



Land Acknowledgement

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

AGENDA

Time	Item	Info.	Dia.	Res.	Responsibility
A-1 Opening					
6:00	(a) Welcome/ Land Acknowledgement Statement				T. Waldschmidt
	(b) Roll Call			√	P. Curran
	(c) Agenda Additions/ Deletions/ Approvals		√	√	T. Waldschmidt
B-1 Timed Items					
	(a) Greetings – Director Roberto	√			J. Roberto
	(b) Rick Hansen Foundation – School Partnership Initiative*	√	√		K. Mertins
C-1 Business Arising from Minutes and/or Previous Meetings					
	(a) Ratification of Minutes September 17, 2020*			√	T. Waldschmidt
	(b) Update – Special Education and the Virtual Learning Academy (VLA)	√	√		L. Thompson/J. White
	(c) Grand Erie’s Roadmap*	√	√		L. Thompson
D-1 New Business					
	(a) Annual Update – Multi-Year Accessibility Plan 2017-22*	√	√		K. Mertins
	(b) Standard 14 – Equipment*	√	√		L. Boudreault/S. Slaman
E-1 Other Business					
	(a) None				
F-1 Standing Items					
	(a) None				
G-1 Information Items					
	(a) None				



Special Education Advisory Committee SEAC 20-02

Microsoft Teams Meeting

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

Time	Item	Info.	Dia.	Res.	Responsibility
H-1 Community Updates					
	(a)				
I-1 Correspondence					
	(a) LDAO Circular – October 2020*	√			T. Waldschmidt
	(b) Ltr – AMDSB – After School Skills Development Program Feb 18, 2019 (sic)*	√			T. Waldschmidt
J-1 Future Agenda Items and SEAC Committee Planning					
			√		T. Waldschmidt
K-1 Next Meeting					
	Thursday, November 19, 2020 TBD	√			T. Waldschmidt
L-1 Adjournment					
	Meeting adjourned at p.m.			√	T. Waldschmidt

Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue


Res. Item for resolution or recommendation

SEMT Special Education Management Team

AGENDA ITEM(S)

Standing:

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



Rick Hansen Foundation School Program

October 15, 2020 SEAC update

<https://www.rickhansen.com/schools-communities/school-program>



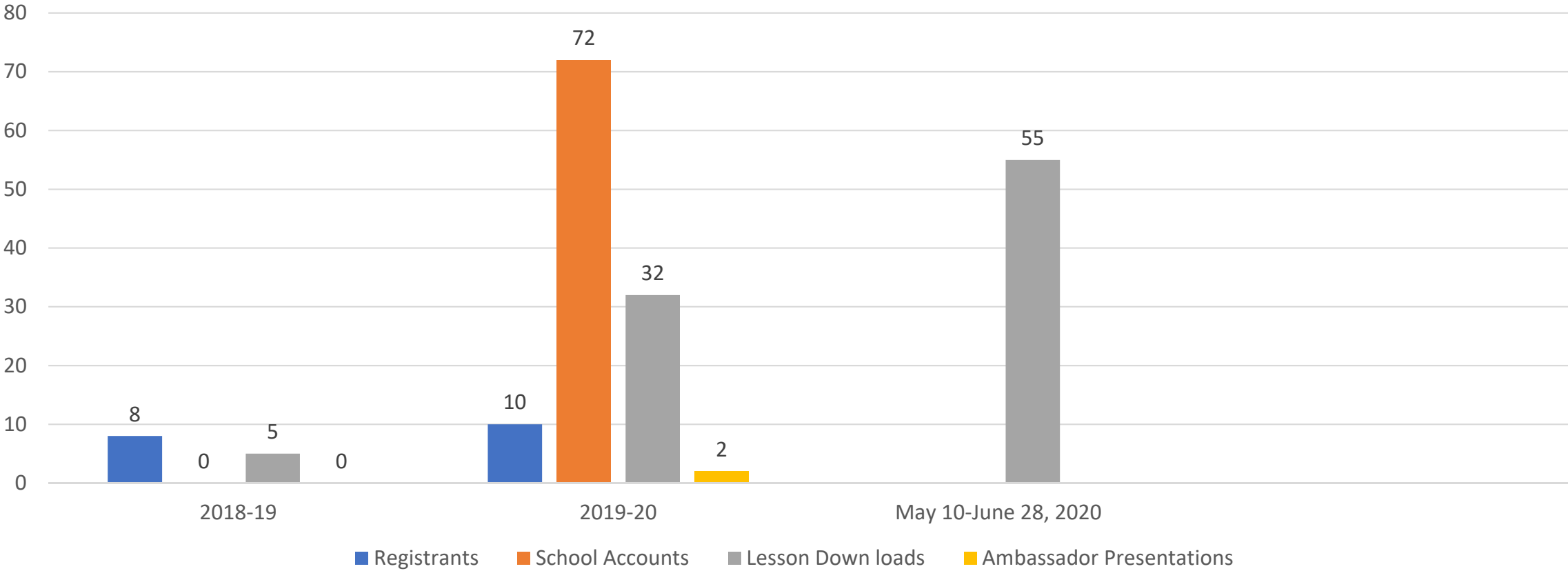
“We believe that by encouraging youth to take action on issues that matter to them, they can become leaders in creating an accessible, inclusive world.”

- Partnership launch in October 2019 with joint accounts for all 72 Grand Erie schools giving access to full collection of online resources
- K-12 bilingual classroom lessons tied to Ontario curriculum to promote access and inclusion
- Inspire youth to be difference makers
- Ambassador program to share lived experience



Data

Grand Erie access to RHF School Program



Next Steps

- Promote use of RHF resources through regular newsletter communications to principals and LRTs
- Access reminder in Special Education Brightspace
- Grand Erie's Accessibility Awareness Day coincides with International Day of Persons with Disabilities – December 3
- Will Little Big Lessons continue to grow with VLA?
- Will Virtual Ambassadors flourish in COVID context?



Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

MINUTES

SEAC Members

Present: Chair T. Waldschmidt, L. Boswell, P. Boutis, T. Buchanan, R. Collver, L. DeJong, K. Jones, W. Rose, L. Scott, CA Sloat, C. Speers, T. Wilson.

Regrets: C. Brady, B. Caers, M. Carpenter, C. Clattenburg, N. Schuur, J. Trovato, R. Winter.

