



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				W. Rose
	(b) Roll Call			√	P. Curran
	(c) Agenda Additions/ Deletions/ Approvals		√	√	W. Rose
B-1 Timed Items					
	(a) Budget Definitions and Input into the 2021-22 Budget Process*	√	√		R. Wyszynski
	(b) Grand Erie's Virtual Academy – SEAC Input	√	√		L. Munro
C-1 Business Arising from Minutes and/or Previous Meetings					
	(a) Ratification of Minutes January 21, 2021 *			√	W. Rose
D-1 New Business					
	(a) Standard 2 – The Board's General Model for Special Education*, Appendix B*, Appendix C*	√	√	√	L. Thompson
E-1 Other Business					
	(a) Regional Special Education Council - Updates	√			L. Thompson/J. White/K. Mertins
F-1 Standing Items					
	(a) Policy/Procedures Out for Comment The Board of Trustees is seeking stakeholder comments regarding the following: F101 Hospitality and Food Expenses P102 Procedures for Experiential Learning Programs SO24 Copyright - Fair Dealing Guidelines Please send your comments to kathryn.giannini@granderie.ca by February 25, 2021	√			P. Curran



Special Education Advisory Committee SEAC 20 - 06

MS Teams Meeting

Thursday, February 18, 2021 – 6:00 p.m.

Time	Item	Info.	Dia.	Res.	Responsibility
	(b) Trustee Update – Current Board Activities	√	√		R. Collver/T. Waldschmidt
G-1 Information Items					
	(a) None				
H-1 Community Updates					
	(a)				
I-1 Correspondence					
	(a) LDAO Circular (as available)	√	√		W. Rose
J-1 Future Agenda Items and SEAC Committee Planning					
	(a) SEAC goal setting		√		W. Rose
K-1 Next Meeting					
	Thursday, March 11, 2021 Virtual or Physical Format	√			W. Rose
L-1 Adjournment					
	Meeting adjourned at p.m.			√	W. Rose

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)

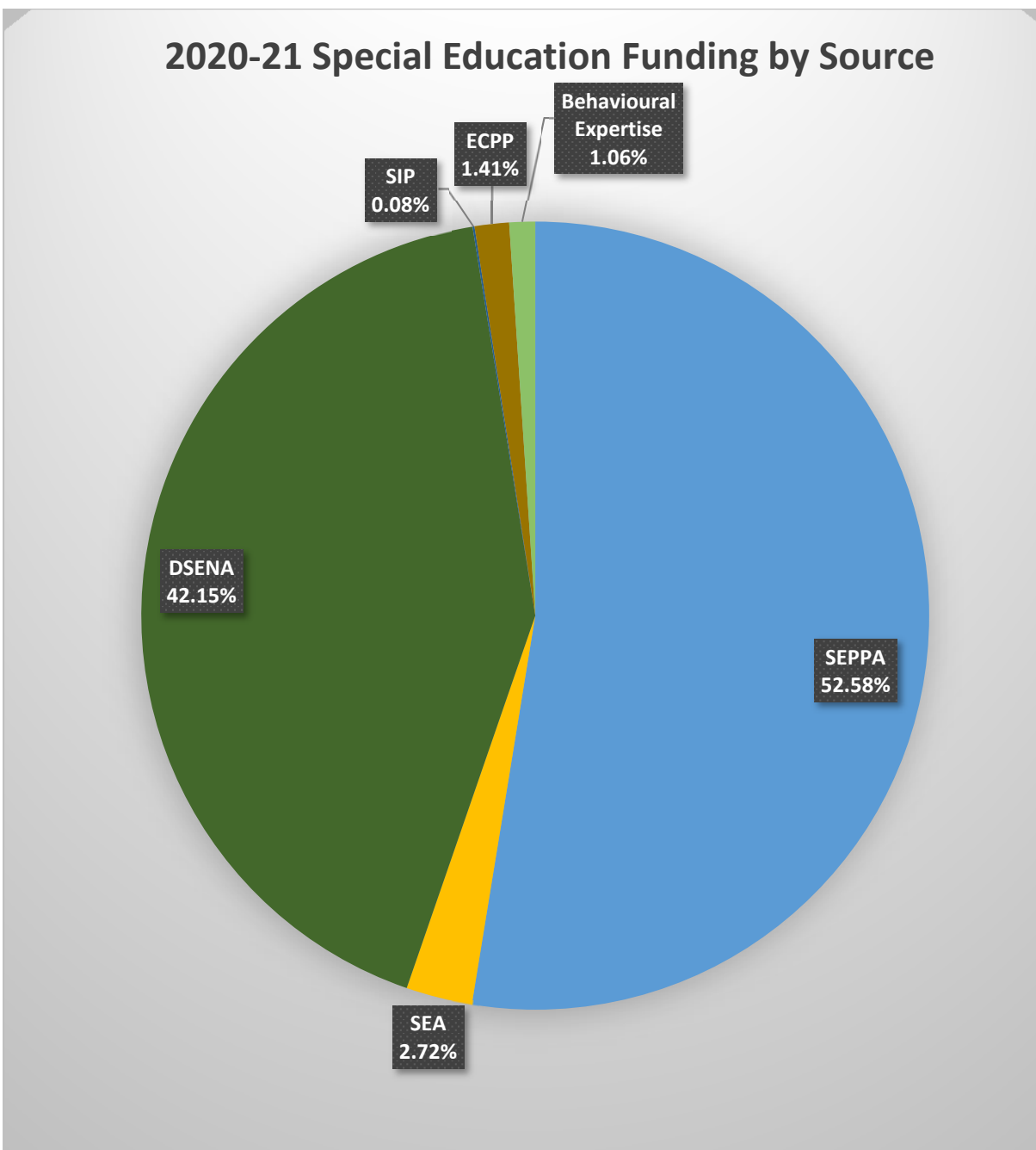
Standing:

