
Indigenous Child and Youth Worker	1.0	Child & Youth Services Worker Diploma
Attendance Counsellors	7.0	Bachelor of Arts
Indigenous Attendance Counsellors	1.0	Bachelor of Arts

Standard 13

Staff Development

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

Goal

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

Professional Development and Training

Priorities around staff development are determined by:

1

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

2

- Response to urgent needs of students, staff and board

3

- Response to demographic needs as identified by system personnel, community support agencies, medical staff, advocacy groups, and response to health and safety issues

4

- Related area of emphasis to specialized supports and/or services

5

- Response to Education Quality and Accountability Office (EQAO) results and Canadian Cognitive Abilities Test

Methods of Determining Priorities for Professional Development

Consultation, input, feedback and survey data is utilized for future planning of Professional Development.

System

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

School

- Administrators and staff request training for capacity building and responsive intervention supports or services
- School Councils and Home and School Associations request training or learning
- School Teams or Resource Teams request training
- School-based professional development committees

Family

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

Area

- Administrators
- Area support staff

Special Education Advisory Council (SEAC)

Consulted about staff development in the following ways:

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

Training Logistics

1 - Staff are made aware of training by:

- School Resource Team Meetings, and Support Staff Meetings;
- Staff Portal, PD Offerings and registration system
- Staff email and calendar invites
- Trending, Educator News, Administrator News
- Grand Erie webpage
- Family of Schools Administrators' Meetings

2 - Training regarding the Legislation and Ministry policy on Special Education:

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

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

- Special Education Teachers can access monies as dictated by their collective agreement and their school Professional Development Committees;
- Professional Student Support Services staff and Educational Assistants have a budget determined by their collective agreement to attend conferences/training related to their role;
- Coordinators, consultants, and coaches responsible for Special Education can access funds to attend professional development;

- A percentage of total funds allocated for professional development is dedicated to Special Education.

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

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

Professional Development Offerings

Digital Learning on Brightspace/D2L

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

Program and Tech Training

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

Learning Resource Teachers Collaboration and Training

- System Processes
- Changes to specialized services database (LITE) system

- Transition planning
- Individual Education Plan (IEP) Development Support
- Universal Design for Learning
- Training in best practices and Ministry initiatives
- Community Collaboration about Supports, Programs and Resources
- Assessment Tools

Safety and Prevention Training

- Behaviour Management Systems Training (BMS)
- Training and/or review Suicide Risk Protocol, Non-Suicidal Self-Injury Behaviour Protocol and Traumatic Response Protocol

New Teacher Training

- New Teacher Induction Program

School Request Training

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

EA Training

- Collecting and analyzing data to create behaviour support plans
- Stabilizing behaviour
- Teaching skills
- Increasing student independence
- Introduction to Universal Design for Learning

After-School PD (open to all educators)

- Introduction to Universal Design for Learning
- Applied Behaviour Analysis (ABA) Teaching Methods
- Behaviour Skills Training
- High yield strategies and tools to support complex learners
- Teach Town (technology)
- Bits Board (technology)

Standard 14

Equipment

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

Procedures for determining individualized equipment purchases for students to use at school comply with those outlined in the Ministry of Education document Special Education Funding Guidelines – Special Equipment Amount (SEA). Our goal is to provide a fair, transparent and tailored allocation system that supports students, while bolstering the educator’s capacity to include all students in classroom programming.

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

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

Required Documents	
Claims-Based Non-Technology	Per-Pupil Technology
<p>A letter of support from professional indicating that:</p> <ul style="list-style-type: none"> The equipment is essential/necessary to for the student’s full participation in learning activities. 	<p>A data story provides a holistic picture of the daily lived experience of a student at school. We are working to actively humanize the process of gathering and sharing data. Essential statements from a qualified professional for technology requests are not mandatory, and when included serve as a piece of the student’s data story. A data story may include a combination of;</p> <ul style="list-style-type: none"> • student voice (video clip, written letter, coding) • academic evidence (student work) • classroom data (observations) • classroom assessments (ELAT, Heggerty Bridging the Gap observations) • professional assessment recommendations in action (From Speech-Language assessment, Psycho-Ed assessment, OT assessment, etc.) • achievement report cards

Required Documents

• open answer questions on the SEA Request Form are intended to share educator considerations for the next instructional move

When submitting a request consider and provide insight on:

