



AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (iii) Property Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- (a) FT3 Naming of Schools Trustee
S. Gibson
- C - 1 **Director's Report** J. Roberto
- (a) Director's Highlights
 - (b) Managing the Pandemic
- D - 1 **New Business - Action/Decision Items**
- * (a) 2021-22 Board Budget R. Wyszynski
 - * (b) 2021-22 Strategic Communication Plan J. Roberto
 - * (c) Annual Review of the Special Education Plan L. Thompson
 - * (d) Plastic Water Bottle Ban from Grand Erie District School Board D. Martins
 - * (e) Special Education Advisory Committee (SEAC) Membership-
Native Representative L. Thompson
- D - 2 **New Business - Information Items**
- * (a) Implications of 2021-22 Friday the 13th Events on Port Dover Students W. Baker
 - * (b) Category III Trips J. Roberto
- E - 1 **Bylaw/Policy Consideration - Action/Decision Items**
- * (a) BL08 Committees of the Board (A) J. Roberto
 - * (b) F7 Disclosure of Wrongdoing (A) R. Wyszynski
 - * (c) P1 Special Guiding Principles (A) L. Thompson
 - * (d) SO8 Community Partnerships (C) L. Thompson
 - * (e) SO10 Bullying Prevention and Intervention (C) W. Baker
 - * (f) SO11 Progressive Discipline and Promoting Positive Student Behaviour (C) W. Baker
 - * (g) HR3 Hiring of Staff (A) S. Sincerbox
 - * (h) HR7 Replacement Casual Principal/ Vice Principal Selection Process (A) S. Sincerbox
 - * (i) HR9 Conflict of Interest (A) S. Sincerbox

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, June 14, 2021

MS Teams (Virtual)

-
- E - 2 **Procedure Consideration - Information Items**
- * (a) F104 Advertising (I) J. Roberto
 - * (b) HR109 Offence Declaration (I) S. Sincerbox
 - * (c) HR 110 Hiring Procedures (C) S. Sincerbox
 - * (d) HR120 Communicable Diseases (C) S. Sincerbox
 - * (e) P108 Secondary Programs of Choice(I) D. Martins

 - * (f) SO126 Volunteers (I) J. Roberto
 - * (g) SO134 Website Requirements (C) L. Munro
- F - 1 **Other Business**
- (a) OPSBA Report D. Werden
- G - 1 **Correspondence**
- H - 1 **Adjournment**

Future Meetings (held at the Education Centre unless noted otherwise)

Indigenous Education Advisory Committee (IEAC)	June 17, 2021	1:00 PM	MS Teams
Special Education Advisory Committee (SEAC)	June 17, 2021	6:00 PM	MS Teams
Audit Committee	June 22, 2021	4:00 PM	MS Teams
Chairs' Committee	June 28, 2021	5:45 PM	MS Teams
Board Meeting	June 28, 2021	7:15 PM	MS Teams
Chairs Meeting	August 30, 2021	5:45 PM	MS Teams or TBD
Board Meeting	August 30, 2021	7:15 PM	MS Teams or TBD

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **2021-22 Budget Approval**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2021-22 Operating Budget of \$338,343,594.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the 2021-22 Capital Budget of \$24,535,000.

Background

The 2021-22 Operating and Capital Budgets have been developed as set out in Board Policy F2 – Budget Development Process, in consultation with program and service area staff and in consideration of budget priorities provided by the Board, the Grand Erie Multi-Year Plan and alignment to the Ministry of Education’s Grants for Student Needs (GSN). The budget development for 2021-22 has also incorporated a significant investment from the Ministry of Education to assist Boards with planning and implementing safety protocols for the upcoming school year that may be required due as a result of evolving public health regulations for COVID-19. The Budgets will be submitted to the Ministry as required by regulation on or before the submission deadline of June 30, 2021, pending Board approval.

Additional Information

The development of the 2021-22 Budget, similar to 2020-21, was challenging due to uncertainties surrounding the COVID-19 pandemic. Decreased enrolment, the introduction of a virtual learning environment, lockdowns, staff and student technology deployment, implementation of quadesters, increased cleaning and disinfecting, and a three-month school closure to end the school year were the major contributors to a volatile and unprecedented school year. The Budget that was presented for the 2020-21 school year shifted by November 2020 and additional funding was introduced by the Ministry to support schools with hiring of additional teachers and custodians, procurement of additional cleaning and sanitation supplies, PPE, investments in the improvement of HVAC and ventilation and stabilization funding to offset a significant decrease in student enrolment.

Although the preparation of the 2021-22 Budget began in January, Boards received a planning memo from the Ministry in late February recommending that Boards remain cautious with enrolment projections for the upcoming school year indicating that there would be no stabilization funding available should enrolment not materialize. In addition, uncertainty regarding the offering of both face-to-face and virtual learning would make it very difficult to formulate accurate staffing models in September.

Education funding for the province through the GSN for 2021–22 is projected to be \$25.6 billion. The average provincial per-pupil funding is projected to be \$12,686 in 2021–22, which is an increase of \$152 or 1.2% from 2020–21. This year’s GSN included updates for COVID-19 supports, online learning, additional funding for technology resources, mental health supports, and supporting

student success and achievement. The announcement confirmed that most funding would remain stable so that school boards can plan with confidence.

Operating Budget Highlights:

- The total Operating Budget for the 2021-22 school year for the Grand Erie District School Board is \$338,343,594 and has increased \$4,681,384 or 1.40% from the 2020-21 Budget of \$333,662,210.
- Total projected Average Daily Enrolment (ADE) for the Board for 2021-22 is anticipated to be 25,496; a decrease of 251 students from the 2020-21 estimated enrolment of 25,747. The chart below illustrates the enrolment changes by panel.

	2020-21	2021-22		
Summary of Enrolment	Estimates	Estimates	Change	Change (%)
Elementary ADE	18,203	17,968	-235	-1.29%
Secondary ADE	7,544	7,528	-16	-0.21%
Total ADE	25,747	24,496	-251	-0.97%

- The Ministry's 2021-22 GSN and supplementary Partnerships and Priorities Funds (PPF) have introduced several new initiatives and targeted funds that will continue to focus on the COVID-19 pandemic, supporting students and preparing for the safe operation of schools. The following summarizes the list of significant changes to the development of the Board's 2020-21 Budget:
 - COVID-19 Funding Supports:
 - **\$1,950,000** to help support school boards in having staffing in place to navigate a safe school year. Grand Erie will utilize this funding to support teachers, Early Childhood Educators, custodians and other staff to facilitate smaller cohorts, physical distancing, enhanced cleaning and the delivery of remote learning
 - **\$184,000** for increased costs related to school operations to extend ventilation system operating times and replace filters more frequently
 - **\$431,000** to support enhanced COVID-19 health and safety measures in student transportation.
 - **\$108,000** to support students with special education learning needs by providing additional staffing resource and additional learning resources (such as assistive devices)
 - **\$169,000** to support school-based mental health in order to foster the continued learning and well-being of students during this school year as recovery begins from the COVID-19 pandemic.
 - **\$254,000** to assist school boards in re-engaging students and reading assessment supports.
 - Compensation:

The ministry will adjust salary benchmarks by one per cent. The ministry will also provide benefits funding that vary by employee group, reflecting central agreements, which include up to one per cent increases for benefits' plan maintenance or improvements and additional inflationary increases.
 - The Ministry has also provided for the following:
 - The Supports for Students Fund (SSF) will also continue, and all funds will be used will be consistent with central agreement obligations.