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

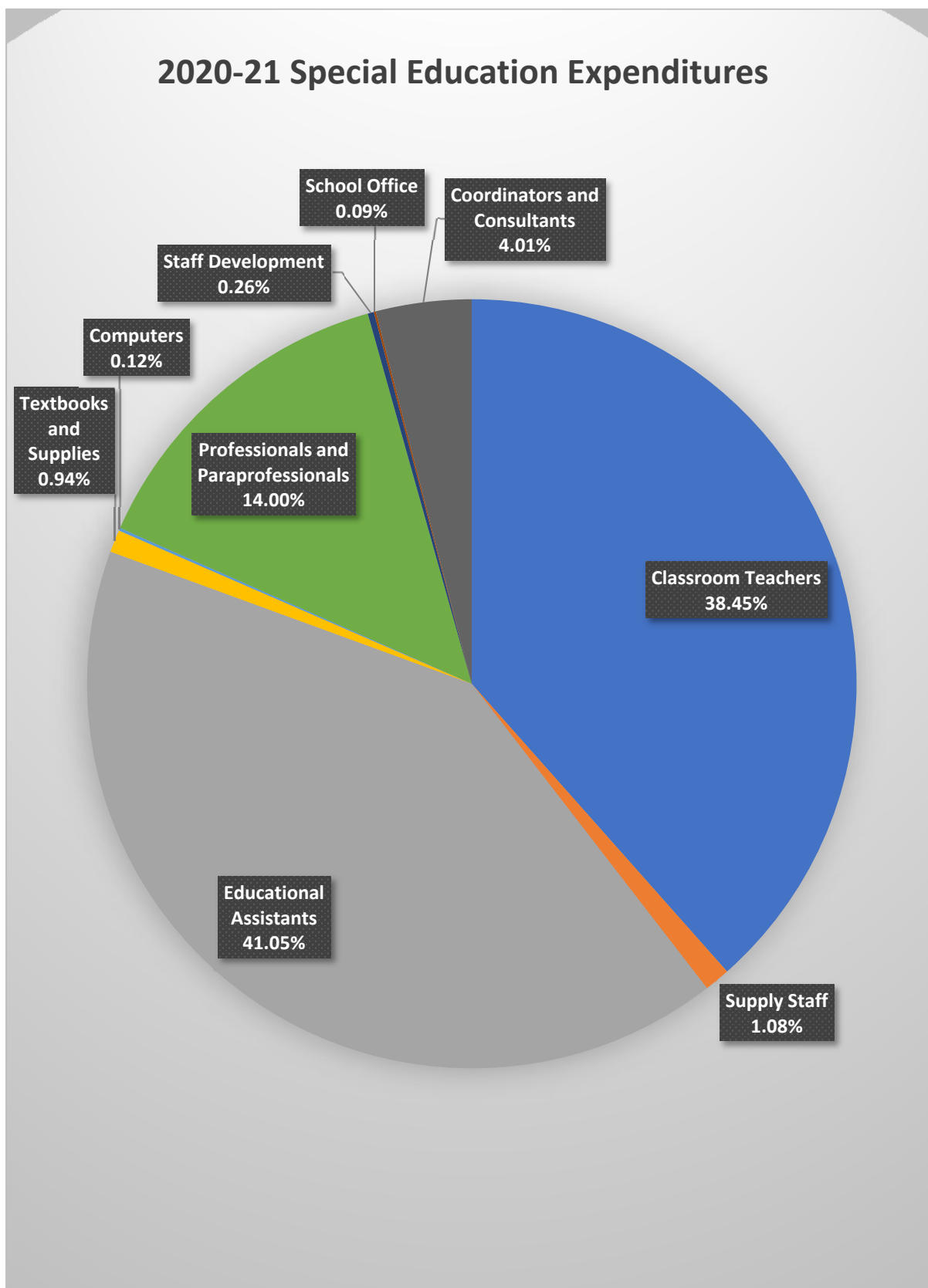
Summary of Fiscal 2020-21 Special Education Funding

In addition to other Grants for Student Needs funding, the ministry provides school boards with the Special Education Grant. This grant supports positive outcomes for students with special education needs. This grant is for the additional costs of the programs, services and/or equipment these students may require.

Six types of funding are available for Special Education. The funding must be used to support special education. The term “enveloped” is used to describe the nature of special education funding. Unspent funds must be set up as a reserve, available for use in the next fiscal year. Total funding is \$38.1 M.



Expenditures for Fiscal 2020-21 Revised Estimate totals \$39.9M and supports staffing, software, textbooks, programs and equipment to support special needs students.



Special Education Equipment Amount (SEPPA) - \$20.0M

Provides funding to every school board to assist with the costs of providing additional support to students with special education needs. It is allocated to school boards based on total enrolment of all students, not just students with special education needs.

SEPPA	Allocation	ADE	Funding	Expenditures
JK to Grade 3	1,035.38	8,557	\$ 8,859,747	
Grade 4 to 8	795.31	9,281	\$ 7,381,272	
Grade 9 to 12	524.95	7,221	\$ 3,790,723	
		25,059	\$ 20,031,742	\$ 23,343,385
Supports Elementary and Secondary Learning Resource Teachers and Educational Assistants,				
Overspent \$-3,311,643				

SEA Equipment Amount - \$1.0M

- supports the purchase of equipment that may be required by students with special education needs
- two components SEA per pupil amount and SEA claims caseload amount
- SEA per pupil amount, base of \$10,000 plus \$36.101 x ADE- allocated for computers, software, robotics and supporting furniture
- Claims based – provides funding for the purchase of other non-computer based – equipment. Claims based process with an \$800.00 deductible, board's expense

	Allocation	ADE	Funding	Expenditures
SEA			Funding	Expenditures
SEA claims			120,000	120,000
Board amount			10,000	
Per - pupil	36.101		904,655	1,133,871
Lead EA, IT technical support and Assistive Technology Teacher				
includes prior year carry forward of \$219,212 to be fully spent				

Differentiated Special Education Needs Amount Allocation - \$16.0M

Addresses the variation among school boards with respect to their population of students with special education needs and school boards' ability to support these needs. Historical data is used by the Ministry to calculate the funding for each board

Four components:

- Special Education Statistical Prediction Model
 - estimates the likelihood of students in a school board needing special education programs and/or services
- Measures of Variability
 - uses six categories of information that reflect differences in each school board's population of students with special education needs and in the school board's ability to respond to these needs.
- Base Amount for Collaboration and Integration
 - provides each school board with base funding of approximately \$68,832. Its purpose is to explore collaborative and integrated approaches to serving students with special education
- Multi-Disciplinary Supports Amount
 - provides funding to each school board for a multi-disciplinary team of up to four additional staff.

	Allocation	ADE	Funding	Expenditures
Differentiated Special Education Needs Amount	(DSENA)			
Projected Measures of Variability			3,274,659	
Projected MOV Special Education			11,591,634	13,920,900
Statistical Prediction Model provided by MOE				
Source of funding:				
Reg. 489/20: GRANTS FOR STUDENT NEEDS - LEGISLATIVE GRANTS FOR THE 2020-2021 SCHOOL BOARD FISCAL YEAR				
DSNENA Based Amount for Collaboration and Integration			468,832.00	529,130
Support for MDT's Multi Disciplinary Teams	101,275.68	4	405,102.72	
Multi disciplinary teams other staffing resources provided by MOE			318,893.00	
Source of funding:				
Reg. 489/20: GRANTS FOR STUDENT NEEDS - LEGISLATIVE GRANTS FOR THE 2020-2021 SCHOOL BOARD FISCAL YEAR				
			16,059,121	14,450,030
Supports Elementary and Secondary Self- contained Classroom Teachers				
Professional Support Service staff, Teacher Consultants				
Principal Leader - Special Education , Program Co-ordinator				
Miscellaneous - cell phone, mileage, supplies , Personal Protective Equipment				
Underspent : \$1,609,091				

Special Incidence Portion Allocation (SIP) - \$30k

Supports pupils who require more than two full-time staff to address the health and safety needs of both the students who have extraordinarily high needs related to their disabilities and/or exceptionalities and others at their school. Maximum per claim \$28,235

	Allocation	ADE	Funding	Expenditures
Approved SIP			30,000	150,000
claims based- additional funding is received during the year				

Education and Community Partnership Program (ECP) Allocation (previously Care, Treatment, Custody and Correctional Amount (CTCC Amount)) - \$538.2k

Partnerships between school boards and government-approved facilities and may include a range of program types that support students who cannot attend regular school due to their primary need for treatment or while in custody.

Provision of education in these facilities is subject to a formal agreement such as a Memorandum of Understanding (MOU), between a district school board and the facility. Recognized costs include teachers' salaries and benefits, educational assistants' salaries and benefits, and classroom supplies.