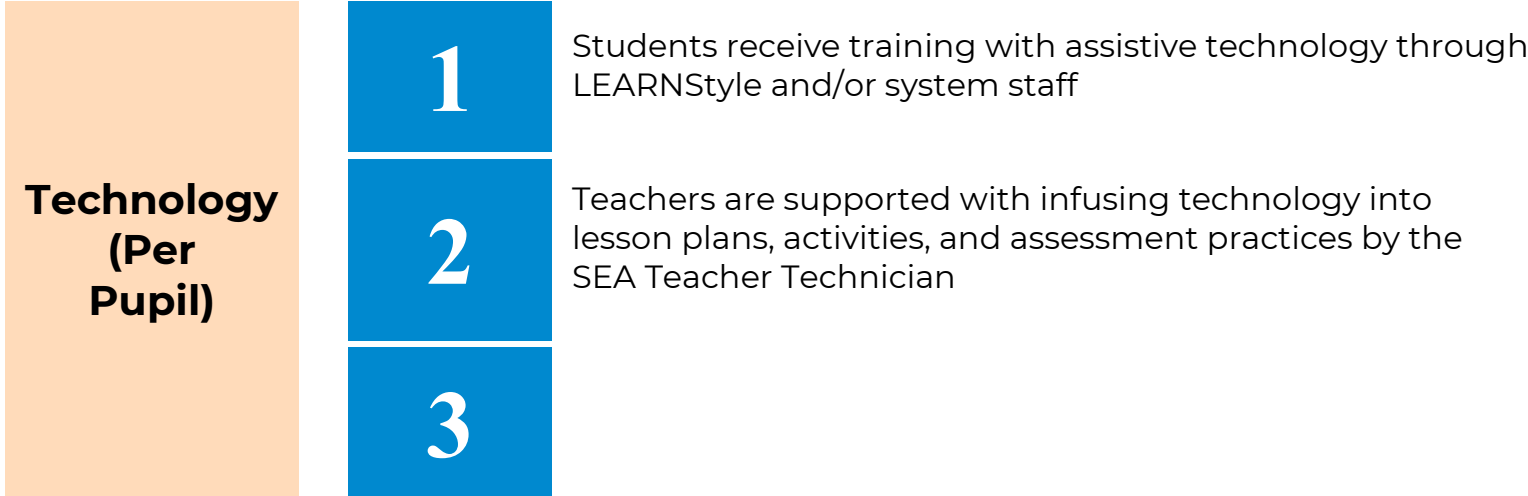
- o HOW is the student performing?
- o WHAT may be impeding on their ability to thrive?
- o WHAT pedagogical and/or instructional strategies/moves are needed?

We want to understand how this equipment will be utilized at school, and have evidence, data and/or assessments to demonstrate that dedicated equipment or technology is essential for the student to achieve.

A copy of the students Individual Education Plan (IEP) identifying equipment in the Learning and Assessment Accommodations and Learning Expectations to provide evidence of intended use.

Required Documents	
A quote from suppliers for the essential equipment.	
	A copy of the Individual Education Plan (IEP) identifying equipment in the Learning and Assessment Accommodations, Learning Expectations, and Transition Plan to support evidence of intended use.

Technology request packages are prepared by the school educator team and are shared with the SEA Approval Committee for review of dedicated technology.



**Non-
Technology
(Claims
Based)**

Grand Erie assumes the first \$800.00 cost of non-computer equipment purchased for a student. Not all SEA submissions are approved by the Ministry. Grand Erie may assume the purchase costs of equipment deemed necessary for the student.

Information from approved SEA files will be entered to a spreadsheet and submitted to the Ministry of Education Area Office each year. SEA files are maintained in the event of an audit by the Ministry.

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

School boards' responsibilities include ensuring that:

equipment is functioning properly and is meeting students' needs.

equipment is replaced as required when students outgrow equipment or when equipment wears out through use.

upgrades and refurbishment are considered as an option before replacement.

efforts are made to share equipment among several students when appropriate and possible, and supported by the recommendation of the qualified professional (when appropriate).

equipment is reused by other students when no longer required by the student for whom it was purchased.

policies are developed that provide Grand Erie staff with direction on issues such as managing transfers between schools and boards, use of equipment at students' home or other program settings, staff training on use of SEA equipment, maintaining inventory records.

reasonable efforts are made to acquire a fair market value when disposing of used equipment

Grand Erie is required to internally allocate an adequate amount of additional funding to support the other costs associated with ensuring that all students who need equipment have access to appropriate equipment.