- The School Operations Allocation will receive a 2 per cent cost benchmark update to the non-staff portion of the allocation to assist boards in managing the increases in commodity prices (electricity, natural gas, facility insurance, and other costs)
 - Continuation of Rural and Northern Education Funding
- Other PPFs, which typically complement the GSN, target programs to support and protect specific Ministry initiatives. The 2021-22 Budget announcement revealed that Grand Erie would receive five PPF allocations totaling \$1,028,600. The following PPFs have been allocated to Grand Erie:
 - Math Strategy \$889,000
 - Parents Reaching Our Grants \$32,000
 - Well-Being and Mental Health \$39,600
 - Learn and Work Bursary \$23,000
 - Learning and Innovation Fund for Teachers \$45,000
 - There were other PPFs that were announced; however, they have not yet been allocated to school boards. These will be announced at a later date.

The GSN funding was generally consistent with the prior year, however there are several uncertainties regarding the COVID-19 pandemic that will be challenging to operationalize. Although the \$3 million in Ministry provided COVID-19 supports will be extremely beneficial in managing the re-opening of schools in September, the 2021-22 Budget was developed with a very conservative enrolment which resulted in a reduction in GSN revenues. The 2021-22 school year will again see students presented with options for both in-person and virtual learning. As a result, operating budgets were developed with the understanding that staffing models would need to be dynamic and shift to meet the needs of our learners. The strategy for the upcoming school year is to provide as much stability to the system as possible given the reduction in enrolment and the uncertainty of public health measures on re-opening.

Senior Administration is pleased to have developed an Operating Budget to Trustees that is balanced without the use of reserves and is compliant with all legislation regarding class size ratios, enveloped spending restrictions (Special Education, Board Administration and First Nations Métis and Inuit funding) and supports not only the initiatives in the Board's Multi Year Plan and the Learning Plan Leveraging Digital but also includes flexibility to pivot and customize where required. Some of the highlights of the 2021-22 Grand Erie District School Board Operating Budget include:

- Although enrolment decreased by 251 students, the impact to the classroom was minimized as the utilization of multiple funding sources resulted in a decrease of only two elementary teachers while the secondary panel saw an increase of nine.
- Investment into Educational Assistants through the hire of 19.5 additional full-time positions
- Investments in new roles to support the system:
 - 1 Principal Leader of Indigenous Education and Equity
 - 1 Special Education Technology Teacher
 - 1 Equity Instructional Coach
 - 1 Executive Assistant to support Senior Administration, with a focus on supporting schools
- Other investments that will support strategies embedded in the Multi-Year Plan include:
 - Development of a \$50,000 operating budget to support learning commons conversions for all schools.
 - Increased investment of \$215,000 in Special Education costs related to behaviour expertise and supporting student mental health

- Investment of an additional \$55,000 in an enrolment retention program designed to keep students on our enrolment registers and in our schools. This brings the total investment for this program up to \$107,000.
- \$65,000 enhancement of the Board's Employee Assistance Program designed to support staff with a variety of services to help with personal and work-related issues.
- Investments in technology will be emphasized as Grand Erie continues to secure additional devices for both staff and students; these investments for 2021-22 include:
 - \$436,000 to continue the Board's long-term computer purchase plan to refresh technology for staff and students more frequently. Grand Erie is anticipating the procurement of another 2,800 new devices in the 2021-22 school year to support technology needs. This long-term plan will be entering the first year of the third, and final, phase of the device refresh strategy.
 - \$390,000 to complete the Broadband Modernization Program to enhance internet access to rural areas.
 - \$278,000 in continued support for the growth of the long-term information technology reserve
 - \$289,000 in new software to support student registration, student pathways, staff professional development and cyber security

Capital Budget Highlights:

- Capital
 - School Condition Improvement (SCI): \$940 million in funding provincially will allow the Board to revitalize and renew aged building components that have exceeded or will exceed their useful life.
 - School Renewal Allocation (SRA): \$373 million provincially in capital funding will address the renewal needs of their schools and undertake capital improvements to older buildings.
 - In October 2020, the Ministry of Education announced that Grand Erie would be receiving approximately \$16 million in funding for a new joint-use elementary school in Southwest Brantford. The partnership with the City of Brantford and the Brantford Public library will be an exciting project to address the growth in that community.

The total Capital Budget for 2021-22 is expected to be \$24,535,000; the details are identified below:

- **School Condition Improvement** **\$19.75 million**
 - Learning Commons Conversions
 - Security System Upgrades
 - Asbestos Removal
 - Heating, Ventilation, Air Conditioning
 - Masonry & Foundation
 - Paving
 - Roofing
 - Window and Door Upgrades
 - Electrical Systems
 - Pride of Place
 - Classroom Modernization Program
- **School Renewal** **\$3.29 million**
 - Community Partnership & Incentive Program
 - Pride of Place

- Interior Finishes
- Curriculum Renovations
- Accessibility Upgrades
- **Minor Tangible Capital Assets** **\$1.50 million**
 - Technology Purchases
 - Equipment and Furniture Replacement
 - Vehicles

Outlook

The 2020-2021 school year was undoubtedly a challenging one. Staff, students and our communities dealt with a great deal of uncertainty which required constant shifting and pivoting to react to the pandemic and the associated closures and lockdowns. The 2020-21 Revised Budget demonstrated how quickly the 2020-21 Estimates Budget had to be modified. In the fall, the Board hired an additional 66 teachers, 5 Early Childhood Educators, 3 administrators and 3 clerical staff to support the costs of a Virtual Learning Academy. In addition, significant investments were made with the hire of 12 custodial staff, a health and safety officer and additional technology and devices.

Senior Administration has again developed a budget with certain assumptions regarding reopening Grand Erie schools for September and as with any plan, risks are inherent. However, Senior Administration is more confident this year that the carefully crafted plans being proposed will allow staff and students to return to a more normal school year. Our strength will lie in our continued ability to pivot and re-pivot to a constantly shifting environment.

As with any budget, this is a snapshot of what Senior Administration believes next year will look like with the best information we have today. Risks such as staff absenteeism (and associated staff replacement costs), maintaining both a face-to-face and virtual learning environment, enrolment projection variances, staff and student anxiety, mental health supports and fluctuating utility pricing (including rising carbon tax pressures) are all realistic risks that could have a significant impact on the budget. If these costs begin to put pressure on the proposed balanced budget, Senior Administration will need to shift existing budgets and decide what other priorities will be deferred in order to focus on our students, our staff members, our communities and our partnerships.

Given the alignment to the Multi-Year Plan, Senior Administration is confident in recommending both the Operating and Capital Budgets for approval as they emphasize not only Grand Erie's goal for *Success for Every Student* but they reflect a new reality; an environment where stability is sought, but flexibility is required.

Grand Erie Multi-Year Plan

This report supports all indicators of *Success for Every Student*.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **2021-2026 Strategic Communications Plan**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the information outlining the 2021-26 Strategic Communications Plan.

Background

Grand Erie District School Board is committed to improving communication between schools and the communities it services. The Strategic Communications plan will be facilitated and developed by the Manager of Communications and Community Relations to align with the newly created mission, vision and priorities of the 2021-26 Multi-Year Strategic Plan.

Grand Erie's Strategic Communications Plan will also include a working group as noted in the January 11, 2021 report to the Board of Trustees of the Grand Erie District School Board. Annually, the Manager of Communications and Community Relations will include an assessment and evaluation of the plan.