Resource Staff

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

Recorder: P. Curran.

Guests: J. Gemmill, ITS Staff

A-1 Opening **T. Waldschmidt**

(a) Welcome T. Waldschmidt

Chair Waldschmidt welcomed everyone, called the meeting to order at 6:00 PM and read the Land Acknowledgement Statement.

(b) Chair Waldschmidt conducted the roll call.

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

i. Move E-1 (c) to C-1 Business Arising from Minutes and/or Previous Meetings (c) SEAC Meetings 2020-2021 – Virtual vs. Face-to-Face – L. Thompson

ii. Add E-1 Other Business (c) SEAC Membership Update – L. Thompson

Moved by: L. DeJong
Seconded by: C. A. Sloat

“THAT the SEAC 20-01 Agenda for September 17, 2020 Meeting be approved as amended.”

CARRIED

B-1 Timed Items **T. Waldschmidt**

(a) Update – Summer School Transition Program, SEA Summer Camps and Summer Support for Vulnerable Students and Families J. White / P. Bagchee

<https://youtu.be/TvqN23ecYXU>

i. Summer School Transition Program



Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

The Ministry of Education provided one-time funding which Grand Erie used to run 23 face-to-face programs in 16 schools for students from Kindergarten to grade 3.

Staff training occurred from August 17—21 and student participation in programs was from August 24 – 28.

Learning focused in the areas of Self Regulation, Behaviour Management and/or Social Skills and/or Social Interactions.

The summer “Super Self-Reg” program used during this camp is also being offered by CYWs in schools this fall and is currently running in 105 classrooms across Grand Erie.

One-time funding also allowed for a Social Worker to provide a continuation of mental health services over July and August. A total of 47 Wellness referrals were completed over the summer months.

Purpose of phone Wellness Checks:

- To discuss and provide strategies that support student mental health.
- To provide mental health support to students who are attending summer school and Camp Sail.
- To discuss in-home coping strategies and wellness.
- To assist students and families with connecting to community agencies, resources and support.
- Support students and families in transitioning back to school.

ii. Virtual Summer SEA Camp

The camp theme was “Find Your Own Superpowers”.

24 students participated in this camp from July 27-31 where they honed skills in various software programs and discovered accessibility and other features on their computers. They learned troubleshooting, problem-solving and sharing.

iii. Virtual Coding Camp

This camp was open to students in grades 4-10 and developed for students who fall within the autism spectrum and for those who have other special needs.

It was intended to help students transition back to school.

This program was offered at beginner and intermediate levels with the purpose of creating a structure and activities that help students engage with each other while developing useful transferable skills.



Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

Staff reported 100% of campers showed a positive increase in their confidence when navigating Google Meet and Microsoft Teams in a learning environment after conducting the 30-minute sessions.

Staff completed the Ministry required report but as the success of the program exceeded expectations, staff is also compiling more extensive data from teacher, student and family feedback to inform how to continually teach these methods.

SEAC would like staff to submit this more fulsome information in a letter to the Ministry of Education.

It is hoped that additional funding may be made available when the value of the programs is demonstrated.

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

- (a) Ratification of Minutes June 18, 2020 Meeting #1 T. Waldschmidt

Moved by: R. Collver

Seconded by: W. Rose

THAT the Minutes of SEAC 19-09 Meeting #1 held June 18, 2020 be approved as distributed.

CARRIED

- (b) Ratification of Minutes June 18, 2020 Meeting #2 T. Waldschmidt

Page 2 paragraph 5 will be amended to read, "Moving forward the funds will be allocated to schools to support student learning opportunities with a focus on high expectations for student achievement and success." per L. Thompson

Moved by: L. Boswell

Seconded by: C. A. Sloat

THAT the minutes of SEAC 19-10 Meeting #2 held June 18, 2020 be approved as amended.

CARRIED

- (c) SEAC Schedule of Meetings 2020-21

It was shared that the schedule has a conflict with the March 11, 2021 GEPIC Meeting which Director Roberto has agreed to change as SEAC changed its meeting to prevent a conflict last year.

- (d) SEAC Meetings 2020-21 – Virtual vs. Face-to-Face



Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

The Board received expectations outlined by the Brant Medical Officer of Health for meetings held in the Board room. Acknowledging that some members may be uncomfortable attending face-to face we would continue to offer virtual access, with anyone attending in person requiring electronic access and a headset.

Meeting dates and times were shared with all members.

Reviewed the requirements to conduct face-to-face SEAC meetings in the Board Room of the Education Centre. Noted that SEAC meetings conducted in a face-to-face model will continue to be live-streamed through YouTube to allow for public viewing.

Reviewed the protocol for accessing the Education Centre for SEAC members.

Discussed the health and safety protocols required for SEAC meetings to continue in a face-to-face manner in the Board Room of the Education Centre.

Following discussion, members agreed to change the October meeting to a virtual format and to revisit the situation at each meeting to determine when it may be recommended safe to resume physical meetings.

The item will be added as a regular topic on upcoming agendas until no longer required.

D-1 New Business

T. Waldschmidt

(a) Special Education Funding for COVID-19 Supports

L. Thompson

A total of \$568 625.00 was provided to Grand Erie through provincial and federal funding to offset the costs of programs, supports and services for students with special education and mental health needs. 10% of the provincial mental health funding (in Grand Erie approximately \$27,000.00) is to be used to support students at risk of being suspended in JK to Grade 3. As of September 1, 2020, the Ministry has removed the authority of school principals to be able to invoke discretionary suspensions for students in JK to Grade 3 as per Regulation 440/20 of the Education Act - Suspension of Elementary School Pupils. Mandatory suspensions can still be invoked.

Reviewed the programs, supports and services to which these funds were allocated.

<https://www.ontario.ca/laws/regulation/r20440>



Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

Within the area of Mental Health, funds will be used to hire 2 additional Child and Youth Workers and 1.5 additional Social Workers. Staff will receive training, so they can support both in-person and virtual learning.

An additional Social Worker will be hired to support Indigenous and Supervised Alternative Learning (SAL) students.

Social Workers will work with school Resource Teams to help identify at-risk or vulnerable students who may need in-person or on-line support.

(b) Special Education and Grand Erie's Virtual Academy

More than 5,000 students are currently registered in the Virtual Academy.