			Funding	Expenditures
Education and Community Partnership Programs (ECP)			538,213	524,883
application - MOU				
Elementary and Secondary teaching staff and supplies				
Variance - \$13,330				

Behaviour Expertise Amount (BEA) Amount \$403.9k

- allocation is made of two components
 - ABA Expertise Professional, formula: \$179,940 per school board + (\$5.93 x ADE)
 - ABA training – professional development, resources and programs and release time: \$1,500 per school board + (\$2.95 x ADE)
- Funding may only be used for ABA training purposes

	Allocation	ADE	Funding	Expenditures
Behavioural Expertise				
board allocation			179,940	130,800
pupil benchmark	25,059	5.93	148,600	
ABA training amount - board			1,500	
ABA training amount - per pupil	25,059	2.95	73,924	273,164
Supports salary and benefits of ABA Co-ordinator, cell phone mileage and supplies			403,964	403,964
Spending to funding				

Resources:

- *Technical Paper 2020-21, Spring 2020*
- *Special Education Grant Funding Changes for 2020-21 and DSENA Tables – 2020:SB06*
- *EFIS 2020-21 Revised Estimate Submission, Section 2 – Special Education Allocation*
- *2019-20 Education Funding: A Guide to Special Education Grant*



Special Education Advisory Committee SEAC 20-05

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

MINUTES

SEAC Members

Present: L. Boswell, P. Boutis, C. Brady, T. Buchanan, R. Collver, A. Csoff, L. DeJong, A. Detmar, M. Gatopoulos, K. Jones, W. Rose, T. Sault, J. Trovato, Chair T. Waldschmidt, T. Wilson.

Regrets: M. Carpenter, L. Scott, R. Winter.

Resource Staff

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

Recorder: P. Curran.

Guests:

Present: J. Gemmill – ITS Staff, C. A. Sloat – Alternate Trustee, C. Smith – Manager Business Services.

A-1 Opening T. Waldschmidt

(a) Welcome T. Waldschmidt

Chair Waldschmidt welcomed everyone, called the meeting to order and read the Land Acknowledgement Statement.

L. Boudreault will monitor the chat.

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

i. Add C-1 Business Arising (b) Self-Contained Classrooms – R. Collver

ii. Add H-1 Community Updates (a) Woodview – A. Detmar

Moved by: M. Gatopoulos

Seconded by: C. Brady

THAT the SEAC 20-05 Agenda for Thursday, January 21, 2021 be approved as amended.

CARRIED

B-1 Timed Items T. Waldschmidt

(a) Election - SEAC Chair and Vice-Chair L. Thompson / P. Curran

Superintendent Thompson conducted the election in accordance with Grand Erie DSB Bylaw 8 SEAC Committee Terms of Reference.



Special Education Advisory Committee SEAC 20-05

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

i. SEAC Chair

Nominations from the floor for the position of SEAC Chair were called for three times.

W. Rose requested her name be accepted for nomination from the floor.

As no other candidates were forthcoming W. Rose was declared SEAC Chair for the 2021 calendar year.

ii. SEAC Vice-Chair

Nominations from the floor for the position of SEAC Vice-Chair were called for three times.

P. Boutis requested her name be accepted for nomination from the floor.

As no other nominations were forthcoming, P. Boutis was declared the SEAC Vice-Chair for the 2021 calendar year.

Superintendent Thompson congratulated both members and thanked them for their willingness to participate in leadership positions of the Committee. She thanked Trustee Waldschmidt for his demonstrated leadership during the past year.

W. Rose assumed the duties of Chair for the remainder of the meeting.

(b) Financial Update – Special Education Funding, Grants, Expenditures and Reserves 2020-21 C. Smith, Manager
Manager Business Services

Ms. Smith shared a budget review document and explained the different types of funding available to support students with special needs.

i. Grants for Special Education

Provides school boards with additional funding to support students who need special programs, services and/or equipment.

It may only be used for special education and any unspent funding must be treated as deferred revenue.

Funding is generated using enrolment. It is application based using board demographics and actual costs.

ii. Available Funding Sources

- Differentiated Special Education Needs Amount (DSENA) Allocation \$20.2 M
- Special Equipment Amount (SEA) Allocation \$1.0 M
- Special Incidence Portion (SIP) Allocation \$0.3 M
- Care, Special Education Per Pupil Amount (SEPPA) Allocation \$16.0 M
- Mental Health and Well-Being Grant \$0.0868 M



Special Education Advisory Committee SEAC 20-05

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

- Treatment, Custody and Correctional Amount (CTCC Amount)) Allocation \$0.5 M
- Behaviour Expertise Amount (BEA) Allocation \$0.4 M

iii. Priorities and Partnerships Fund (PPFs)

Details for amounts and requirements for spending are usually outlined in a transfer payment agreement and are generally short term.

Allocations for 2020-21 are as listed below:

COVID Special Education	\$215,620
COVID Mental Health	\$218,199
COVID Mental Health II	\$134,806
After School Skills Development	\$80,710
Promote Well Being	\$19,637

iv. 2020-21 Budget and Related Challenges

Elementary \$27 M
Secondary \$12.8 M

The total budget of \$39.8 M represents a \$0.6 M deficit of the special education funding of \$39.2 M.

The outbreak of the Corona Virus, COVID-19 has created many challenges for educators and school board staff.

While educators pivot to meet student needs, school boards follow government directions that will help keep students and staff safe and engaged.

Technological access for remote learning is required as well as updating and refreshing aging school technology.

Testing, quarantines and treatment for COVID-19 symptoms leads to increased absenteeism and put a strain on administration and teaching staff.

Other challenges include controlling staffing costs, WSIB claims, containing the cost of utilities, and litigation involving staff and other grievances often as a result of legislative changes.

(c) 2021-22 Special Education Budget Process

A budget survey will be released in February. SEAC members are encouraged to submit their ideas for additions / deletions / changes to the Recording Secretary for compilation.

Members would like a more detailed discussion as a timed item at the February meeting.

Ms. Smith will create a glossary of terms for SEAC.



Special Education Advisory Committee SEAC 20-05

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

- (d) Member Re-Introductions W. Rose

Each member introduced themselves and spoke a little about their interest in Special Education or their agency's services.

C-1 Business Arising from Minutes and/or Previous Meetings W. Rose

- (a) Ratification of Minutes December 17, 2020

The Education Act excerpt at the bottom of page three needs to be closed.

Moved by: K. Jones

Seconded by: L. Boswell

THAT the minutes for SEAC 20-04 be approved as amended.

CARRIED

- (b) Allocation of Self-Contained Classrooms for 2021-22 J. White

Ms. White presented highlights from an updated report that was provided to the Board of Trustees on January 11. She noted staff continues to ensure a focus on universal design and differentiated instruction are present in the regular classroom and that all Tier 1 supports have been exhausted before considering self-contained placement.

Staff works hard to minimize the number of changes students experience, but natural grade and/or age progression and other factors influence essential change.

When planning for the upcoming year, recommended changes were put into two groups, Renaming / Refocusing and New Classes / Closures.

- i. Renaming and Refocusing of Self- Contained Classrooms

- a) Rename "Russell Reid Elementary Autism Class" to "Strategy Class for Autism".

The goal of this classroom is to learn through Applied Behaviour Analysis (ABA) strategies and to eventually generalize skills and transition to a self-contained environment that better supports their growing independence. The class capacity would increase to 8.

- b) Rename "Elementary and Secondary self-contained classrooms for Multi-Handicap and Autism" to "Intensive Support Classrooms".