The four streams of the existing Strategic Communications Plan: Leadership, Internal Communications, Marketing and Branding, and Public Relations will be re-assessed to ensure consistency and alignment with the 2021-26 Multi-Year Plan priorities and goals.

Next Steps

The launch for communications will be determined and outlined in 2021-22. The plan will include goals, objectives strategies, tactics and outcomes.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary

**GRAND ERIE DISTRICT SCHOOL BOARD**

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Annual Review of the Special Education Plan**
DATE: June 14, 2021.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Annual Review of the Special Education Plan, and the submission of two copies of the plan the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2021.

Background/Rationale

As per regulation 306, each school Board is required to maintain a Special Education Plan, to review it annually and to make amendments as appropriate. Each school Board is also required to ensure that updated and comprehensive information regarding Special Education programs and services is made available to the community by the start of the school year. The Special Education Plan is posted on the board website.

A copy of the updated Grand Erie Special Education Plan 2020-21 and checklist is attached.

Additional Information

Any changes to the plan were made in response to feedback from Special Education Advisory Committee (SEAC) and parent and community input.

The Special Education Plan 2020-21 was presented for review at the April 22, 2021 SEAC meeting and approved at the May 20, 2021 meeting.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for student and staff achievement.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Special Education

A Grand Erie Program

SPECIAL EDUCATION PLAN 2020-21

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Standard 1: THE BOARD'S CONSULTATION PROCESS

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

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

Consultation with the Special Education Advisory Committee

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

- ongoing discussion at SEAC meetings throughout the 2020-21 school year;
- opportunity for input through an online survey link on Grand Erie's website;
- invitation to attend Board's budget meeting dealing with special education budgets;
- opportunity to meet with the Board's Manager of Business Services, to ask questions and receive clarification regarding Special Education budgets;
- first draft of the Plan was received by SEAC on April 22, 2021; the final draft was received on May 20, 2021.

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

- None Received

On May 20, 2021 the Special Education Advisory Committee passed the following motion: "THAT the Special Education Advisory Committee recommend the Grand Erie District School Board approve the 2020-21 Special Education Plan, dated July 31, 2021.

The motion was carried.

Public Consultation

Overview information about the Special Education Plan and a link to the Special Education Plan were promoted on the Grand Erie website throughout the school year. A survey inviting public consultation about the plan was available through the summer of 2020 and from March until summer 2021. A link to the survey pops up whenever someone opens the Special Education Plan – it invites readers to fill out the survey after reading the Plan.

As a result of the Board's consultation with the community, Survey questions and responses are summarized below:

School (optional):

- Major Ballachey
- Bloomsburg
- Anonymous
- James L Mitchener
- Thompson Creek
- Russell Reid
- Paris District High School

- Russell Reid
- Walter Gretzky

2. What are the strengths of the special education plan?

- It is good for students with special education and behavioural needs; not so good for kids who fall in the grey zone
- Communication
- IEP consultation and review
- Learning is geared to individual student needs
- The ME program at Paris District High School is good but should be offered all day; students with disabilities shouldn't be forced into mainstream classes
- Education is geared to the student
- Comfortable learning from home (referring to virtual learning)

3. What is still needed in the special education plan?

- Needs more focus on special needs students who do not have Autism
- Issues around student with Autism having to wear a mask
-
- Music therapy needs to be included in the Plan
- Need to welcome parental input to revise the IEP at any time rather than set dates; important changes must be made in a timely fashion
- More in class help is needed
- More full-time special education classes
- Virtual learning needs to be more interactive

4. Does this plan help? Why or why not?

-
-

5. How might we best deliver services while being mindful of budget limitations?

- I don't know. I don't know your budget.
- Don't make students with Autism wear masks
- Keeping kids safe is key
- IEPs must be monitored to ensure implementation is occurring
- School boards were given additional money. Spend it on additional in-class help for students.
- Provide information about schools that have better full-time programming for students with developmental disabilities
- Budget cutbacks hurt the success of our students

Submit

Implementation of a renewed model of special education supports and services continued in the 2020-21 school year. In the renewed model:

- There was a focus on fulsome implementation of Tier 1, in-classroom or close-to-the classroom strategies and supports
- Learning Resource Teachers took on a lead role of supporting the knowledge and instructional capacity of all educators in the school in the area of Special Education
- The classroom teachers designed and implemented the student's program with the support of the Learning Resource Teacher, in the classroom
- In School Team processes were continued in all schools

- Dedicated multi-disciplinary teams were provided schools to attend resource team meetings
- Continued focus on the role of the Educational Assistant- goals for independence for students, how the EA is adding value to teacher programming

Further training for Learning Resource Teachers on the renewed model was significantly impacted by COVID-19 and virtual learning.

Grand Erie's Achievement Plan – Success for Every Student

The focus in the area of special services is how system staff support school staff to promote student learning and achievement.

1. How the special education system team guides and supports schools to learn about and implement effective differentiated instruction and assessment;
2. How wrap around supports to address a variety of student need that go beyond solely academic need are provided to students in order to decrease barriers to well-being and achievement.

Internal and External Reviews of Existing Special Education Programs and Services

There were no formal internal and external reviews of existing special education programs and services.

However, as a result of consultations with and input from Grand Erie's SEAC, school administrators and senior administration, the following changes to special education programs and service delivery will occur in the 2021-22 school year:

Mental Health Strategy

- Held a meeting during the school year with the Grand Erie Mental Health Advisory Committee.
- Attended Child & Youth Planning meetings with community agencies.
- With the move to distance learning, met regularly with the Directors of REACH and Woodview Child & Youth Mental Health Services to ensure regular and up-to-date communication.
- Continued to provide students with opportunities for sequenced and grade-appropriate social-emotional learning, while also building the capacity of educators to support students in this area.
- CYWs integral part of In-School Teams, where they provided advice, education and resources on social-emotional learning, self-regulation, healthy relationships and mental health awareness.
- The Suicide Risk Protocol was reviewed at Resource Team Meetings, and SafeTALK training was delivered to elementary Learning Resource Teachers.
- Through staff meeting and consultations, Social Workers (SW) consistently used the Grand Erie Safety Plan, assessment and tracking form.
- Where appropriate, SWs completed referrals to Mental Health & Addiction Nurses.
- CYWs and SWs supported traumatic events and completed Violent Threat Risk Assessments
- SWs began Wellness Checks in the spring of 2020.
- Wellness Checks by Social Workers were continued during the months of July and August and were made available to students attending summer camp and Camp Sail.
- Conquering Stress resources were made available in digital and binder format.
- Developed a bank of evidence-informed and/or evidence-based programs for delivery in classrooms.
- Worked with Safe Schools in the delivery of bullying prevention and healthy relationship programs and resources.
- Trained staff in evidence-based structured psychotherapy (Brief Interventions for School Counsellors Cognitive Behavioural Therapy and Virtual Counselling) to ensure effective

counselling for students.

- Trained staff in trauma-informed care and practices, and Shanker & Hopkins Self-Reg training.
- Maintained SO108 Partnerships.
- Attended regular meetings with community mental health agencies, Health Unit and McMaster Hospital.
- Managed and monitored Mental Health & Addictions Nurses referrals.