Reviewed the model of delivery of program for students with special education needs in regular and self-contained programs who have opted for virtual learning.

The current model for students in regular class with special education needs includes programming from a teacher in the virtual academy in collaboration with the home school learning resource teacher. Individual Education Plans will be developed and supported by the learning resource teacher in the home school. Collaboration between the virtual classroom teacher and the home school learning resource teacher will be ongoing.

The current virtual learning model for students in self-contained classrooms includes the teacher and educational assistant(s) supporting students taking part in both online learning and in-class instruction.

Classroom teams consist of a teacher and educational assistant(s). They provide programming to students and connect with families virtually using Microsoft Teams. Contact and program delivery is also offered via teleconference for those learning from home, based on individual student needs.

Classroom educators know their students and families best and are able to use informed and reliable professional judgement to provide program continuity for the students in their programs. Students with special education needs often require consistency of supports through times of transition, challenge and change. This model provides this consistency for our students during COVID-19.

Families may opt back into in-class instruction during the 2020-21 school year. This model allows for a seamless transition for students when they return to school.



Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

This policy is grounded in the Ontarians with Disability Act. The Board has met the standards for our website and the expectation for digital format in school libraries have been met. The only firm deadlines left are accessible buildings. SEAC is provided with updates to buildings from both new and retrofit perspectives.

Members felt the reference to guide dogs is redundant in SO31 as it is included in SO 33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals.

Members also questioned placing the onus on a person with disabilities to ask for accommodation, rather than using a universal design for all our resources accessible from the start.

Members were provided with a consultation question, “As adults who visit Grand Erie sites for a variety of reasons, what do you see or experience that tells you we are earnest about our responsibility to accessibility?”

- The lack of personal experience makes it difficult to know what might be missing or not working.
- Critical to distinguishing between physical accessibility and other less obvious forms of disabilities.
- Location of and direction to accessible washrooms and elevators
- Signage in fonts and colours that are difficult to read
- Accessible entry doors from fields and playgrounds, etc.

Feedback on this topic at this stage is valuable as often staff only hears when someone feels their needs are not being met or have encountered a barrier.

COVID information on schools is in the board’s green and blue colours and included graphics. It was planned to be simple and easy to follow.

This item will be added to the October agenda.

Members may send additional comments to the recording secretary.

(d) Learner Intervention Tracking for Excellence (LITE)

Reviewed the LITE data for the 2019-20 school year.

Acknowledged the unprecedented operational impacts of the year which included labour unrest and a global pandemic.



Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

Overall, in all disciplines, referrals for support or assessment either decreased or remained static other than referrals for Behaviour/Safety plans.

E-1 Other Business T. Waldschmidt

- (a) SEAC Representative to Grand Erie Parent Involvement Committee L. Thompson

The meeting schedule was shared with SEAC.

Chair Waldschmidt called for other volunteers and seeing none agreed to continue as the GEPIC representative from SEAC.

- (b) Public Consultation for Grand Erie's Special Education Plan L. Thompson

In accordance with Ministry of Education requirements, the Board provides a mechanism for public feedback.

Consultation questions are always available on the Grand Erie website and the public is prompted to respond to a survey when accessing the Special Education Plan standards on the website.

Previously there were only occasional responses, but since the COVID 19 pandemic struck, there has been an increase in responses.

Members also asked if that Learning Resource Teachers could remind parents where the special education plan and survey is located, during meetings.

- (c) SEAC Membership Update L. Thompson

M. Gatopoulos contacted the Recording Secretary for meeting dates and membership information on Sept 14th and submitted a note indicating his interest in SEAC membership.

L. Thompson noted there is space for an additional member, and she will take a recommendation to the Board for approval.



Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

F-1 Standing Items **T. Waldschmidt**

(a) Policy/Procedures Out for Comment

i. FT105 – Playground Equipment L. Thompson

Members will be advised of any policies or procedures relevant to Special Education.

The Recording Secretary will share policies and procedures when they go out for comment.

SEAC members should remember to identify yourself as a SEAC member when submitting comments.

G-1 Information Items **T. Waldschmidt**

(a) None.

H-1 Community Updates **T. Waldschmidt**

(a) None.

I-1 Correspondence **T. Waldschmidt**

(a) LDAO SEAC Circular – not available.

(b) Ltr – CSC Nouvelon re Current Status of MACSE June 10, 2020

W. Rose reminded members we had previously decided to send a letter in response.

T. Waldschmidt asked the Recording Secretary to make a note regarding this matter.

(c) Ltr – HPEDSB re Class Sizes and Online Options Feb 14, 2020

No comment.

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

(a) Indigenous Representative to SEAC – P. Boutis

Noticed a long-standing vacancy and wondering if we could reach out to Board committees or Superintendent for a suggestion.

Contact will be made with Grand Erie's Indigenous Education Advisory Committee to seek out volunteer(s) for this vacancy.

(b) Engaging with Parents as a Community Representative – P. Boutis



Special Education Advisory Committee SEAC 20-01

Virtual MS Teams

Thursday, September 17, 2020 – 6:00 p.m.

In her previous board she attended ward meetings but wondering how to effectively engage with parents and share information in Grand Erie.

(c) SEAC Information Online – P. Boutis

Meeting agendas and minutes including streamed meetings are not on our website.

C. A. Sloat reminded members that anything on our website is legal required to be available for seven years.

The SEAC page on the website will be reviewed to include meeting agendas and minutes.

K-1 Next Meeting

T. Waldschmidt

(a) Thursday, October 13, 2020 | MS Teams | 6:00 p.m.

L-1 Adjournment

T. Waldschmidt

Moved by: K. Jones

Seconded By: W. Rose

“THAT the SEAC 20-01 meeting of September 17, 2020 meeting be adjourned at 7:58 p.m.”

CARRIED

Grand Erie Parent Roadmap for Children with Special Needs January 2020

DID YOU KNOW?

Mandatory education for children in Ontario begins for every child who turns six years old on or before the first school day in September. Children who have not turned six by this date are not required to attend school.

Document

Ongoing - Keep records of your child's tests and any diagnoses, recommendations for assistance.

TIP

Provide input into transition plans that may be required for your child who is currently:

- attending a licensed or unlicensed Daycare / Preschool;
- receiving therapy; or
- at home.

Share Information

In January, make an appointment with your child's school to review your documentation and discuss a transition plan.