Renaming reflects students' learning needs and program pathway rather than exceptionality. Alternative programming in these classrooms is driven by individual student need, with adults facilitating independence and life skills where possible.

- ii. Classroom Closures and New Classrooms

- a) Collapse both Elementary self-contained "Classes for Gifted Learners" into one centrally located class.



Special Education Advisory Committee SEAC 20-05

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

Given the projected enrolment for 2021-22 school year, it is recommended that both Jarvis Public and Centennial Grand Woodlands Gifted Classes collapse into one. The relocation of the collapsed class to a more central area of the school board needs to occur to ensure continued opportunities for support in the self-contained setting when gifted learners demonstrate needs and an exceptionally high performance that make intervention in the regular class difficult.

Increased focus on the development of an expanded model of support for gifted students in regular programs will be explored during the Spring of 2021, with a goal of a pilot project in this area for the 2021-22 school year.

b) Closure of Elementary Strategies - Behaviour Class at Bellview School in Brantford

Following the introduction of the Complex Behaviour Intervention Team (CBIT) in 2018-19, increased capacity of CBIT to work with more students has resulted in the projected lower enrolment for the Strategies – Behaviour Elementary level in Brantford.

c) Closure of one Secondary Bridge Classroom in Haldimand

Currently the projected need for students requiring a Bridge partially contained placement in Haldimand does not support the need for two classes at Cayuga Secondary.

d) Open one Secondary Life Skills Classroom in Brantford.

Currently the projected need for students requiring a Life Skills self-contained placement at the secondary level in Brantford exceeds the number of spaces available.

e) Open one Secondary Intensive Support Classroom – Autism Spectrum Disorder (ASD) in Haldimand.

Currently the projected need for students requiring an Intensive Support – ASD self-contained placement at the secondary level in Haldimand exceeds the number of spaces available.

Summary

Staff have been in contact with education partners on Six Nations of the Grand River and Mississauga's of the Credit regarding several students who will require special education placements in Grand Erie secondary schools in September 2021.

Staff whose schools will be impacted by the changes will be notified by the Principal Leader for Special Education. All changes are subject to final budget approval by the board.

Members would like to remain informed on the board's plan to ensure gifted students receive the support they need for their particular learning styles.

The Recording Secretary will share the full board report with SEAC.



Special Education Advisory Committee SEAC 20-05

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

D-1 New Business

W. Rose

- (a) Standard 10 – Individual Education Plans including Appendix G – IEP L. Boudreault

Ms. Boudreault explained this standard is a summary to provide a description on how IEP are developed and to demonstrate compliance to the Ministry requirements while keeping parents informed.

She spoke about the proposed text and asked for questions from members.

The complete Ministry standards can be found in:

[Appendix E-1 Standards for Individual Education Plans \(IEPs\)](#)

Discussion:

R. Collver prefers the brief two-page original design and asked if the reference to the Appendix could include a link to the brochure (Parents' Guide to Special Education – IEP).

W. Rose asked that the phrase “as applicable” be added to the identification statement.

W. Rose also asked if steps could be included to demonstrate how parents could instigate an IEP.

K. Jones asked if parents seeking to develop an IEP could be referred to the Roadmap as it has a lot of good information.

L. DeJong asked if the top section could be made less wordy and more parent friendly?

L. Boswell asked if more definition could be provided to parents on how to initiate the steps for dispute resolution, e.g., how do they request a meeting.

P. Boutis commented the flow chart is not a typical dispute resolution process which usually involves one process. This seems rather a ‘how to’ escalate a concern until resolution is achieved. May be more appropriate to rename it as a progressive dispute resolution process.

Ms. Boudreault will take the suggestions under consideration and provide a revised document.

- (b) Accessibility Awareness Month Update K. Mertins / L. Boudreault

The Rick Hanson Foundation (RHF) provided 12 ambassadors from across the country who presented three 30 to 45-minute virtual sessions to students in one of the four grade levels K-2; 3-5, 6-8 and 9-12.

Sessions were offered to teachers through MS Teams, but added one Zoom meeting as virtual teachers could not be in two Team meetings at a time.



Special Education Advisory Committee SEAC 20-05

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

Speakers shared their lived experience and positive messages about accessibility and inclusion. Students were then invited to pose questions or comments through a moderated chat session.

Classroom teachers were provided with pre- and post- presentation activities from RHF.

Ms. Boudreault noted 132 teachers registered for the sessions but knows some teachers shared and some teachers returned to a second or third session.

There was something special about the way the schools across our board connected. The level of participation in the sessions including the quality of the questions posed by students to the presenters and the resulting rich discussions about accessibility and inclusion were impressive.

The virtual presentations allowed rich discussions as kids were not self conscious or less worried about censorship when asking questions. They seemed to gain a sense of safety from the virtual presentation that enabled them to ask hard questions. Some questions were very personal, and ambassadors were incredible at handling them and giving students honest answers.

One student asked a man from Nova Scotia how he got into bed as he was in wheelchair. He was able to pick up his laptop and showed students how his room and his washroom were organized.

One student asked the presenter if she liked having a disability which caught the presenter off guard. She paused and said, "I've always had a disability and I like who I am so I can't imagine my life with out it". Emotions were overwhelming at this very powerful moment.

One teacher shared that as they were closing down the presentation, many students put their comments in chat and told the presenter how inspiring she was; she told them she is not an inspiration until they (students) go out and do something that changes something.

It was a very magical experience. Would recommend a virtual experience again for this type of presentation. This is one of the unexpected benefits we have gleaned from coping with COVID.

RHF is providing usage data for inclusion in the mid-year board report and they are also writing an impact article about Grand Erie's work to raise accessibility awareness. Some teachers have already booked additional presentations.

(c) Update with Respect to Special Education During Further School Closures J. White

March to June 2020, saw staff in crisis learning and preparing to pivot to distance learning, if required.



Special Education Advisory Committee SEAC 20-05

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

The new format ensured Educational Assistants were provided with technology for use at home and given training links, instructions and resources on what type of support they could provide.

System staff continue to support through virtual platforms, and adjustments have been made where necessary to limit any interruption of service during the school closure period.

In accordance with Ministry direction, most students with special education needs will receive virtual education. In some instances, students may need the opportunity to return to in person learning during the school closure period.

Several stories showing how staff are supporting virtual learning were shared. In one instance, the Complex Behaviour Team helped create duplicates of the types of things they will do online so parents would have the material at home to better assist their child to participate in the learning.

Staff have received several examples of success in virtual environments and have discovered that some students are able to better participate virtually in speech and language supports provided by Communication Disorders Assistants.

E-1 Other Business W. Rose

(a) None

F-1 Standing Items W. Rose

(a) Policy/Procedures Out for Comment L. Thompson

Every effort will be made to provide updated policy and procedures that are available for input, but members are reminded they are always posted on the board's website <https://www.granderie.ca/board/about/bylaws-policies-procedures-protocols> with timelines and instructions for commenting.

G-1 Information Items W. Rose

(a) PAAC on SEAC Survey Results and Advice W. Rose

This is a good resource. The Chair and Vice-Chair will review and bring suggestions back to the committee members.

Superintendent Thompson advised she wanted to ensure members know the annual events created for our committee was based on the PAAC on SEAC suggestions with the addition of specific Grand Erie items.