The following principles guide the implementation of the Child and Youth Mental Health Strategy in Grand Erie:

1. Achievement is fundamentally connected with student mental health and well-being.
2. Safe and inclusive school cultures will allow students to flourish.
3. Engagement among students, parents, staff and community is essential.
4. Commitment to ongoing learning for all is critical.
5. Evidence-based/informed practices will guide interventions to support students' mental health and well-being.
6. Align and coordinate efforts with community partners to maximize efficiency of resources and strengthen outcomes for students.
7. The unique strengths and needs of each school community will be honoured to ensure support is flexible and responsive.

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 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 principles 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 and well-being needs of all students.
5. Resources are provided to support students to become as independent as possible in reaching their educational goals.
6. The classroom educators 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 partners with the classroom educators by coaching, co-teaching and co-learning in order to address the strengths and needs of the students.
7. Students are educated in their community schools if this is the most 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.

https://granderie.ca/application/files/6315/0102/0454/P1_Special_Education_Guiding_Principles.pdf

Special Education Delivery of Supports and Services

Grand Erie's special education delivery of supports and services 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, differentiated instruction and assessment and accommodations and/or modifications. The curriculum, method of presentation, instructional strategies and/or classroom environments may be areas that are differentiated to meet student strength and needs.
- 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.
- Wrap-around supports and services.

Accessing Special Services

Students may demonstrate educational strengths and needs in a variety of ways. Educator observation and parent/guardian input are the most common sources through which the individual learning profile of a student is first identified. When a student strength or 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 educators 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 leaning strengths and 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 and the school Social 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 strategies and supports discussed at 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 (other than the classroom educator unless required)*, the area Teacher Consultant-Special Education and a dedicated multi-disciplinary system support team. The multi-disciplinary system team may include psychology staff, social workers, child and youth workers, behaviour counsellors, board certified behaviour analysts, speech-language pathologists, communicative disorders assistants, and/or attendance counsellors. 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 meetings will be communicated. The *Resource Team* will consider additional Tier 1, 2 or 3 strategies and may 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/guardian before they proceed with the case. The exception to this is referral to Attendance Counsellors, which takes place based on Ministry requirements and does not require parent/guardian consent.

Human Resource Support Services

Special education supports for students, beyond classroom educator 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 coach, co-teach and co-learn. LRTs offer suggestions and strategies to support implementation of programs to meet the learning and well-being needs of students in the regular classroom or self-contained classroom settings. 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.

- ***Educational Assistants***

In Grand Erie there are different types of Educational Assistant (EA) support allocated to schools.

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.

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 and evidence-based 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 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, Board Certified Behaviour Analysts 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/small-group 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.

Standard 3: ROLES AND RESPONSIBILITIES

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

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

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

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

The Ministry of Education

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

The Grand Erie District School Board

- establishes School Board Policy and Practices that comply with the Education Act, regulations, and policy/program memoranda;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;
- obtains the appropriate funding and reports on the expenditures for Special Education;
- develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- reviews the Plan annually in accordance with Regulation 306.

- Every two years prepares and approves a report on the special education programs and special education services provided by the board and submits it to the Ministry of Education;
- provides statistical reports to the Ministry as required and as requested;
- prepares a parent/guardian guide to provide information about Special Education programs, services, and procedures;
- establishes one or more IPRC's to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee (SEAC);
- provides professional development to Special Education staff.

The Special Education Advisory Committee:

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

The School Principal:

- carries out duties as outlined in the Education Act, regulations, and policy/ program memoranda, and through Board policies;
- communicates Ministry of Education and School Board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach Special Education classes;
- communicates Board Policies and Procedures about Special Education to staff, students, and parent/guardians;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and Board policies;
- consults with the parent/guardian and with School Board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's IEP, including a transition plan, according to provincial requirements;
- ensures that the parent/guardian is consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- ensures that appropriate assessments are requested, if necessary, and that parent/guardian consent is obtained.

The Teacher:

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

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

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

The Parent/Guardian:

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

The Student:

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

Standard 4: EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

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

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

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

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

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

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

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

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

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

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

Classroom Teacher's first steps:

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

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

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

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

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

- Possible next steps may include, some or all of these assessments, with informed and/or written consent from the parent/guardian;
- LRT may complete an Academic Achievement Battery (AAB), or another educational assessment to provide recommendations and strategies to be implemented by school personnel
 - A referral to the family physician may be suggested to identify physiological factors interfering with learning.
 - Parents may wish to undertake private assessments (eg. psychologist, speech).

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

- Possible next steps from the Resource Team may occur, with informed and/or written consent from the parent/guardian;
- Make recommendations for programs or services and establish a date to review progress
 - A Psycho-Educational assessment by qualified personnel
 - Professionals such as Occupational or Physical therapy
 - Psychologist or Speech Language Pathologist may complete an assessment and share recommendations for programming, resources or services.

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

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

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

Grand Erie DSB personnel use the following types of assessment:

<p>Educational Assessments</p> <ul style="list-style-type: none"> • These assessments are made for learning, as learning, and of learning (Learning For All, 2013). They identify strengths and weaknesses. Recommendations and/or strategies will be a component. 	<p>Psycho-educational Assessments</p> <ul style="list-style-type: none"> • A psycho-educational assessment may include tests of intellectual abilities, perceptual development and/or academic achievement. These tests are conducted by a Psycho-educational Consultant or Psychological Associate who are qualified to administer such tests. Psycho-educational Consultants are supervised by Psychological Associates.
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<p>Test of Intellectual Abilities</p> <ul style="list-style-type: none"> • These are tests that measure an individual’s ability levels at a given point in time. The results of these tests are used by teachers to help students reach their maximum functioning level by identifying their strengths and weaknesses. 	<p>Tests of Perceptual Development</p> <ul style="list-style-type: none"> • These are tests and/or observations that may indicate strengths/weaknesses with the processing of visual and/or auditory information.
<p>Tests of Academic Achievement</p> <ul style="list-style-type: none"> • These are standardized tests which measure an individual’s performance on reading, spelling and mathematics tasks. 	<p>Functional Behaviour Assessment</p> <ul style="list-style-type: none"> • A process that identifies target behaviour, and behaviour function, to understand what maintains behaviour. This leads to intervention plans to teach alternative behaviours and social skills. <p>Behavioural Assessments:</p> <ul style="list-style-type: none"> • These assessments measure a child’s adjustment to social situations. • They are conducted by qualified personnel and may involve observations or checklists.
<p>Speech-Language Assessments</p> <ul style="list-style-type: none"> • Speech-Language Assessments may include tests of articulation, voice, stuttering and receptive and expressive language. These tests are conducted by Speech-Language Pathologists. <p>Speech: These tests may involve the following:</p> <ul style="list-style-type: none"> ○ assessment of the child’s ability to produce speech sounds and control the muscles and oral structures required for speech; ○ assessment of vocal quality, pitch, loudness and resonance; ○ assessment of stuttering. <p>Language: These tests may involve the following:</p> <ul style="list-style-type: none"> ○ assessment of the child’s understanding of oral language; ○ assessment of the child’s ability to orally express himself/herself; ○ assessment of a child’s needs for additional communication support. 	