DID YOU KNOW?

Where to Find Help and Support:

- Contact Brant
- Haldimand Norfolk R.E.A.C.H.
- Lansdowne Children's Centre
- Ontario Early Years Centre
- Ontario Treatment Centres
- Your Child's School Teacher / Principal



Complete Forms

Ensure you complete and understand all registration forms for your child. If you need help with them, contact your child's school.

Exceptional Pupil (student):

As defined in the Education Act, "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee [the IPRC], established under subparagraph iii of paragraph 5 of subsection 11 (1), of the board....".

DID YOU KNOW?

You can look up Ontario Children's Treatment Centres?

<https://empoweredkidsontario.ca/en/memberdirectory>



Research Special Education Resources

<https://www.granderie.ca/board/elementary/special-education>

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

TIP

Special Education Services are mandated by the Ontario Education Act:

http://www.edu.gov.on.ca/eng/document/policy/os/2017/spec_ed_2.html

TIP

Special Education school staff may ask to observe your child at their day care or nursery school. They must have your signed consent to do so.



TIP

You will need to consent to share information between the school and any 3rd party service providers who are supporting your child.

TOP TEN ADVOCACY TIPS

1. You are your child's best advocate.
2. Assume everyone involved has your child's best interest at heart.
3. Always refer to the [Parent Concern Process](#) when presenting a problem or concern.
4. Keep ongoing records.
5. Take notes at every meeting and ensure you understand what has been said. If not, ask for clarification.
6. Remain professional, focused and positive.
7. Trust yourself. You know your child's strengths and weaknesses.
8. Be prepared before meetings.
9. Remain respectful of everyone's rights and responsibilities.
10. Be an active listener

Identification, Placement, Review Committee (IPRC)

WHAT IS AN IPRC?

Identification, Placement, and Review Committee

The IPRC is a process that determines if your child is an exceptional pupil and, if so, what type of educational placement is appropriate. The principal may also, on written notice to the parent(s)/guardian(s), refer a student to an IPRC. The parent(s)/guardian(s), as well as a student who is sixteen years of age or older, have the right to attend the meeting.

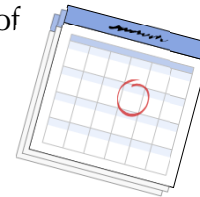
edu.gov.on.ca/eng/general/elemsec/speced/identifi.html

1. An IPRC must be initiated if

- a parent requests it in writing, or
- If the principal believes that the student may have needs that require special education programs or services

2. Parent's Guide to Special Education – IPRC

The principal will provide parents with a copy of the Parents Guide to Special Education – IPRC within 15 days of receiving a written request for an IPRC and an approximate date of when the IPRC will occur.



3. IPRC Attendees

MUST ATTEND:

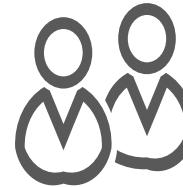
- School Principal
- Classroom Teacher

SHOULD ATTEND:

- Parent, and if applicable, Student

MAY ATTEND:

- Agency Representative
- Student / Parent Advocate



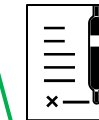
4. What Happens at an IPRC?

- Information about your child's educational strengths and needs will be reviewed.
- Parents are encouraged to provide input and to ask questions.

5. What Will the IPRC Results Tell Me?

- whether the IPRC has identified your child as "exceptional";
- the categories and definitions of any exceptionalities identified;
- a description of your child's educational strengths and needs;
- the IPRC placement decision;

6. What happens after the IPRC has made its decision?



YES, I agree

You will be asked to sign the form indicating you agree with the identification and placement.

NO, I disagree



You may request a second meeting within 15 days of the first, OR

You may file a notice of appeal with the board within 30 days of the receipt of the original decision.

The final IPRC is filed in the student's OSR and implemented by school staff.

What is the link between the IPRC and the IEP?

An Individual Education Plan (IEP)...

is a written document describing the special education program and/or services required by a particular student, including a record of the particular accommodations needed to help the student achieve his or her learning expectations.

A Student who has been identified as Exceptional by an IPRC...

must be provided with an IEP developed based on their strengths and needs within 30 days of a special education placement.

WHAT IS THE ROLE OF THE IPRC?

The IPRC will:

1. decide whether or not your child is exceptional;
2. identify the areas of exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
3. if exceptional, determine the most appropriate placement for your child; and
4. review your child's identification and placement at least once annually.

WHAT IS A SPECIAL EDUCATION PROGRAM?

A special education program is defined in the Education Act as an educational program that:

- A) is based on and modified by the results of continuous assessment and evaluation; and
- B) includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that are based on the strengths and needs of the exceptional pupil.

Individual Education Plan (IEP)

An Individual Education Plan (IEP)...

is a written document describing the special education program and/or services required by a particular student, based on their strengths and needs.

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf>

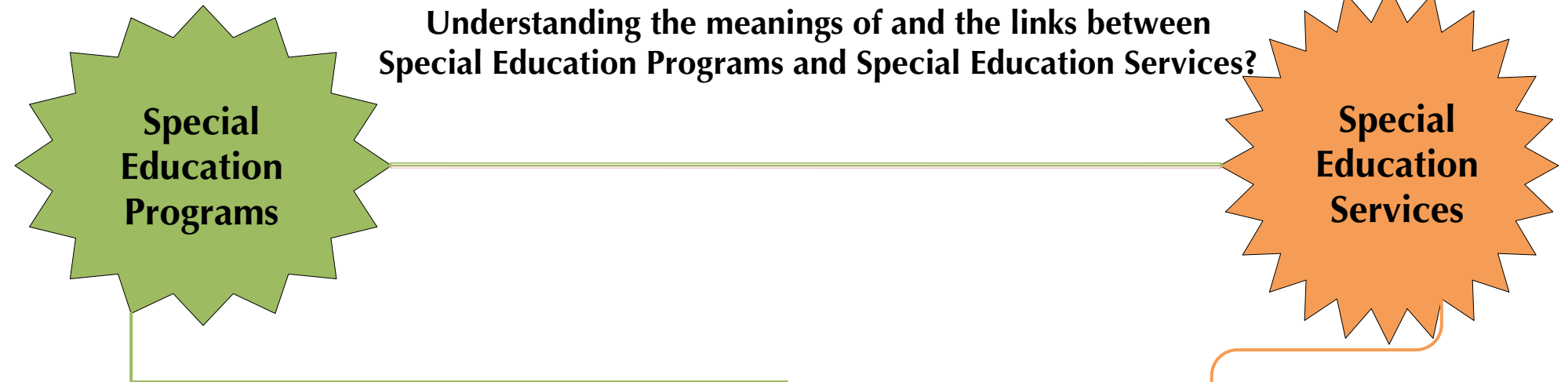
DID YOU KNOW?