Superintendent Thompson also reminded members we are at the beginning of the budget process, so this suggestion is very timely, but cautioned that there are finite resources available and the addition of any service or program usually translates to the reduction or elimination of another.



Special Education Advisory Committee SEAC 20-05

Virtual MS Teams

Thursday, January 21, 2021 – 6:00 p.m.

H-1 Community Updates W. Rose

(a) Woodview Mental Health and Autism Services A. Detmar

Ms. Detmar provided a follow up on their new Autism Services which is now up and running in Brantford.

The organization has obtained space on Bell Lane at Brantwood Community Services and there is not much of a wait list for services.

I-1 Correspondence W. Rose

(a) None

J-1 Future Agenda Items and SEAC Committee Planning W. Rose

(a) Budget Priorities and best method for discussion.

K-1 Next Meeting W. Rose

(a) Thursday, February 18, 2021 | MS Teams | 6:00 p.m.

L-1 Adjournment W. Rose

Moved by: J. Jones

Seconded By: P. Boutis

"**THAT** the SEAC 20-05 meeting of January 21, 2021 meeting be adjourned at 8:07 p.m."

CARRIED

Standard 2: THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

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

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

Vision for Special Education

Special Education Services and Programs in Grand Erie are consistent with the Board's mission "Success for Every Student" and are provided to allow every student to benefit from the public education system. Special Education Programs are delivered in the most enabling environment permitting the students the greatest access to their full potential. Schools and the parents/guardians work with resource staff and other involved agencies, using all available information, to develop an understanding of each child's strengths and needs to program in the most appropriate manner.

In Grand Erie the ultimate goal is to provide an inclusive environment for students in whatever classroom and school they are educated. "Inclusion is a way of thinking, a way of being, and a way of making decisions about helping everyone belong." (Causton-Theoharis, Julie N. *The Golden Rule of Providing Support in Inclusive Classrooms: Support Others as You Would Wish to Be Supported - Teaching Exceptional Children*, Vol. 42, No. 2, pp. 36-43. Copyright 2009, CEC). In inclusive classrooms, the principals of universal design for learning and differentiated instruction and assessment are implemented. Special education programs and services within Grand Erie are guided by the following eight principles, which are included in board policy P1-Special Education Guiding Principles:

1. All students can succeed. Success looks different for different students.
2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.
3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.
4. The goal for all schools is to create environments that consider and include the learning needs of all students.
5. Resources are provided to support students to become independent in reaching their educational goals.
6. The classroom teacher and early childhood educator are the primary support for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.
7. Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.
8. Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.

Guiding Principles in Special Education

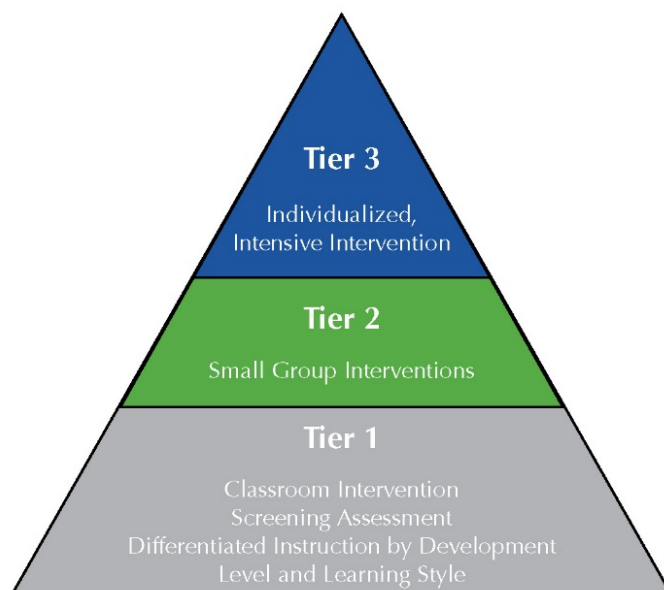
1. All students can succeed. Success looks different for different students.

In Grand Erie we believe that all students can succeed when provided with high expectations for learning and achievement and the necessary accommodations and/or modifications in their individualized educational program. Programs are developed to challenge students to achieve at a greater level, while building in regular opportunities for success. Student success is measured by their achievement of the goals outlined in their Individual Education Plan (I.E.P.).

2. Education is differentiated for students, and provided for students in the whole class, in groups, and very rarely on a one-to-one basis.

Our mission is to nurture and develop the potential of all students by providing meaningful learning opportunities. Educational program delivery occurs within a group of peers to facilitate the development of the whole child. We believe that using a tiered approach to the identification of learning needs in the classrooms provides assessment and instruction that are responsive to student needs. Supports are organized and offered based on student need. In Tier 1, students meet their educational goals in a whole class setting, with supports provided. In Tier 2, students require small group support in order to meet their educational goals. In Tier 3, students may require an alternative setting or individualized support in order to meet with success. When individualized support is required, it is time-limited and every effort is made to support the student to move to small group or whole class instruction as soon as possible. Very few students require Tier 3 support. We believe that the education of every child is the collective responsibility of every adult within a school community.

Tiered Intervention



3. Students learn differently and have different educational goals. Educators respond to these differences when planning and delivering programs.

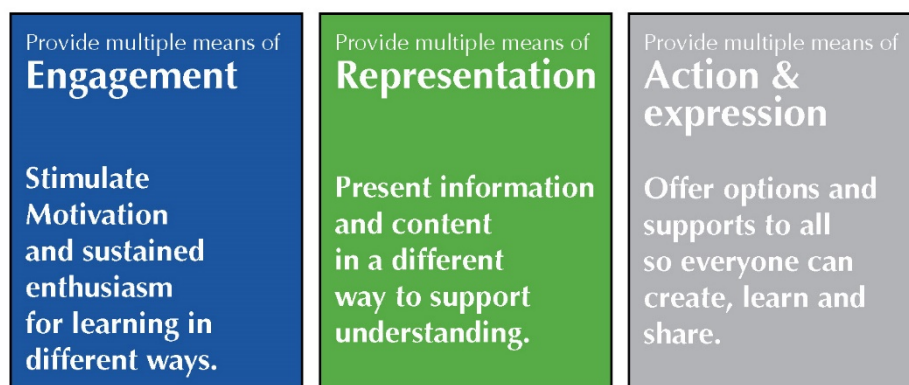
Schools within Grand Erie represent diverse communities. Programs are developed and implemented to meet local needs within the framework of provincial education requirements. This includes identifying and meeting individual student needs within the context of group learning.

Universal design and differentiated instruction are an effective means of meeting the learning needs of any group of students. We believe that all classrooms include students with a range of talents and abilities and that our classroom learning environments must be accessible to all. Classroom physical and learning environments can be made accessible to all learners by applying the principles of Universal Design for Learning (UDL). UDL encourages educators to reflect on the unique nature of each learner and to accommodate for differences, thereby creating learning experiences that suit individual learners and maximize their ability to progress in the context of group learning.

We know that our students differ significantly in their strengths, interests, learning styles and readiness to learn, therefore we believe it is necessary to adapt, or differentiate, instruction and assessment in order to suit these differing characteristics.