After the Assessment

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

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

- Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations, and/or an educational program that is modified below the age-appropriate grade level expectations for a particular subject or course. www.edu.gov.on.ca/eng/parents/speced.html Needs may also be best met through alternative expectations that are developed to help students acquire knowledge and skills that are not represented in the Ontario Curriculum, and can include skills areas like gross motor and life skills.
- Through ongoing involvement in the School Team Process, the parent/guardian will be aware of his/her child's strengths and needs. When recommending a referral to IPRC, the Resource Team will examine information from a variety of sources regarding the student to see if it matches Ministry definitions and Board criteria.
- The parent/guardian will be informed by the School Principal of the Resource Team's decision to refer the child to IPRC. Along with the Letter of Invitation to the IPRC, the parent/guardian will receive a copy of the *Parents' Guide to Special Education* and any information that will be presented at the meeting (Appendix E)
- Parents may also request and initiate a referral to the IPRC. According to Ontario Regulation 181/98, "Identification and Placement of Exceptional Pupils", once a child has been enrolled in school, parents have the right to request that the principal refer their child to an IPRC. The principal must refer the student to an IPRC upon receiving a written request from the parent.

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

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

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

Early Intervention Supports for Students Prior to IPRC

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

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

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

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

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

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

Connections for Students

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

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

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

Grand Erie DSB Students Involved in Connections during 2020-21 School Year

- To date, 2 students have been discharged from Connections this year and 1 student withdrew from our Board for homeschooling
- Currently, we have 4 students involved in Connections.

Standard 5: THE IPRC PROCESS AND APPEALS

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

Statement of Purpose and Responsibility:

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

Committee Composition

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

- a) School Level
- b) Area Level
- c) System Level

Level	Membership	Jurisdiction
School	<ul style="list-style-type: none"> • The Principal (of the school) – Chair* • The LRT of the school • The classroom teacher or other teacher 	<ul style="list-style-type: none"> • review of original identification • review of original "regular class" placements • recommendation for placement in a Demonstration School for a student who is already identified as exceptional
Area	<ul style="list-style-type: none"> • one Principal (from the area) - Chair** • another Principal or Vice-Principal (or designate) • a Teacher Consultant-Special Education (for the area) 	<ul style="list-style-type: none"> • original identification • original "regular class" placements • placements in area special classes • review of placements in area special classes • original identification and placement of complex cases
System	<ul style="list-style-type: none"> • Superintendent, Principal-Leader of Special Education or designate – Chair*** • The Program Coordinator for Special Education • a Teacher Consultant-Special Education (for the area) 	<ul style="list-style-type: none"> • original identification and placement of complex cases • placement of students in system special classes • review of placements in system special classes • referral to Provincial Schools

* The chair of the School level IPRC is the Principal of the home school. If the Principal is unable to attend, a Principal from another school and/or a Supervisory Officer must attend as a Vice-Principal can not be the sole Principal representative on an IPRC.

** The chair of the Area level IPRC is a Principal other than the Principal of the school in which the student is enrolled.

*** The chair of the System level IPRC is Superintendent or Principal-Leader Special Education or designate.

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

Committee Operating Procedures and Scope

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

- a) School level IPRCs review an original identification and review an original placement if the placement was "regular class". A School level IPRC may also recommend placement of a student who is already identified as an exceptional student with a Learning Disability at a Demonstration School.
- b) Area level IPRCs determine the original identification of a student. They also determine the original "regular class" placements and placements in area special classes. Area IPRCs also review placement in area special classes. In addition, they will determine the original identification and placement of complex cases.
- c) System level IPRCs determine the placement of students in system special classes. They also review placements in system special classes. System level IPRCs also make referrals to Provincial schools and determine original identification and placement of complex cases.
 - Principals may, upon written notification to the parent/guardian, and must, at the written request of the parent/guardian, refer a student to an Identification, Placement and Review Committee (IPRC).
 - Identifications are made in accordance with Ministry policy and regulations. In order to be identified as an "exceptional pupil" a student must meet the criteria for the exceptionality and, in most circumstances, must require modifications of program.
 - School level IPRCs have one option for placement – regular class.
 - Area level and System level IPRCs have two options for placement – regular class or special class.
 - Discussions about a student's Individual Educational plan and other program options may occur at a meeting of the IPRC and this discussion should include description of the student's strengths and needs. The decision-making of the IPRC is restricted to the student's identification and placement and includes identifying the next date for a review.
 - Notification to parents/guardians and other parties about the date, time and location of the IPRC is the responsibility of the Principal of the home school and must be provided 10 days in advance of the IPRC.
 - Minutes of the IPRC will be completed by the Chair and will include a checklist indicating the decision about identification and placement. Minutes must be filed at the school in the Ontario Student Record (OSR).
 - Communication of IPRC decisions to parents/guardians and to area/central files should occur, as follows:
 - a) School Level IPRC – the home school Principal communicates in writing to the parent/guardian
 - b) Area Level IPRC – the Principal who chairs the IPRC communicates in writing to parent/guardian, and to schools,
 - c) System Level IPRC – Principal-Leader Special Education or designate communicates in writing to parent/guardian, and to schools.

Role of the Board

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

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

- a) a Principal employed by the board
- b) a Supervisory Officer employed by the board

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

The Board shall prepare a guide (A Parent's Guide to Special Education) for the use and information of parents and pupils that provides information concerning:

- a) the function of the IPRC and the IPRC review
- b) the procedure for identifying a student as exceptional and for deciding the student's placement
- c) the IPRC's duty to describe the strengths and needs of the student
- d) the IPRC's duty to include the student's exceptionality and the category and definition of that exceptionality in its statement of decision
- e) the function of a special education appeal board and the parent's right to appeal the decision of the IPRC to such a board
- f) the names, addresses and telephone numbers of the Provincial and Demonstration schools
- g) whether and to what extent the school board purchases special education programs from another school board
- h) a list of local parents' organizations eligible to be on a Special Education Advisory Committee (SEAC)
- i) the information that an IPRC placement decision cannot be implemented unless a parent has consented to the decision or has not filed a notice of appeal within the required time limit.

All parents shall be informed by means of an item in the school newsletter or by other appropriate means, at least once each year, of the availability of the Parent's Guide to the IPRC process. At the same time, parents shall also be informed of their right to request that their child be referred to an IPRC. (**A Parents' Guide to Special Education - Identification Placement and Review Committee** (Appendix E), also (**A Guide for Parents – Individual Education Plan (IEP)** Appendix F).

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

Number of IPRC referrals for the school year 2020-21: 176
Number of IPRC reviews for the school year: 2020-21: 1685
Number of IPRC appeals for the school year: 2020-21: 0

Standard 6: EDUCATIONAL AND OTHER ASSESSMENTS

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

Types of Assessments

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

Educational assessments are limited to achievement testing of individual students both by formal and informal means. Responsibility for training of staff to use these assessment tools is assumed by the Program/Student Success Team if the assessment is to be administered by classroom teachers to inform program delivery for all students and by the Special Education team when more in depth assessment to be administered by the Learning Resource Teacher is needed for a specific student. Formal measures include (but may not be limited to):

For *Classroom Teachers*:

Developmental Reading Assessment (DRA) – Primary
Benchmark Assessment System – Primary & Junior
Ontario Comprehension Assessment (OCA)
Groupe Beauchemin (GB+) – French Immersion

For *Learning Resource Teachers*:

Academic Achievement Battery (AAB)
Brigance Tests of Basic Skills
Brigance Early Development Scale

The Canadian Cognitive Abilities Test (CCAT 7) is administered in grade 3. It is used as a tool to help classroom teachers better understand the learning profile of their Grade 3 students and to inform program development for all students based on their profile of learning strengths and needs. This assessment tool may also assist to flag students who may be in need of further assessment to understand their learning needs, and as a screening tool to inform whether an individual student may require additional supports in the area of Enriched or Gifted Learning.