Standard 15

Accessibility of School Buildings

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

The Grand Erie DSB Accessibility Plan can be found on the Grand Erie DSB's website.

Grand Erie Multi-Year Accessibility Plan 2022-27

School boards are required to comply with the Accessibility for Ontarians with Disability Act (AODA) including the Customer Service Standard and the Integrated Accessibility Standards Regulation. The Grand Erie District School Board approved the 2022-27 Multi-Year Accessibility Plan which integrates the requirements of both the Ontarians with Disability Act and the AODA and addresses Employment, Communication and Information, and Transportation. Revisions to the Ontario Building Code related to accessibility for the Built Environment are implemented in all new buildings.

School sites review their accessibility needs and submit requests to the Specialized Services Program Inclusion Coordinator and Facilities Services Personnel through an online form. who review the accessibility requests and determine next steps.

Standard 16

Transportation

The purpose of the standard is to provide details of the Board's transportation policies to the Ministry and the public. The Grand Erie Accessibility Plan can be found on the Grand Erie website.

Specialized Transportation is provided in the following circumstances:

- students with special needs who would be unable to travel independently, due to a variety of reasons, to special class placement at their home school
- students placed in a self-contained class which is not located in their home school
- students with special needs who would be unable to travel independently due to a variety of reasons to regular class placement (determined on a case-by-case basis).
- students with special needs requiring a modified day or fresh start (determined on a case-by-case basis).
- A student's transportation is usually decided collaboratively with parents/caregivers and school/Teacher Consultant for Specialized Services following an IPRC or transition meeting.
- Transportation may be provided to a student who is attending a care or treatment program if it is on an existing bus route. Transportation is not provided to/from a correctional facility or locations outside of the Board's district boundary
- Transportation may be provided to students who have been placed in a Provincial or Demonstration School through a system IPRC. Students may be transported on a daily, weekly, or other basis to and from the school
- Limited transportation is available for summer school. Currently, students are required to congregate at community bus stop locations. Exceptions are reviewed on a case-by-case basis.

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

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

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

- drivers must have emergency first aid certification and be able to meet the need(s) of the student they are providing service to, as per the ITP and any support plans which may accompany them.
- wheelchairs must be secured at all times when the student is in a travel ready position.
- all buses require two-way communication
- Rider Aides will be assigned when required on a case-by-case basis

Roles and responsibilities, as it relates to transportation services, are detailed in Board’s transportation procedures 004, 005, 006, 007, and 008; available at:

stsbhn.ca/policies-procedures

The board transportation department annually reviews transportation requirements for service providers under their contracts.

Standard 17: SPECIAL EDUCATION ADVISORY COMMITTEE

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

Names and Affiliations of Members and Contact Information

Chair: Lorraine DeJong – Acclaimed January 11, 2024

Vice-Chair: Kathy Jones – Acclaimed January 11, 2024

Local Agency Representatives:

Community Living Brant

Tara Buchanan, Supervisor of Employment Supports 519-753-6303, ext. 441

Contact Brant

LeaAnn Boswell, Community Navigator 519-758-8228, ext. 228

Easter Seals Ontario

Christina Gilman 519-754-7568

Autism Ontario

Rea Vriends 289-877-8864

Lansdowne Children's Centre

Lorraine DeJong (Chair), Social Worker 519-753-3153, ext. 202

Woodview Mental Health and Autism Services

Cathy Stefanelli, Program Manager 519-209-4872

Community Representatives:

Katie Kelly 519-429-9552

Kathy Jones (Vice-Chair) 519-586-8852

Wendy Rose 905-518-5751

Native Representative:

Lisa Nydam – Six Nations 289-439-2968

Beth Bruce – Mississaugas of the Credit First Nation 905-768-3222

Trustees:

Tom Waldschmidt 519-442-2140

Liz Whiton 226-387-0867

Alternates **Rita Colver** 519-582-4969 and **Tammy Sault** 905-768-3222

Grand Erie Staff:

Liana Thompson

Superintendent of Education 519-756-6301, ext. 281173

Jennifer Valstar

SEAC Recording Secretary 519-756-6301, ext. 281173

Resource:

Piyali Bagchee

Manager, Specialized Services Supervisor 519-756-6301, ext. 287210

Laura Miedema

Intensive Support Inclusion Coordinator 519-756-6301, ext. 287227

Jeff Senior

Principal Leader, Specialized Services 519-756-6301, ext. 287214

Lindsay Sheppard

Program and Inclusion Coordinator 519-756-6301, ext. 287217

What is SEAC?