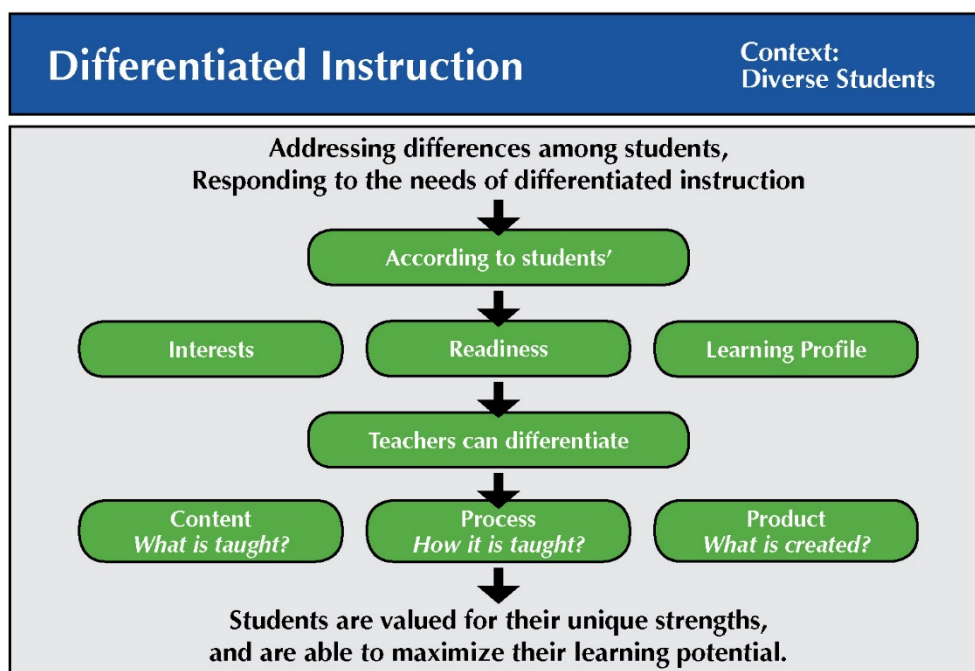
For students who require intense support to achieve learning goals, schools have access to a variety of specialized supports to identify, understand and meet these special needs with a view to expanding the range of special needs that can be met within each community school.

Universal Design for Learning



Universal Design for Learning: 3 principles

Differentiated Instruction



4. The goal for all schools is to create environments that consider and include the learning needs of all students.

The culture of the school is essential in fostering an attitude of inclusion and the school principal takes the lead in building an inclusive school culture. An inclusive culture celebrates diversity by creating an infrastructure that balances group and individual needs. It supports school staff in the development of new skills and invites students and their parents to actively participate in the educational process.

An attitude of inclusion recognizes and values the tiered approach to the provision of special education programs and services. While consultation with specialized personnel may help the regular classroom teacher and early childhood educator deliver an appropriate program for some students, others require more intensive supports which may include placement in a self-contained program. Deciding when a self-contained placement may be appropriate is a consultative process which honours the voices of parents, school staff, system special education support staff and the student, as appropriate. In most cases it must be demonstrated that the student has had adequate opportunity to access program in a regular classroom setting and that the regular classroom is not meeting the individual needs of the student before a self-contained classroom placement is considered.

An attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into their school communities. Inclusion can occur during both instructional and non-instructional time and is based on providing the optimum experience for the student to meet with success in the integrated setting.

5. Resources are provided to support students to become independent in reaching their educational goals.

While education supports the special learning needs of students, it does not treat children for medical, mental health and social disorders or disease. Wherever possible, we seek to work co-operatively with community agencies to develop the most beneficial pathway to treatment for students, if this is required. In the school setting, supports to promote student well-being are implemented.

6. The classroom teacher and early childhood educator are the primary supports for all students in school. Human resource supports such as learning resource teachers, educational assistants and other support staff work as a support to the classroom teacher and early childhood educator to address the needs of the students.

Human resource supports are organized to support the classroom teacher and early childhood educator, so that students can remain in their community schools for as long as it is in their best educational interests.

School resources, including the expertise of the Learning Resource Teacher, Principal and regular classroom teacher and early childhood educator, are the primary means by which special education needs are identified and addressed. The regular classroom teacher and early childhood educator play a central role in the process of identifying special needs, coordinating the additional supports to build a better understanding of an individual student and developing an Individual Education Plan (I.E.P.) to address these needs. Our respect for the regular classroom teacher and early childhood educator is reflected in the allocation of resources to develop their skills on an on-going basis. Effective special educational programming requires a knowledge of specific exceptionalities, provincial curriculum standards and teaching, learning and assessment methods. The development of this broad range of skills for all teachers and early childhood educators, must be supported by in-service, coaching materials and planning resources that target these areas.

At the school level, special education support for the classroom teacher and early childhood educator will be provided by the Learning Resource Teacher. To the greatest extent possible, this support should be delivered within the classroom setting.

In some situations, the support of an Educational Assistant is required to meet the medical and/or safety needs of students at school. Educational Assistants are valued members of the student's support team, providing shared support to students. This means that the Educational Assistant is not allocated solely to one child and the movement of Educational Assistants at regular intervals is encouraged. It is in this way that schools work to minimize the dependency that can be created by an over-reliance on one individual staff member or one level of service.

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

It is recognized that the success of special education programs depends on the quality of the staff delivering the program. Selection of suitable, qualified personnel is as important as on-going training.

7. **Students are educated in their community schools if this is the more enabling environment for their learning. Self-contained classroom placements are available if regular class placement cannot meet the needs of students.**

Early identification of learning needs - and programming to address them - is part of classroom planning for all students. Where significant academic challenges persist, special education services, including access to self-contained placements, may be appropriate.

If a student's needs can be met in a regular classroom with *accommodations* and *modifications*, placement should be in a regular classroom in the home school.

Accommodations or Modifications?	
Accommodations	Modifications
Do NOT fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.	Do Fundamentally alter or lower expectations or standards in instructional level, content, or performance criteria.
Provide equal ACCESS to learning and equal OPPORTUNITY to demonstrate what is learned	Provide student meaningful and productive learning experiences based on individual needs and abilities.
Grading and credit is the SAME as typical student	Grading and credit are DIFFERENT

Self-contained class placements are a more defined environment within the education system. The individual needs of some students with specific exceptionalities are such that placement within a self-contained class can also be the most enabling. Programs in self-contained settings will be *alternative* to a regular class program. Alternative programming addresses various aspects of student need that are not specifically represented in the Ontario curriculum. These may include social skills, self-help skills, life skills, self-advocacy skills, self-regulation skills and the learning of new behaviours. Alternative curriculum expectations must be related to the student's exceptionality and individualized according to the student's needs.

Self-contained placements are offered within Grand Erie recognizing that learning needs and long-term educational outcomes vary based on student exceptionality. For some exceptionalities, placements offer time-limited but intensive support in order to address specific, identified needs that will enable students to achieve educational goals within their home school. For example, a student with a learning disability learns how to use technology to bypass written language difficulties, or a student with behavioural needs develops the self-regulation skills required for success in a regular classroom.

When a student's capacity to manage the demands of a regular classroom will likely decrease from grade to grade due to their developmental needs, placement in a self-contained program should be delayed until the student's needs are such that an alternative to regular program is in their best interests. For example, a student with a developmental disability then continues to learn in the context of a life skills program that is an alternative to the Ontario curriculum. Similarly, gifted students who are identified formally will receive effective programming within the regular classroom but could access self-contained gifted classroom if their individual needs demonstrate this is the most appropriate placement to meet these needs. Access to any alternative programs must be based on assessment data and supported by the School and Resource Team.