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

(a) *Global Cognitive/Intellectual measures*:

Wechsler Intelligence Scale for Children – Fifth Edition (WISC V) (Canadian norms)
Wechsler Adult Intelligence Scale – Fourth Edition (WAIS-IV) (Canadian norms)
Wechsler Preschool and Primary Scale of Intelligence – Fourth Edition (WPPSI-IV) (Canadian norms)
Stanford-Binet Intelligence Scale – Fifth Edition (SB5)
Wechsler Nonverbal Scale of Ability (Canadian norms)
Ravens 2 Progressive Matrices

(b) ***Academic Achievement Measures***

Kaufman Test of Individual Achievement – Third Edition (Canadian norms)
Wechsler Individual Achievement Test – Third Edition (Canadian norms)

(c) ***Processing and Specific Skills Tests:***

Bender Visual-Motor Gestalt Test – Second Edition
Beery Buktenica Developmental Test of Visual-Motor Integration – Sixth Edition (VMI-6)
Beery VMI Developmental Test of Visual Perception – Sixth Edition
Beery VMI Developmental Test of Motor Coordination – Sixth Edition
California Verbal Learning Test – Children (CVLT-C)
Children's Colour Trails Test
Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2)
Delis-Kaplan Executive Function System (DKEFS)
NEPSY-A Developmental Neuropsychological Assessment – Second Edition
Peabody Picture Vocabulary Test: Fifth Edition (Forms A & B) (PPVT)
Process Assessment of Learning – Second Edition (Language and Math) (PAL-II)
Rey Complex Figure Test (RCFT)
Test of Memory and Learning – Second Edition (TOMAL-2)

(d) ***Surveys and Checklists:***

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

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

(a) ***Speech/Phonological Processes:***

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

(b) ***Language:***

Bankson Language Test – 2 Screen (BLT-2S)
Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5)
Clinical Evaluation of Language Fundamentals – Primary (Third Edition)
Clinical Evaluation of Language Fundamentals, Fifth Edition Metalinguistics
Expressive One Word Picture Vocabulary Test - 3
Language Processing Test – 3 (LPT-3)

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

(c) ***Phonological/Phonemic Awareness***

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

(d) ***Motor Speech***

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

Qualifications of Staff

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

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

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

Referrals Management and Wait Times

Individual assessments are completed to support educational program planning. Referrals for assessment are considered and prioritized through the Resource Team process. Meetings are held at least every six weeks with an agenda determined by the School Team which has already accessed expertise within the school building including a review of classroom based assessment information, standardized educational assessment (AAB), participation in intensive early literacy intervention programs if appropriate, and the thorough implementation of Tier 1 strategies. Resource Team (RT) discussion includes programming to support educational (academic and well-being) needs based on available information, and recommendations for medical assessment such

as hearing/vision if required. If a referral for further assessment is not deemed to be necessary at the time of the Resource Team meeting but careful monitoring of progress to reconsider this decision in the future is, an intervention plan and timelines to bring back to the RT are developed and left with the School Team for implementation. Prioritizing of referrals takes into account:

- severity of needs
- request for outside agency involvement
- school setting of priorities
- school referral patterns relative to the severity of needs across the district

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

Wait times for psycho-educational assessments are generally 1 – 6 months. This reflects the time between the date a referral is made in LITE after a Resource Team meeting to the date of the parent/guardian meeting when the written report of assessment findings and recommendations is shared.

Wait times for speech-language assessments range from 1 to 13 months. In addition to Resource Team referrals, Communication Services staff meet with Kindergarten Educator Teams during the first 6 weeks of school to help determine children most in need of specialized support. Using a tiered intervention framework, the service delivery approach is developed based on student and school needs. For example, some schools might receive a block or even several blocks of service while others, based on comparative need, might not receive any blocks of direct intervention, but will have service delivered in a less intensive approach (i.e., Home Programming, classroom strategies to develop skills). All Kindergarten Educator Teams receive speech-language services support, to implement the Sound Bites Phonological Awareness Program (<https://sway.office.com/s12G1zX3yBWx5cG6>).

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

Results of individual Educational/Psycho-educational/Speech-Language assessments are communicated through a meeting or telephone call with the parent/guardian and a written copy of the assessment report is provided. Meeting face-to-face so that assessment findings and recommendations can be used to collaboratively determine next steps in program planning is preferred. The COVID context has required that meetings with parents take place on the telephone or through Microsoft Teams. Student participation in these discussions is determined in consultation with their parent/guardian, taking into account developmental constraints.

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

"transportable"). Allocation of educational resources and educational programming decisions remain the responsibility of school/system staff.

Protection of Privacy and Consent for Sharing Information

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

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

Standard 7: SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

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

Ministry of Education Policy/Program Memorandum No. 81 – Provision of Health Support Services in School Settings provides direction about the delivery of services that go beyond educational services and are not part of normal preventative health programs already provided by boards of health to school children.

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

Further information regarding specialized health support services in Grand Erie can be found in the following documents:

Board Policy SO8 – Community Partnerships

Board Policy SO28 – Student Concussion and Head Injury

Board Policy SO30 – Management of Potentially Life Threatening Health Conditions, Including Administration of Medication, in Schools

Board Procedure SO108 – Community Service Providers and Schools Working Together

Key abbreviations used within the document:

LCC – Lansdowne Children’s Centre

LHIN – Local Health Integration Network

OT – Occupational Therapist

PT – Physiotherapist

PSL – Preschool Speech and Language

RN – Registered Nurse

SBRS – School Based Rehabilitation Services

SHSS – School Health Support Services

SLP – Speech and Language Pathologist

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: LHIN board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Occupational Therapy	SBRS program managed through LCC	Meets criteria for assessment established by SBRS Occupational Therapy (OT) assessment indicating if OT services are required	SBRS clinician based upon established criteria	Criteria determined by SBRS SBRS OT indicates when occupational therapy services are no longer required	Discussion with SBRS Manager.
Physiotherapy	SBRS program managed through LCC	Meets criteria for assessment established by SBRS Physiotherapy (PT) assessment indicating if PT services are required	SBRS clinician based upon established criteria	Criteria determined by SBRS SBRS PT indicates when physiotherapy services are no longer required	Discussion with SBRS Manager
Speech & Language Therapy	SBRS program managed through LCC Grand Erie Brant Haldimand Norfolk Preschool Speech and Language (BHNPSL) managed through LCC	Meets criteria for assessment established by SBRS Speech-Language Pathologist (SLP) assessment indicating if SBRS Speech services are required	SBRS clinician based upon established criteria SLP based on assessment results PSL clinician based upon established criteria	Criteria determined by SBRS SBRS SLP indicates when intervention no longer required Transfer from PSL based on age and need	Discussion with SBRS Manager School Team meeting with parent/guardian and student if appropriate or required by legislation and SLP report
Nursing	LHIN (SHSS) and HHNB	Medical assessment indicating that nursing must be provided during school hours	LHIN/HNHB Care Coordinator	Medical assessment indicating nursing no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request case conference with LHIN/HNHB Care Coordinator