1. An IEP is a working document that identifies learning expectations that may be modified from or alternative to the expectations in the curriculum document for your child's subject course.

2. If your child has been identified through the IPRC process they must have an IEP created based on their strengths and needs.

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

Understanding the meanings of and the links between Special Education Programs and Special Education Services?

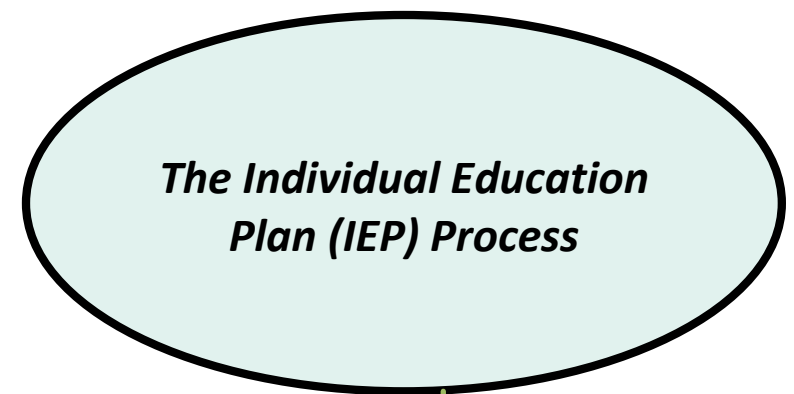


Special Education Programs... are guided by the results of continuous assessment and evaluation and that include a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

Special Education Services... are facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.



- Make sure your IEP goals are S.M.A.R.T.**
- S:** Specific Goals are easier to attain than general goals.
 - M:** Measurable criteria established to determine progress.
 - A:** Achievable for the Student.
 - R:** Realistic for the Student.
 - T:** Time based and able to be accomplished within a specific period



<http://edu.gov.on.ca/eng/general/elemsec/speced/individu.html>

Shared Solutions for Preventing and Resolving Conflicts

Accommodations, Modifications and Programs/Courses with Alternative Expectations

Preventing Conflict through the Cultivation of a Positive School Climate

- ✓ Everyone is treated with respect and care.
- ✓ Regular interaction and communication are encouraged.
- ✓ Everyone works hard to maintain a safe, nurturing atmosphere.
- ✓ There is a strong focus on prevention and early intervention in conflicts.
- ✓ Everyone is invited to contribute ideas and offer feedback.
- ✓ The successes of both students and staff are celebrated.
- ✓ Learning disruptions are minimized.
- ✓ Cross-cultural communication is valued.
- ✓ Educators continually update their training on current social education.
- ✓ All students are challenged through high expectations to do their best and encouraged to show leadership
- ✓ School administrators know who students are.
- ✓ School spirit is strong among both staff and students.
- ✓ School statistics show high levels of achievement and student growth over time.

TIP

Be sure you understand the purpose of the different terms...

PROGRAMS AND COURSES With Alternative Expectations...

outline learning related to skill development in areas not represented in the Ontario curriculum policy documents.

MODIFICATIONS...

are changes made to the grade-level curriculum expectations for a subject or course to meet the needs of the student.

ACCOMMODATIONS...

are the teaching strategies, supports, and/or services that provide students with access to the curriculum and enable them to demonstrate learning.

Factors Contributing to Conflict

Insufficient, wrong, or misunderstood information:

- Provide complete, accurate information.
- Identify and clarify what has been misunderstood.

Miscommunication:

- Active listening, ask questions to ensure understanding.
- Express feelings and demonstrate empathy.

Differing Values:

- Identify and respect others' core values.
- Seek flexibility and compromise, if possible.

Concerns about resource allocation:

- Brainstorm ways of creative, effective use of resources.

Historical factors:

- Keep an open mind showing willingness to re-establish trust.

Structural factors:

- Demonstrate empathy and provide help with procedural obstacles.

Personal/emotional factors:

- Identify the needs and attempt to respond appropriately while being mindful of the student's best interest.

Interpersonal factors:

- Validate the feelings of others respecting differences while seeking common ground.

Possible Solutions

Tier 3

Individualized, Intensive Intervention

Tier 2

Small Group Interventions

Tier 1

Classroom Intervention
Screening Assessment
Differentiated Instruction by Development Level and Learning Style

In Tier 3, students may require an alternative setting or individualized support in order to meet with success.

In Tier 2, students require small group support in order to meet their educational goals.

In Tier 1 students meet their educational goals in a whole class setting, with supports provided.

The education of every child is the collective responsibility of every adult within a school community.

DID YOU KNOW?

"Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs" is available online and for download at <http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html>



GRAND ERIE DISTRICT SCHOOL BOARD

349 Erie Avenue, Brantford, Ontario N3T 5V3

(519)756-6301 Long Distance 1-888-548-8878 Fax (519) 756-9181

MULTI-YEAR ACCESSIBILITY PLAN

NOVEMBER 2017 to NOVEMBER 2022

Annual Progress Report, November 9, 2020

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MULTI-YEAR ACCESSIBILITY PLAN

GRAND ERIE DISTRICT SCHOOL BOARD November 2017 – 2022

Prepared by
Accessibility Committee

In accordance with:

Ontarians with Disabilities Act (ODA)
Accessibility for Ontarians with Disabilities Act (AODA)
Integrated Accessibility Standards Regulation (IASR)

Annual Program Report, November 9, 2020

Plan Availability:

The Grand Erie District School Board's Accessibility Plan is posted on the Board website at <https://granderie.ca/board/community/accessibility> and hard copies will be made available upon request. The plan can be made in accessible formats by contacting:

Kimberly Newhouse, Manager of Communications and Community Relations
Grand Erie District School Board
349 Erie Avenue, Brantford ON
Telephone: (519) 756-1601 or 1-888-548-8878 ext. 281147
E-mail: kimberly.newhouse@granderie.ca

Aim:

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the [Integrated Accessibility Standard Regulation \(IASR\), Ontario Regulation 191/11](#) under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (AODA), 2005*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five-year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Policy SO31 Accessibility.