- SEAC is an advisory committee mandated through the Education Act as a standing committee of each school board and governed by O. Reg. 464/97: Special Education Advisory Committees
- The committee reports to the school board and makes recommendations to the board regarding special education program and services.

Who is on SEAC?

- The SEAC of the Grand Erie District School Board is comprised of:
 - a) parents and other community representatives
 - b) representatives of up to 12 local chapters of associations which further the interests of people with exceptional needs
 - c) at least one person representing the interests of Native Students; and
 - d) board personnel who act as a resource to the committee

How are SEAC Members selected?

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

What does SEAC do?

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

When does SEAC meet?

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

Thur. September 7/23	Thur. January 11/24	Thur. May 2/24
Thur. October 5/23	Thur. February 1/24	Thur. June 6/24
Thur. November 16/23	Thur. March 7/24	
Thur. December 14/23	Thur. April 4/24	

How SEAC Fulfilled its Role and Responsibilities:

Public Consultation

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

What was done –

- A banner was placed on the Grand Erie Special Education, accessed through the Grand Erie main webpage, reminding the public to provide input through the survey which is linked to the Special Education Plan.
- Administrators were asked to ensure parents are aware of the survey and encouraged to participate.

Making Recommendations to the Board

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

What was done –

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

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

What was done –

Consultation with the Special Education Advisory Committee

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

- ongoing discussion at SEAC meetings throughout the 2023-24 school year
- presentations on programs and services provided for students with special needs

September 7, 2023

- Update on Destreaming in Grand Erie – Presentation
- Project SEARCH Funding Update – Presentation
- SEAC Terms of Reference – Review
- Specialized Services Department Updates – Presentation

October 5, 2023

- Inclusive Language Guide in Grand Erie – Presentation
- Summer Learning Programs – Presentation
- Communication Boards in Grand Erie – Presentation
- Overview of the Accessibility Plan 2022-27 – Review
- Inclusion by Design: Laying the Foundation - Presentation

November 16, 2023

- Grand Erie's Math Achievement Action Plan - Presentation
- Grand Erie's Annual Learning and Operating Plan 2022-23 Final Report – Presentation
- Grand Erie's Annual Learning and Operating Plan 2023-24 – Presentation
- Nursing Supports in Schools – Update
- Pre-School Speech and Language – Update
- Grand Erie's Special Education Plan – Standard 7 – Specialized Health Support Services in Schools – Review
- Connecting with Services, Supports and Resources – Lansdowne Children's Centre – Presentation

December 14, 2023

- Video Spotlight – Grand Erie's Anti-Racism Series – Presentation
- Supporting Students who seek escape – Presentation
- Grand Erie's Special Education Plan – Standard 3 – Roles and Responsibilities - Review
- SEAC Chair/Vice-Chair Election Process – Presentation

January 11, 2024

- Election of the Chair and Vice-Chair of SEAC
- Video Spotlight – Grand Erie's Anti-Racism Video Series – Presentation
- Grand Erie's Financial Update 2023-24 – Presentation

GRAND ERIE SPECIAL EDUCATION PLAN – 2023-24

- 2024-25 School Year Calendar – Presentation
- A Day in the Life of the Literacy Coach - Presentation

February 1, 2024

- Welcome to the SEAC member
- Discussion about SEAC sending a letter of support regarding students struggling with mental health challenges - Update
- Video Spotlight – Grand Erie's Anti-Racism Video Series – Presentation
- Grand Erie's Special Education Plan 2023-24 – Standard 6 – Educational and Other Assessments - Review
- Canadian Cognitive Abilities Test (CCAT) - Presentation
- Regional Special Education Council – Update
- Specialized Services Flyer - Update

March 2, 2024

- Early Reading Strategy – A Day in the Life of the Reading Resource Intervention Teacher – Presentation
- Woodview Mental Health & Autism Support – Presentation
- Grand Erie's Specialized Services Program Report – Update
- Destreaming in Grand Erie – Update
- Funding for transportation for students with special education needs – Update
- Grand Erie's Special Education Plan 2023-24 – Standard 12 – Educational and Other Assessments - Review