Educational implications of participation in self-contained programs should be discussed with the parents and students through the Identification, Placement and Review Committee (I.P.R.C.) planning process, as well as part of Individual Educational Plan (I.E.P.) development, Annual Goal setting and Transition Planning. If the long-term goal for a student is the completion of an Ontario Secondary School Diploma or Ontario Secondary School Certificate of Achievement, self-contained class placement must be time limited to enable the development of the non-academic skills required for success in regular classes (i.e. independent work completion and goal setting, time management, organization, peer relationships, planning etc.). If the long-term goal for a student is the completion of a Certificate of Accomplishment, then opportunity for continued placement until June the year the student turns the age of 21 must be ensured.

8. **Fairness is not sameness. Students are provided with resources and supports that will assist them to become independent in reaching their educational goals.**



Students need to be provided with programs and supports in an equitable manner. Equitable does not mean equal treatment for all students. Students will receive programs and support based on assessment data that will help them to meet with success in their individualized programs. There are many ways that program supports and services are provided to students that vary from student to student but decrease the barriers faced by those students in meeting with success.

For example, some students may require technology use in a whole class setting, other students may require the support of an Educational Assistant working in a small group setting, and others may require placement in a self-contained classroom with a smaller number of students and a focus on alternative learning goals. Other students may require changes to the content, delivery and assessment of their programs as outlined by their classroom teachers in their Individual Education Plans.

Special Education Delivery System

Grand Erie Special Education delivery system includes a continuum of Special Education programs and services. Programs and services provided are based upon the needs of the student. The continuum includes:

- Regular classroom with support, accommodations and/or modifications. The curriculum, method of presentation, instructional strategies and/or classroom environments may be areas that are accommodated or modified.
- Self-contained special education classrooms. Educational programs and services are provided for part (partially integrated) or all (fully self-contained) of the school day in the self-contained classroom setting.
- Programs in the student's home school

Accessing Special Services

Students may demonstrate educational needs in a variety of ways. Teacher observation and parent/guardian input are the most common sources through which the individual learning needs of a student are first identified. When a student need is identified it can be addressed at team meetings, where support services can be offered if appropriate.

School Team

School team plays a significant role in helping classroom teachers address difficulties that a student may be experiencing in the classroom prior to, and following, formal assessment and identification. (Appendix B)

When a student demonstrates different learning needs, the teacher works with the parent/guardian and tries a variety of strategies and approaches with the student. The teacher uses available diagnostic tools to assess the student and may discuss the situation with ***School Team***. Membership on the ***School Team*** includes the Principal (or designate), the Learning Resource Teacher (LRT) and the referring teacher(s) and may include other school staff. The school-based Child and Youth Worker may also be a member of the ***School Team***. The parent/guardian must be made aware that their child will be discussed at School Team and consent to their child being discussed at School Team. The parent/guardian may be invited to attend the School Team meeting. Ongoing contact with the parent/guardian is important to develop an understanding of the child's strengths and needs.

At the ***School Team*** meeting, a review of strategies already implemented and suggestions of further Tier 1 strategies and supports will be discussed.

A record of decisions of the ***School Team*** is kept in the **Student Profile** available through the Learner Intervention Tracking for Excellence (LITE) system. (Appendix C). Referral to the ***Resource Team*** occurs when the ***School Team*** wishes to discuss additional strategies and options that move beyond Tier 1 strategies and supports.

Resource Team

Membership on the *Resource Team* shall include the *School Team*, the area Teacher Consultant-Special Education and a dedicated multi-disciplinary system support team. The parent/guardian *may* be invited to provide input on their child's progress or to attend the meetings. They *shall* be informed of the date, time, purpose and staff invited prior to the meeting, and any results of these meeting that affect the programming for their child will be communicated. The *Resource Team* will consider additional strategies and recommend further assessment or other interventions. The *Resource Team* may recommend to the Principal referral of the student to an Identification Placement and Review Committee (IPRC).

If a formal assessment is recommended, the Principal will make the referral to the appropriate student support staff through the Learner Intervention Tracking for Excellence (LITE) system. Student Support Staff will proceed with the informed consent steps with the parent before they proceed with the case.

Human Resource Support Services

Special education supports for students, beyond classroom teacher direct intervention, is provided at the school level and at the system level.

School Level

- ***Learning Resource Teachers***

Learning Resource Teachers (LRTs) work in the school to support the programs offered to students with special needs. LRTs work collaboratively with the classroom teacher to offer suggestions to meet the needs of students in the regular classroom setting. LRTs work directly with students when withdrawing them to complete diagnostic assessments. LRTs may also work as a liaison between school and home when setting up school and resource team meeting agendas. LRTs, under the direction of the school principal, are responsible for setting up school level IPRC (Identification, Placement and Review Committee) meetings. In 2019-20 the Learning Resource Teacher will take on a lead role of supporting the knowledge about and instructional capacity of all educators in the school in the area of special education. The classroom teachers will design and implement the student's program with the support of the Learning Resource Teacher, in the classroom

- ***Educational Assistants***

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

School-based EAs are assigned to meet the safety needs (both health and behavioural) of students. EAs support the student by addressing the safety needs so that they can access their educational program. The needs of each student are described in the Individual Education Plan. EAs are assigned based on priorities in the school district and may be re-allocated at any time throughout the school year to address local pressures and priority situations.

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

Transitional EAs provide increased support for significant transitions for students. Transitional EAs support the implementation of comprehensive Behaviour or Safety plans and stabilization support during an assessment period/while behaviour or safety plan are being developed in escalated situations. Transitional EAs allow for a trained individual to assist at the school level, ascertaining if

more permanent support is needed, and to follow through with a release of responsibility model to existing school staff.

System Level

- ***Program Coordinators (Curriculum, Special Education and Applied Behavioural Analysis)***
Program Coordinators may be a resource for programming for a student with individual needs. They can assist with defining differentiated strategies, resources and/or approaches, which allow the child to continue successfully in the regular program.
- ***Teacher Consultants (Curriculum and Special Education)***
Teacher Consultants-Special Education can be a valuable resource to a school. They can offer strategies, resources, referrals to outside agency supports, and connections to other teachers who are facing similar issues. They can also assist the Principal in the formal IPRC process, if required.
- ***Special Equipment Amount (SEA) Teacher Technicians***
Special Equipment Amount (SEA) Teacher Technicians support students with exceptional needs that require the use of SEA technology and students that are deaf or hard-of-hearing.
- ***Lead Educational Assistants***
Lead Educational Assistants are assigned to support programming for classroom teachers and educational assistants to meet the needs of specialized populations of students. Their support is generally working directly with students, but sometimes the Lead EA will support staff members through modelling and coaching supports that may best meet the needs of a student. In Grand Erie Lead Educational Assistants support students who have Specialized Equipment Amount (SEA) technology, students with Autism, and students with complex special education needs
- ***Complex Behaviour Intervention Team (CBIT)***
The CBIT becomes involved with Tier 3, specific student referrals. When a student's challenging behaviour continues to be a significant concern despite involvement of many system level supports, the CBIT may become involved. To be considered for the CBIT, the student's challenging behaviours must be frequent or intense enough to pose a safety risk to themselves, staff or other students. A student with complex needs may, or may not, have a diagnosis or be identified as an exceptional student.
- ***Student Support Services***
Assessment services, speech-language services, psychological, behavioural, and social are among the other professional services available within the Board

Student Support Services are organized to provide four types of support:

- ***Communication Services*** will identify needs and provide programming suggestions for speech, articulation, language, augmentative communication and fluency disorders. Speech Language Pathologists and Communicative Disorders Assistants provide Speech-Language support services.
- ***Behavioural Services*** will provide prescriptive plans and programming assistance for behavioural, psychological, emotional, social and attendance issues. Behaviour Counsellors and Attendance Counsellors provide behavioural support services.