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: LHIN, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Administering of prescribed medications	Oral medication by school staff. G-tube and Intra-muscular medications by LHIN (SHSS)/HNHB Student (if appropriate) **Note school staff are not authorized to administer injections; therefore, requests made in relationship to school staff administering injections shall be denied	Medical Statement OR Authorization of parent/guardian for medication to be administered at school except for administration of medicinal cannabis, which requires a Medical Statement	School Principal LHIN/HNHB Care Coordinator	Medical recommendation indicating that prescribed medication no longer needs to be administered during school hours OR Student has learned to administer medications independently	School or parent/guardian can request a case conference with LHIN/HNHB Care Coordinator
Assistance with Catheterization	Student Board Staff (i.e., volunteer Educational Assistants after training by LHIN (SHSS))	Medical assessment indicating that catheterization must be done during school hours.	LHIN/HNHB Care Coordinator	Medical recommendation indicating catheterization no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with LHIN/HNHB Care Coordinator
Suctioning	LHIN (SHSS)/HNHB	Medical Referral	LHIN/HNHB Care Coordinator	Recommendation indicating that suctioning no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with LHIN/HNHB Care Coordinator

Specialized Health Support Service	Agency or position of person who performs the service (e.g.: LHIN, board, staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Lifting and positioning	School staff as trained by SBRS therapist as appropriate (usually OT/PT)	Assessment by health professional indicating that lifting and positioning must be done during school hours	SBRRs Manager	Recommendation indicating that lifting and positioning no longer required during school hours OR Parent/guardian assumes responsibility	School or parent/guardian can request a case conference with SBRS Manager
Assistance with mobility	School staff as trained by SBRS therapist as appropriate (usually OT/PT)	O T/PT Medical Referra	Medical Referral	Recommendation indicating that assistance with mobility no longer required during school hours OR Parent/guardian and student assume responsibility	School or parent/guardian can request a case conference with SBRS Manager
Feeding	Oral - school staff G-tube - LHIN (SHSS)/HNHB	Medical Referral	Physician, Nurse	LHIN (SHSS)/HNHB: Parent directives based on physician orders	School or parent/guardian can request a case conference with LHIN/HNHB Care Coordinator
Toileting	School staff - training available from OT/RN	Medical Referral	Physician, Nurse	Once school staff training is complete service may be discharged or placed on hold for future requests	Not applicable

Standard 8: CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

PURPOSE: To make information on the categories and definitions of exceptionalities available to the public, including parents and community associations.

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

The IPRC requires an individual educational (classroom) assessment before making a decision about the identification of a student as exceptional or the placement of a student in a special education program. Educational assessments are conducted by the classroom teacher, often under the guidance of the School Team. Data from ongoing assessment *for* learning by the classroom teacher(s) and from ongoing assessment *as* learning by the student is collected to plan instruction and further assessment. Assessment *for* learning involves gathering evidence from a variety of sources to plan, adjust, and deliver instruction that meets the particular needs of individual students. It includes both diagnostic (i.e., review of recent report cards, consultation with previous teachers, parents, special educational teachers, classroom observations, classroom assessments) and formative (i.e., classroom tests, assignments, observations, progress towards alternate programming goals) assessment practices. Both educational (classroom) assessments and professional supporting assessments contribute to IPRC decisions. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of the individual student based on an individual assessment of strengths and needs. It should be noted that when the IPRC identifies the student as exceptional and applies the ministry’s definition to describe the exceptionality, it is not diagnosing a condition but merely indicating an educational category. The IPRC identification should not be interpreted as a diagnosis.

There are five categories of exceptionality recognized in the Education Act. The Ministry has defined additional sub-categories for some of the categories.

Resources

Policy/Program Memorandum No. 8:

Identification of and program planning for students with learning disabilities.

Policy/Program Memorandum No. 140:

Incorporating methods of applied behaviour analysis (ABA) into programs for students with autism spectrum disorders (ASD).

Policy/Program Memorandum No. 156:

Supporting transitions for students with special education needs.

Steps to Identification with an Exceptionality are outlined in the Special Education Plan: Section 2
Allowable Accommodations are outlined in the Special Education Plan: Appendix G

Behaviour

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

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

Major Indicators:

- A persistent pattern of non-compliant, defiant, physical and/or verbally aggressive behaviours observed within the school environment;
- Behaviours are frequent, intense and of such a duration that they compromise the student's learning and ability to be successful at school (for example behaviour is the reason they are not meeting their potential) and/or their behaviour is interfering with the learning of others;
- Behaviours continue despite the implementation of behaviour strategies and interventions;
- Accommodations have proven to be insufficient.

Supporting Assessment:

- ✓ School Documentation demonstrates that the nature, frequency, severity of the behaviours are disruptive to the student's learning;
- ✓ Behaviours are not secondary to other medical, neurobiological or other developmental disorders;
- ✓ All behaviours must be looked at in the context of functional/developmental age, and culture;
- ✓ Behaviour plan is in place;
- ✓ Consultation/involvement with Behavioural system staff and other appropriate support staff has occurred;
- ✓ A psycho-educational assessment and/or speech and language assessment are recommended when school Resource Team deems appropriate.

Communication

Autism

A severe learning disorder that is characterized by:

- a) disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech, and language.
- b) lack of the representational symbolic behaviour that precedes language.

Major Indicators:

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

Supporting Assessment:

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

Deaf and Hard-of-Hearing

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

Major Indicators:

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

Supporting Assessment:

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

Language Impairment

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

- a) involve one or more of the form, content, and function of language in communication; and
- b) include one or more of the following:
 - language delay;
 - dysfluency;
 - voice and articulation development, which may or may not be organically or functionally based.

Major Indicators:

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

Supporting Assessment:

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

Speech Impairment

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

Major Indicators:

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

Supporting Assessment:

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

Learning Disability

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

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

Major Indicators:

- Difficulties in the development and use of skills in one or more of the following areas:
 - reading
 - writing
 - mathematics
 - work habits/learning skills
- Accommodations insufficient for meeting student needs;
- Psycho-educational assessment indicates that academic achievement is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or achievement that is only sustainable with high level of effort and/or extensive support.

Supporting Assessment:

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

Intellectual

Giftedness

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

Major Indicators:

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

Supporting Assessment:

- ✓ CCAT results with a composite standard age score of at least 130 (98th percentile rank) which typically means 9th stanine results on two of three subtests;
- ✓ If from outside the board: Psycho-educational assessment completed by or under the supervision of a qualified member of the College of Psychologists of Ontario, with Canadian norms, at the 98th percentile rank or higher on a Full Scale Intelligence Quotient (FSIQ) or General Ability Index (GAI);
- ✓ AAB or equivalent standardized assessment of academic achievement has been completed when deemed appropriate by the school Resource Team.

Mild Intellectual Disability

A learning disorder characterized by:

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

Major Indicators:

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

Supporting Assessment:

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

Developmental Disability

A severe learning disorder characterized by:

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

Major Indicators:

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

Supporting Assessment:

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

Physical

Physical Disability

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

Major Indicators:

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

Supporting Assessment:

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

MULTIPLE

Blind and Low Vision

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

Major Indicators:

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

Supporting Assessment:

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

Multiple

Multiple Exceptionalities

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

Criteria for identification:

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

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

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

Standard 9: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

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

Grand Erie District School Board believes that placement in a regular class in the student's home school is the most enabling placement for all our students. It is also believed that for some students with specific exceptionalities, the most enabling placement may be a self-contained classroom setting.

SEAC participates in the review of self-contained classes, their locations and nature. Additionally, SEAC members were involved in the development of the Special Education Guiding Principles, which provides direction to the nature, and focus of congregated classes in Grand Erie.

Regular Class:

Placement in a regular class should be considered as the first option:

- Differentiated instruction and assessment and appropriate accommodations and modifications should be in place;
- Classroom Teachers should receive training in evidence-based strategies that improve student's learning (Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12);
- Support from the Learning Resource Teacher should be provided to classroom teachers to build capacity and improve classroom instruction.
- Educational Assistants can assist with the implementation of the programming for students with medical and safety needs;
- System special education support staff build the capacity of schools to meet the broad range of student special education needs. (.