April 6, 2024

- Restorative Practices in Grand Erie – Presentation
- Supporting Students with Special Education Needs on a Suspension or Expulsion – Presentation
- Highlights of Grand Erie's Professional Learning Environment – Presentation
- Family Math Newsletters - Review

May 4, 2024

- Lansdowne SCILL Camp – Presentation
- Video Spotlight – Inclusion by Design in Grand Erie – Presentation
- Grand Erie's Special Education Plan 2023-24 – Update
- Specialized Services Classroom Programs 2024-25 – Update
- Grand Erie's Annual Learning and Operating Plan – Mid Term Update

June 15, 2024

- Project SEARCH – Presentation
- Grand Erie's Math Achievement Action Plan – Update
- Grand Erie's Special Education Plan – Approved
- Grand Erie's SEAC Terms of Reference - Review

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

What was done

January 11, 2024

- Financial Update 2023-24

Grand Erie financial Statements are available on our website: [2023-24 Fiscal Budget](#)

Contacting SEAC for Membership or to Express a View:

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

Questions Related to Special Education Services or Programs:

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

SEAC Terms of Reference:

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

Standard 18

Co-ordination of Services with Other Ministries and Agencies

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

Transition Planning Process

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

The process for advance planning for students with special needs who are transitioning to or from Grand Erie schools is facilitated by the school Learning Resource Teacher at the school. Specialized Services has developed a "Transitions Guide" to support staff with facilitating smooth transitions for a variety of situations where students may be moving from one setting to another. Some activities are consistent for most transitions.

Common Transition Activities

Voice & Choice

Parent & Student Consultation & Choice

- Establish a transition team to support the planning. This includes parents/caregivers, school staff, the student (where appropriate), and may also include system staff, community agencies, and health care workers.
- Ensure that the student's voice in the All About Me, Individual Pathway Plan (IPP), or at the meeting (if appropriate) is considered in the transition planning process.
- Inform parents/caregivers of any significant changes that will impact the transition plan.

	<ul style="list-style-type: none"> • Review student/parent/caregiver goals, short term and long term, for student beyond school • Transition plan is required for all students with an IEP.
<p>Student Skill Development Teaching new skills Planning for Independence Generalizing Skills</p>	<ul style="list-style-type: none"> • Arrange for peer support and activities to promote belonging. • Gather information regarding student's strengths, interests, and goals. • Develop or share a Grand Erie IEP
<p>Duty to Accommodate Adult actions Tools/Strategies Environment/Equipment</p>	<ul style="list-style-type: none"> • Arrange special transportation, as required. • Arrange transfer of Special Equipment Amount (SEA) equipment between boards. • Provide new staff with the contact list and/or appropriate resources. • Share with the school educator team the student's strengths, goals, and the use of accommodations (i.e., assistive technology and learning strategies) to support their learning. Develop and document plans in IEP to bolster student's self-advocacy skills. • Plan, organize, and arrange resources and/or professional training required to support staff. • Organize materials to support student in transition (social scripts, transition stories, visuals, photos, equipment transfer). • Develop Transition Plan and store in the OSR

Grand Erie personnel ensuring the successful admission or transfer of students from one program to another may include one or a combination of the following:

- Teacher Consultant-Specialized Services
- School Administrator
- Classroom Teacher
- Learning Resource Teacher (LRT)
- System support personnel such as Teacher Consultants for alternative programming, Social Workers, Child and Youth Workers, Behaviour Counsellors, Behaviour Analysts, Speech-Language

Pathologists, Psychological Associates/Psycho-Educational Consultants and/or Lead Educational Assistant

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

Transitions Supported by Lansdowne Children's Centre and REACH

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

Grand Erie is expanding its "Kickstart to Kindergarten" program. These school-based events provide parents/caregivers of all new kindergarten students an opportunity to visit the school. Community service providers are invited to participate and introduce themselves to parents/caregivers. In some instances, student referrals are initiated.

At the end of February each year, with parental/caregiver consent, Lansdowne Children's Centre and REACH share overviews of children accessing community services that are transitioning to Grand Erie. Overviews are provided using the "All About Me" document. This information is shared with the Learning Resource Teachers through the Teacher Consultants-Specialized Services. For students entering school in September, case conferences are arranged by the Learning Resource Teacher of the receiving school in late May or June. The case conferences provide an opportunity for parents/caregivers, community agency staff, and Grand Erie staff to discuss the strengths, needs, and interests of the student and plan for a smooth transition to school. If there are special equipment needs recommended by the community based Occupational Therapist and/or Physiotherapist, these are discussed at the case conference and shared with the Program Coordinator to review inventory.