- ***Psychological Services*** will do formal assessments and provide programming assistance for students with gaps between aptitude and achievement. Psychological Associates and Psychological Consultants provide psychological services support.
- ***Counselling Services*** will serve to provide counselling to students and support to the parents/guardians in times of social or emotional distress. Counselling services also provides support to teachers in evidence-based whole classroom programs that deal with self-regulation, social-emotional skills and healthy relationships. Counselling services are provided by Social Workers and evidence-based whole classroom program supports are provided by Child and Youth Workers.
- ***Outside Services***
 When the programming needs of the student exceed the services available within the Board, staff may work in cooperation with families to support a referral to an outside agency. The parent/guardian has the final decision regarding any referrals to outside agencies.
- ***Physical Needs***
 An accessible school in each area may be designated as the "Home School" for students with needs for extensive physical accommodations.

The Pre-Referral Process

The Classroom Teacher Notices a Concern

- Observations
- Ontario Student Record Data
- Checklists
- Assessments
- Input from previous teachers, other educators, including LRT
- Parent Information and Input
- Check re vision and hearing

Referral to Student Support Services

Once the **RT** has determined that all of the recommended in-school strategies and approaches have been exhausted, and the concern still remains, the **RT** may recommend a referral to Student Support Services Personnel, with parent approval.

Referrals to access GEDSB Student Support Services through LITE require consultation with and approval by the Teacher Consultant-Special Education

Classroom Teacher implements accommodations, and utilizes differentiated instructional strategies to promote learning. Teacher evaluates effectiveness of strategies.

New strategies are implemented and evaluated. Action plans are documented in the **Student Profile (LITE)**. If concerns continue, the teacher seeks assistance from the **School Team (ST)**. Parent is informed and consulted. Parent may also be invited to attend the **ST** meeting.

Resource Team (RT) reviews relevant data, provides input on efficacy of current strategies, and recommends differentiation, interventions and/or instructional strategies. **Out-of-Board** supports may be recommended to parents, (i.e. medical follow-up, community agency involvement). Parent is informed and consulted. The **RT** may also recommend that an **Individual Education Plan** be developed.

School Team (ST) – includes Principal, LRT, Classroom Teacher(s), CYW

- Sharing of concerns, data and observations
- Strategizing / problem-solving
- **Tier 1** intervention suggestions and planning
- Individualized assessments (i.e. AAB)
- Consultation with System LRT/Lead EA

Resource Team (RT) – includes Principal, LRT, Teacher Consultant-Special Education And GEDSB Student Support Services Personnel (as appropriate)

- Behaviour Counsellor
- **Psychoeducational** Consultant
- Social Worker
- **SL** Pathologist

School Team (ST) provides more detailed assessment information and recommends **further Tier 1 and/or** individualized in-school interventions.

A case conference with parents and other relevant staff is held. A **Student Profile (LITE)** is initiated to track and document strategies. **ST** may seek further information from the **Resource Team (RT)**, when the **ST** believes that all accommodations and in-school support have been exhausted and wishes to discuss additional strategies and options.

Parent is informed and consulted throughout.



Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 5V3

Last Name, First Name
Appendix A

STUDENT PROFILE SUPPORT FORM - 28-Sep-2017

Name	Last Name, First Name	OEN	000000000	Board Id #	000000000	Grade	8
School	School Name	Family	Teacher Consultant	DOB	dd-mmm-yyyy	Gender	F

Exceptional Student

Yes ☐ No ☒

Teacher

Miss Teacher

Credits Accumulated

Sources Of Information		Reason For Student Profile	
(Select a date when a source has been reviewed or a new assessment completed)		Student has struggled to meet grade level expectations throughout her school career and has a non-identified accommodated IEP. Strategies need to be implemented as she makes the transition to secondary school.	
<input checked="" type="checkbox"/> Consultation with Parents	Date 26-Sep-2017		
<input checked="" type="checkbox"/> Consultation with previous Teachers	Date 27-Sep-2017		
<input checked="" type="checkbox"/> Report Card Printout (attached)	Date 27-Sep-2017		
<input checked="" type="checkbox"/> Review of OSR	Date 19-Sep-2017		
		Referral for	<input type="radio"/> School Team <input checked="" type="radio"/> Resource Team
		Date	05-Oct-2017

Strengths

- Oral communication skills
- Computer skills
- Kinesthetic learner

Needs

- Attempt new learning/opportunities
- Attention concentration skills
- Independent work habits
- Reading - Comprehension
- Express needs effectively
- Self-advocacy skills

Instructional Accommodations

- access to computer
- more frequent breaks
- organizational coaching
- cueing/prompting

Environmental Accommodations

- oral reporting
- minimize distractions
- alternative work space
- proximity to instructor

Assessment Accommodations

- access to computer for written work
- alternate to written tests and exams
- ask student to only write main points then expand verbally
- chunk time of assessment
- extra time to respond
- more frequent breaks

Educational Assessments

Type	Date	Summary of Results
AAB - Academic Achievement Battery	20-Apr-2016	All subtests scored in the Average range, except Reading Comprehension, which was Low Average.

Clinical Assessments

Type	Date	Summary of Results
Medical Report	17-Feb-2012	She has a diagnosis of ADHD.

Program Goals

To develop self-advocacy skills so that she will request assistance as needed.
To develop the self-confidence to take risks in new learning opportunities.
To develop independent work habits and task completion skills.

Student Details

- Outside Agency Involvement (list/indicate Agency below)
- IEP with Accommodations
- System Supports in Place (i.e. Social Work, Behaviour Counsellor)

At Risk/In Risk Characteristics

- Low academic performance (level 1 or lower) in Language

Personal, Organizational, and Social Strengths

- Cooperation
- Technology Skills

Learning Style

- Kinesthetic Learner
- Sequential Learner

Challenges

- Lack of self confidence



-Arrives unprepared for class

Pathway Recommendation

-Applied/College Program

Secondary Accommodations Recommended

- Peer Mentor
- Learning Strategies Course

Additional Information

Has support from Woodview counsellor, Ms. Counsellor.

Sample



Grand Erie District School Board
349 Erie Avenue, Brantford, Ontario N3T 5V3

Last Name, First Name
Appendix A

STUDENT PROFILE SUPPORT FORM - 28-Sep-2017 (Continued)

Name	Last Name, First Name	OEN	000000000	Board Id #	000000000	Grade	3
School	School Name	Family	Teacher Consultant	DOB	dd-mmm-yyyy	Gender	FEMALE

Student Profile Activity Log

Date	Summary of Meeting Minutes/Strategies/Effectiveness/Next Steps	Type of Meeting (IST, RT, Case Conference, Parent/Teacher etc.) Attendees
14-Sep-2017	Referral to CYW to work on self-advocacy strategies and to develop confidence to take risks and attempt new learning opportunities. This will be important as she transitions to secondary school next year.	RT

Sample