1.0 Definitions and Terminology

Disability: Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may be present from birth, caused by an accident, or developed over time.

Barrier: A “barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; (“obstacle”)

Accessibility: Accessibility is defined as that which enables people to achieve their full potential.

Accommodation: An accommodation is a means, through reasonable efforts, of preventing and removing – in a timely manner – barriers that impede individuals with disability from participating fully in the services of the Board.

2.0 Objectives

This Plan:

- 2.1 Describes the process by which the Board will identify, remove and prevent barriers;
- 2.2 Reviews recent efforts of the Board to remove and prevent barriers;
- 2.3 Describes the measures the Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 2.4 Makes a commitment to provide an annual progress report on the Board’s implementation of the Multi-Year Accessibility Plan;
- 2.5 Makes a commitment to review and update the Plan at least once every 5 years;
- 2.6 Describes how the Board will make this Accessibility Plan available to the public.

3.0 Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board’s Special Education Advisory Committee (SEAC), the Accessibility Committee and other relevant stakeholders. It is the Board’s role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 3.1 Maintaining an Accessibility Committee;
- 3.2 Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;
- 3.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility

Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;

- 3.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

4.0 **Description of the Grand Erie District School Board**

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It represents more than 26,000 students in 72 schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk. With a dedicated staff of 2,700, Grand Erie is committed to its goal that promotes *SUCCESS for Every Student*.

5.0 **Board Multi-Year Plan**

SUCCESS for Every Student.

We will achieve this through a focus on students and staff in a culture of high expectations.

6.0 **Members of Accessibility Committee Working Group 2019-20**

The Accessibility Committee met 3 times in 2019-20 to review and update the Multi-Year Accessibility Plan for 2017-22.

To access a list of the current members of the Accessibility Committee Working Group, please follow this link:

<https://granderie.ca/board/community/accessibility>

7.0 **Strategy for Prevention and Removal of Barriers**

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Grand Erie policies, programs, procedures and services. Through the annual accessibility plan progress report process implemented under the *Ontarians with Disabilities Act, 2005*, the Board's programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a renewed Multi-Year Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces, in accordance with legislation.

8.0 **Barrier Identification**

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students and parents. Staff in Elementary Program, Student Success, Special Education, Safe and Inclusive Schools, Facilities and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.

Staff	In consultation with OSSTF, ETFO and CUPE, Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, School Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback: http://www.granderie.ca/board/community/accessibility
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Education Services Corporation are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Committee for review and recommendations.

9.0 Recent Barrier Removal Achievements (2019-20 School Year)

The Renewed Multi-Year Accessibility Plan 2017-22 developed in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* identified a range of barriers and appropriate strategies for their removal. On an on-going basis, personalized equipment needs are met through the Special Equipment Amount (SEA) process, and student transportation needs are addressed individually. Program staff in all portfolios are working to enhance the skills of all educators to deliver programs using universal design and differentiated instruction strategies in order to achieve the full participation of all students, both face-to-face and in virtual models of learning. Renovations and retrofits are completed, and new buildings are constructed to meet accessibility standards as defined in the Ontario Building Code. Other accessibility upgrades are considered through the Pride of Place process or submission of a request through the Accessibility Request form that is available on the staff portal. Employees with an occupational or non-occupational illness or injury who require accommodation to return to work are supported through the Board's Return to Work programs. The Grand Erie website and staff portal meet current accessibility standards.

The following chart details some of the recent barrier-removal achievements:

Type of Barrier	Location	Action Taken
Systemic	Board-wide	Safe & Inclusive Schools Committee reviewed all policies out for comment through an Accessibility lens
Systemic	Board-wide	All volunteers participate in online accessibility training
Attitudinal	Board-wide	Professional learning for Learning Resource Teachers on the Ontario Human Rights Commission (OHRC) Policy on Accessible Education for Students with Disabilities.

Attitudinal	Accessibility Awareness Day #AccessibleGE December 3, 2019	Schools held events to celebrate diverse abilities and to promote full participation of students using Rick Hansen Foundation School Program resources that were introduced to administrators on October 22, 2019
Information and Communication	Board-wide	Full implementation of accessible Website & Staff Portal; work on Parent Portal started
Technology	Board-wide through Ed Tech, Student Success, Elementary Program & Special Education	Explicit focus on accessibility features in teaching/learning software and understanding of universal (inclusive) lesson planning in all PD
Technology	Board-wide through Ed Tech and Student Success	Explicit focus on supporting all teachers to understand how to use the Brightspace learning platform.
Physical	JL Mitchener PS	New Gym entrance doors with operator
	Pauline Johnson C & VS	New elevator
	Jarvis PS	New AODA washroom
	Glen Morris Central PS	New front doors and operator
	Oneida PS	New ramp to front door and Barrier Free parking spots
	Port Rowan PS	New ramp to front door and Barrier Free parking spots
	Cayuga Secondary School	New ramp to front door and Barrier Free parking spots
	Dunnville Secondary School	New front door with opener and ramp for access
	Simcoe Composite School	New guidance door with opener
	North Park C & VS	New barrier free parking spots
	Facility Services / Ed Centre	New barrier free parking spots
	Oakland Scotland PS	New barrier free parking spots
	Teeterville PS	New barrier free parking spots
	Tollgate Technological Skills Centre	New barrier free parking spots
	Houghton Public School	Braille signage
	Valley Heights SS	Braille signage

10.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2017-22

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

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Through this 2017-2022 Multi-Year Accessibility Plan, Grand Erie intends to take action to address attitudinal barriers to accessibility with a special emphasis on raising awareness of individual differences. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