When a new kindergarten student receives Speech and/or Language support through Lansdowne's community service providers, the student's name and profile is shared with the Program Coordinator-Specialized Services in April. These names are shared with the receiving school Learning Resource Teacher through the Teacher Consultant – Specialized Services. A case conference may be arranged depending upon the needs of the student. This is determined on an individual basis. The names of students receiving these services are shared with the Grand Erie Speech and Language Pathologists by the community agency to ensure the continuation of services.

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

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

Community Agencies

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

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

- Child Welfare Agencies Autism Support Services
- Hamilton-Niagara Regional Autism Intervention Program
- Six Nations Tragic Events Response Team
- Violence Threat Risk Assessment Protocol
- Police and School Board Protocol
- Partnering Together for Healthy Schools Protocol
- The Board's Procedure addressing partnership development (SO108: "Community Service

Providers and Schools Working Together") continues to be implemented with community partners annually.

Outside Assessment Reports

Reports prepared by professionals outside the Grand Erie District School Board and shared by parent(s)/caregiver(s) are reviewed to determine what provided information is useful to create a clearer understanding of the learning profile of the student and how to provide appropriate instruction within a school context and in accordance with the Education Act, (R.S.O. 1990, S.226(2)). Where this information differs from data collected at the school, collaboration with the Resource Team determines how best to proceed. There is no requirement that assessments or reassessments must be conducted by Board personnel (i.e., reports are "transportable"). Allocation of educational resources and educational programming decisions remain the responsibility of school/system staff.

Community Partnership Planning

Grand Erie staff represents the board at several community planning committees and initiatives including Children's Services Committee (Brant); Child and Youth Planning Network (Brant and Haldimand-Norfolk); Joint Protocol for Student Achievement; Brant Suicide Prevention Committee; Suicide Prevention Network of Haldimand-Norfolk, which bring together agencies, ministries, and school boards to consider common interests.

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

Standard 19 - SUBMISSION AND AVAILABILITY OF THE PLAN

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

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

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

At the May 2, 2024 meeting the Special Education Advisory Committee received the first draft version of the Special Education Plan.

On June 6, 2024, the Special Education Advisory Committee passed the following motions:

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

On June 24, 2024 the Grand Erie District School Board passed the following motion:

THAT the Board approve the Annual Review of the Special Education Plan 2023-24, and that the submission of the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2024.

In accordance with the Ministry of Education "Special Education Plans and Reporting Requirements on the Provision of Special Education Programs and Services", the 2023-24 Special Education checklist will be signed by Ms. J. Roberto, Director of Education and Secretary of the Grand Erie District School Board and will be submitted to the London Regional Office of the Ministry of Education with a link to the 2023-24 Special Education Plan on Grand Erie's website. The checklist confirms that the School Board's Special Education Plan has been updated and posted to the Board's website. The posted Plan continues to be compliant with the requirements of Regulation 306 and the policy document Standards for School Boards' Special Education Plans.

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

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

The 2023-24 Special Education Plan will be available through the Board's website: [LINK](#)

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

GRAND ERIE SPECIAL EDUCATION PLAN – JULY 2024

The following recommendations from SEAC were made to the board during the 2023-24 school year.

January 11, 2024

Moved by: W. Rose

Seconded by: K. Jones

THAT the appointment of Paul Found, Norfolk Association for Community Living, to the Special Education Advisory Committee for the remainder of the Term 2022-2026 be forwarded to the January 29, 2024 Regular Board meeting for approval.

Carried

February 1, 2024

Moved by: W. Rose

Seconded by: K. Jones

THAT SEAC write a letter of support related to the Thames Valley District School Board letter dated November 22, 2023 to be issued to the Ministry of Children, Community & Social Services, the Ministry of Education, the Ministry of Health, and to the Chair of all Special Education Advisory Committees in Ontario.

Carried

June 6, 2024

Moved by: L. DeJong

Seconded by: T. Waldschmidt

THAT SEAC recommends the Board approve the 2023-24 Special Education Plan for submission to the Ministry and uploading to the Board's website.

CARRIED

June 24, 2024

Moved by:

Seconded by:

THAT the Board approve the Annual Review of the Special Education Plan 2022-23, and that the submission of the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2024.

CARRIED