Type of Barrier	Location	Action		Effective Date
Systemic	Board-wide	Newly developed and revised policies/procedures will be reviewed by the Accessibility Committee or through the Safe and Inclusive Schools Committee to provide input from an accessibility lens.		Ongoing
Attitudinal	Board-wide	Provide training to staff on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure that third-party providers have similar training.	OHRC Policy an Accessible Education for Students with Disabilities for all Learning Resource Teachers.	On-going
Attitudinal		Rick Hansen Foundation School Partnership Initiative	Partner with the Rick Hansen Foundation to provide schools with an online platform to access resources to support the full participation of all.	On-going
Attitudinal		Accessibility Awareness Day #AccessibleGE	December 3, 2020	Accessibility Awareness Day is held annually
Attitudinal		With the support of Elementary Program, Student Success and Special Education, school staff design course content, instruction and assessment in an inclusive (universal) design framework in both traditional and remote learning contexts.		On-going
Information and Communications	Board-wide	Develop school/work site signage to invite requests for accommodation from the public, advise of elevator disruption, advise of service animal at work	Signage for elevator disruption and advising people there is a service animal at the site	Fall 2019 to Winter 2021
Technology	Board-wide	Ed Tech and Special Education staff provide in-service to improve staff and student understanding of accessibility features available in Grand Erie software		On-going
Technology	Board-wide	Student Success and Ed Tech staff support the use of Brightspace by Desire to Learn to maximize access to blended and on-line learning		September 2020

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Type of Barrier	Location	Action	Effective Date
Architectural	Board-wide	Facilities Services is working towards creating a geographical representation of accessible sites in Grand Erie to ensure they are fully accessible schools in all geographic areas that comply with AODA standards by 2025.	On-going
Physical	Board-wide	Accessibility requests can be made through submission of information to the Accessibility Committee or Pride of Place	On-going
Physical	Board-wide	Facility Services will hire an Accessibility Consultant to audit specific schools by geographical area	2020-21

11.0 Review and Monitoring Process

The Accessibility Committee meets four times during the school year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.
- (c) Development of a new Multi-Year Accessibility Plan will be undertaken in 2021-22.

12.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 3, the Grand Erie District School Board will post an annual update report on the progress of the Multi-Year Accessibility Plan on the Board's website at:

<https://granderie.ca/board/community/accessibility>

The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair, Accessibility Committee
Grand Erie District School Board
349 Erie Avenue, Brantford, ON N3T 5V3
OR
info@granderie.ca

Standard 14: EQUIPMENT

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

Procedures for determining individualized equipment purchases for students to use at school comply with those outlined in the Ministry of Education document.

With the support of Teacher Consultants-Special Education, schools prepare a Special Equipment Amount (SEA) funding file for each individual student. Some types of equipment (Per Pupil) require approval from the SEA Approval Committee while others require an assessment (Claims Based) from a Speech-Language Pathologist or any other related health care professional or agency indicating that the student requires a specific piece of equipment.

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

- letters of support from the professionals or organizations indicating that:
 - i) the equipment is essential / necessary to help the student benefit from instruction and,
 - ii) the disability that this device will assist with
 - iii) quotes from suppliers for the required equipment, and;
 - iv) a copy of the student's IEP identifying equipment and embedding the equipment in the accommodations and program expectations.

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

- evidence that the student is having difficulty accessing curriculum (report cards, educational assessment results, letters of support from the school)
- evidence that the student uses technology willingly and effectively on a regular basis (assistive technology log, work samples)
- a copy of the student's IEP identifying equipment and embedding the equipment in the accommodations and program expectations

Requisitions to order equipment can be processed prior to the completion of documentation for trial purposes or after the trial of equipment and documentation is complete. A copy of the requisition is placed in the SEA file. Once documentation is complete, files are submitted to the Program Coordinator, Special Education.

Information contained in the SEA files will be entered to a spreadsheet and submitted to the Area Office according to procedures and dates determined by the Ministry of Education.

Upon receipt of the SEA submissions, the Ministry may audit files selected at random.

The Board assumes the first \$800.00 cost of non-computer equipment purchased for each student.

Not all SEA submissions are approved by the Ministry. The Board may assume the purchase costs of equipment deemed necessary for the student.

Other equipment related to student needs are personal protective equipment and alternate clothing necessary for the safety of staff. The list below indicates some of the required items:

Plexiglas face shields	Loose-fitting tops	Arm pads/gloves (cloth)
Uniforms/lab coats	Leg pads	Safety goggles
Wrist protection	Two-Way FM System	Torso protection

If purchased in significant quantities, some of the items noted above could be SEA fundable.

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special needs, where the need for specific equipment is to provide students with access to the Ontario curriculum or a board-determined program and to attend school. Equipment purchased with SEA funding should be considered as a set of physical assets, which boards have a responsibility to protect, maintain, and manage as a public resource. It is assumed that boards will develop internal operating policies and procedures regarding the purchase, repair, use and disposal of equipment purchased with SEA funding.

There are typically four types of equipment purchased with SEA funds on behalf of students:

1. assistive technology
2. adaptive technology/equipment
3. technology/equipment to support a hearing loss
4. sensory equipment

Specialized training on the use of this equipment is also purchased with SEA funds when required.

School boards' responsibilities include ensuring that:

1. equipment is functioning properly and is meeting students' needs;
2. equipment is replaced as required, when students outgrow equipment or when equipment wears out through use;
3. upgrades and refurbishment are considered as an option before replacement;
4. equipment is reused by other students when no longer required by the student for whom it was purchased;
5. efforts are made to share equipment among several students when appropriate and possible;
6. policies are developed that provide board staff with direction on issues such as:
 - managing transfers between schools and boards;
 - use of equipment in students' home, in co-op placements, and in other program settings, including Section 23 classrooms;
 - staff training on use of SEA funded equipment;
 - inventory records;
 - documenting use of equipment in student's IEPs, where equipment is required to support the student;
7. reasonable efforts are made to acquire a fair market value when disposing of used equipment.

Boards are required to internally allocate an adequate amount of additional funding to support the other costs associated with ensuring that all students who need equipment have access to appropriate equipment. These other costs include the \$800 per pupil deductible, the purchase of equipment that costs less than \$800 for students who require low cost items, on-going insurance costs, consumables such as toner and paper for printers, the cost of parts for upgrading or refurbishing equipment and staff costs for managing equipment purchasing, set-up, repairs, training and inspections.



LDAO SEAC CIRCULAR

October 2020

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, usually in September, November, February, April and June.

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

Welcome to a very different start to the school year. School boards and schools are still scrambling to cope with in-school and remote learning options in ever changing times. While it is not ‘business as usual’, SEACs still have an important role to play in monitoring how special education is available to students.

Topics covered by this SEAC Circular:

1. Planning for the SEAC year
2. Special Education budget and Special Education Plan
3. Scheduling of IPRCs
4. Special education supports for students
5. Assistive technology survey for teachers
6. Learning Disabilities Awareness month

List of Supplementary Materials:

1. PAAC on SEAC Calendar 2020-21
2. Sept. 3, 2020 Memo 2020–21 Grants for Student Needs (GSN) and Related Regulations
3. MACSE Community Collaboration – LDAO

4. MACSE Community Collaboration – PAAC on SEAC
5. Report from the Accessibility Education K-12 SDC Working Group on *COVID-19 Barriers for Students with Disabilities & Recommendations*
6. LDAO Public Awareness 2020

Note: You can access the SEAC Circular and supplementary materials at www.ldao.ca/about/public-policy-advocacy/seac-circulars/.

You can access Ministry funding (B & SB) memos by date at: <http://www.edu.gov.on.ca/eng/policyfunding/memos/>

1. Planning for the SEAC year

While there are changes to how the school year started and uncertainly about future required changes, it is still helpful to plan SEAC activities for the school year, and adapt as needed.

The attached **PAAC on SEAC Annual Calendar** can be used to help plan. It is also available on the PAAC on SEAC website at: www.paac-seac.ca/annual-calendar/.

The *PAAC on SEAC Effective Practices Handbook* (2016) outlines effective practices to help SEACs develop an annual plan (see: **Section 3 SEAC Roles & Responsibilities**, <http://www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/section-3-seac-roles-and-responsibilities/3-1-annual-planning/>)

2. Special Education budget and Special Education Plan

In spite of interruptions and the need to set up remote formats for meetings, many if not most school boards seem to have been able to consult their SEACs on updating the Special Education Plan, and creating the Special Education budget. Where this hasn't happened, SEACs need to be updated on progress.

In reviewing the budget, SEACs can refer to the Aug. 26, 2020 Memo *Additional Funding for School Reopening* (https://efis.fma.csc.gov.on.ca/faab/Memos/B2020/B14_EN.pdf), sent previously, and the attached Sept. 3, 2020 Memo *2020–21 Grants for Student Needs (GSN) and Related Regulations* (https://efis.fma.csc.gov.on.ca/faab/Memos/B2020/B15_EN.pdf)

See also recommendations in the MACSE collaboration forms from LDAO and PAAC on SEAC.

3. Scheduling of IPRCs

Some school boards have delayed some of their initial and review IPRCs due to the pandemic. In addition, some students with learning disabilities faced delays in accessing assessments due

to Covid19 and thus delayed IPRCs. SEACs should work with their school boards to find ways to expedite backlogs of assessments and IPRCs, and give input into prioritizing IPRCs.

See also recommendations in the MACSE collaboration forms from LDAO and PAAC on SEAC.

4. Special education supports for students

While providing individualized special education supports and services to students is challenging under the present circumstances, schools and school boards need to find creative ways of doing this. For example, they need to find ways of:

- providing the extra supports required to close gaps in learning for students with learning disabilities and other special education needs
- Including strategies to target learning gaps and social-emotional needs in updated IEPs
- providing special education supports, including access to special education teachers and EAs to students participating in remote learning
- making sure all online learning materials are in accessible formats

See also recommendations in the MACSE collaboration forms from LDAO and PAAC on SEAC, and the Report from the Accessibility Education K-12 SDC Working Group on *COVID-19 Barriers for Students with Disabilities & Recommendations* (attached)

SEACs should ask for ongoing updates on how individualized supports and services are being provided to students with special education needs.

5. Assistive technology survey for grade 6 – 10 teachers

Shimin Mo, a researcher at the University of Toronto, under the supervision of Dr. Todd Cunningham, is currently supporting a survey study on teacher's perceptions of assistive technology. The survey should only take around 15 minutes, and after participating, participants will be invited to a webinar on the topic of supporting learners with assistive technology needs in the classroom and at home. Here's the survey: <https://tinyurl.com/atsurveyoise>

6. Learning Disabilities Awareness month

October is Learning Disabilities Awareness month. LDA SEAC members and alternates are asked to share and distribute the attached LDAO Public Awareness 2020 information.

Questions? Email Diane Wagner at dianew@LDAO.ca



February 18, 2019

RECEIVED

MAR 12 2020

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

Minister;

On behalf of the Special Education Advisory Committee of the Avon Maitland District School Board we are writing to you to request your consideration of two allowances as it pertains to the After School Skills Development Program.

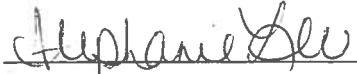
Avon Maitland DSB is appreciative of the expansion of the After School Skills Development Program to include all boards within the province and for the three commitment to provide this service. We are also appreciative of the pilot boards that were able to provide us with much needed advice in implementing this new program.

As a rural board, which lacks Autism Services, our parents/guardians have been appreciative of the program and have enthusiastically signed their children up for the program. We strategically offered the program in central locations to ensure a robust program of student numbers.

It is our hope that you will consider two future allowances to the Transfer Payment Agreement Contract. The first being to allow boards to offer the program over March Break and/or during the summer. While this request does not meet the 'after-school' component of the agreement, we believe the skill development component would still be maintained. We have committed to ensuring teachers receive professional development and support to learn about and support the skill development of the program to ensure transfer of skills. The goal of the program would be maintained – to ensure direct one-to-one support of students to develop skills in communication, cooperation and play through the principles of ASD, for example, reinforcement, assessing motivation, preference assessments, prompting, and fading, etc.

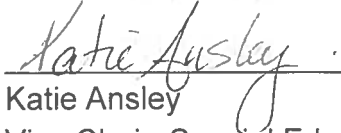
Our second request is to consider partial use of the funds to provide transportation. It is a significant burden to parents to access the program across a rural board and we believe that participation in the program will be diminished as we begin to offer the program in more rural areas of our board. Consideration of at least 10% of the TPA would be appreciated.

Thank you for considering our requests.



Stephanie Lee

Chair, Special Education Advisory Committee
Avon Maitland District School Board



Katie Ansley

Vice Chair, Special Education Advisory Committee
Avon Maitland District School Board

Cc: Dr. Lisa Walsh, Director of Education, AMDSB
MPP Huron Perth County
AMDSB Board Trustees
AMDSB SEAC Members
Provincial DSB SEAC Chairs