Grand Erie is committed to fostering an inclusive culture in schools. The culture of the school is essential in fostering an attitude of inclusion, and an attitude of inclusion recognizes and values the tiered approach to the provision of special education programs and services. An attitude of inclusion ensures that students in self-contained classes are welcomed and integrated into their school communities.

The Identification, Placement and Review Committee (IPRC) always begins with regular class placement in mind but may determine that a self-contained setting with a high degree of expertise and support is required to meet the student's needs.

When more intensive support is required for a student, self-contained placement may be considered. 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).. When a self-contained placement may be appropriate, it is a consultative process which honours the voices of parents, school staff, program support staff and the student. When an IPRC confirms the student is exceptional and determines placement into a self-contained program is appropriate, discussion of program options may occur as follows:

- discussion may include the type of Special Education Services, the degree of curriculum modification, and any need for personalized equipment;

- provides some direction for the IEP;
- does not commit to a specific location or specific amount of individualized support (location is not part of the IPRC and is not subject to the appeal process).

To further support integrated programming, the sub-category of Delivery Options, Special Education Class, states "integration into regular program should occur, in consultation with the parents/guardians, as it is deemed appropriate for the individual pupil by the School Principal".

The ways in which a student may be integrated into the regular, age-appropriate classroom are as follows:

- integrated on a regularly scheduled basis for specific subjects or periods of time;
- integrated on the basis of specific content in a subject area;
- integrated on days when special events occur;
- integrated for assemblies;
- integrated into social situations.

When being integrated into a regular class the student may receive support from an Educational Assistant. When the student's placement is a Special Education Class with Partial Integration the student must be integrated into a regular class for at least one instructional period daily. When integration does occur for a student whose placement is in a self-contained program, it does not exceed 49% of the school day.

Types of placements provided at the elementary and secondary levels:

There are five placement options available to students in elementary and secondary levels.

Regular Class

- Indirect Support
- Direct Support (Resource Assistance)
- Withdrawal Assistance

Self-contained Class

- Partial Integration
- Full Time

The following one or more criteria are considered for admission to a self-contained class placement:

- the student requires a uniquely designed individual program for more than 50% of the day;
- the student requires a range of specialized instructional support for more than 50% of the day;
- the student requires a classroom environment containing specialized facilities.

Admission to placement will occur as soon as possible. The student may require support or services in the regular class placement while waiting for admission to a special class.

The level of support provided in each placement, including the assignment of intensive support, is determined by:

- needs of students within a school;
- needs of students within a Family of Schools;
- needs of students throughout the entire Board;

The level of support for individual students is based on student needs, such as:

- safety - to self or others;
- medical issues;
- academic;
- social /emotional;
- physical;
- alternative programming;
- augmentative communication.

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

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

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

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

Options for placement outside the Board are communicated to the parent/guardians before the IPRC through:

- case conferences.
- visit to the outside placement.

SEAC is presented with a general overview of the philosophy of types of placements available and changing needs for Self-contained program throughout the Board. They provide feedback and discussion about the philosophy and changing needs. A final copy of the Self-contained Classes and their locations is then shared with SEAC as information.

Most students identified as exceptional within Grand Erie DSB are placed in a regular class. The document that follows identifies the location of the special classes within the Board for the 2020-21 school year.

Elementary Self Contained 2021-2022	
School	Class
Brant North	
Cedarland	Life Skills
Centennial Grand Woodlands	Life Skills
Cobblestone	Transitions
Cobblestone	Life Skills
Graham Bell	Intensive Support - Autism
Grandview	Intensive Support - Autism
Greenbrier	Intensive Support - Autism
Greenbrier	Int Transitions
Greenbrier	Life Skills
Prince Charles	Intensive Support - Multi-Handicap
Prince Charles	Intensive Support - Autism
Russell Reid	Transitions
Russell Reid	Strategies - Autism
Brant South	
Agnes Hodge	Intensive Support - Multi-Handicap
Branlyn	Strategies
James Hillier	Intensive Support - Autism
Ryerson Heights	Life Skills
Haldimand	
Caledonia Centennial	Strategies
Hagersville Elem	Life Skills
Hagersville Elem	Transitions
JL Mitchener	Intensive Support - Autism
Mapleview	Intensive Support - Autism
Thompson Creek	Intensive Support - Autism
Norfolk	
Bloomsburg	Intensive Support - Autism
Bloomsburg	Transitions
Boston	Gifted
Delhi Public	Strategies
Langton	Intensive Support - Autism
Lynndale Hts	Life Skills

Secondary Self Contained 2021-2022

School	Class
Brant North	
North Park	Bridge
North Park	Vocational Skills 1
North Park	Vocational Skills 2
North Park	Intensive Support - Autism
Paris District	Bridge
Paris District	Life Skills
Brant South	
Pauline Johnson	Vocational Skills
Pauline Johnson	Intensive Support - Multi-Handicap
Pauline Johnson	Intensive Support - Multi-Handicap
Pauline Johnson	Life Skills
Pauline Johnson	Life Skills
Pauline Johnson	Life Skills
Pauline Johnson	Life Skills
Pauline Johnson	Bridge
Tollgate	Bridge
Tollgate	Vocational Skills
Tollgate	Vocational Skills
Tollgate	Intensive Support - Autism
Tollgate	Intensive Support - Autism
Tollgate	Life Skills
Tollgate	Life Skills
Tollgate	Bridge
Haldimand	
Cayuga Secondary School	Vocational Skills
Cayuga Secondary School	Life Skills 1
Cayuga Secondary School	Life Skills 2
Cayuga Secondary School	Intensive Support - Autism
Cayuga Secondary School	Intensive Support - Autism
Cayuga Secondary	Bridge
Cayuga Secondary	Intensive Support - Multi-Handicap
Hagersville Sec	Vocational Skills
Hagersville Sec	Bridge
Norfolk	
Simcoe Composite	Bridge
Simcoe Composite	Vocational Skills
Simcoe Composite	Life Skills
Simcoe Composite	Life Skills
Simcoe Composite	Bridge
Valley Hts	Vocational Skills
Waterford DHS	Life Skills 1
Waterford DHS	Life Skills 2
Waterford DHS	Intensive Support - Multi-Handicap

**SPECIAL EDUCATION PLACEMENTS/PROGRAMS
PROVIDED BY THE BOARD
2020-2021**

Self-Contained Class/Program	Criteria for Placement	Class Capacity
<p>Intensive Support- Autism</p> <ul style="list-style-type: none"> • Provides individualized programming for students with Autism Spectrum Disorder; • Programming will align with the individual strengths and needs of the student – including modified or alternative curriculum; • Programming will support the principles of Applied Behaviour Analysis (ABA), as outlined in Ministry of Education PPM 140; • Programming will include individualized transition plans for students, as outlined in PPM 140. 	<p>Placement in an ASD Class may be recommended through the Identification Placement and Review Committee (IPRC) process to a student who:</p> <ul style="list-style-type: none"> • Identified as an exceptional student through the IPRC process under the category of Communication: Autism; • Evidence that ongoing interventions in regular class have been insufficient to meet the student’s needs, including the utilization of ABA strategies, interventions and transition supports; • Evidence that smaller class size and program structure will allow the child to thrive and be more successful in their school environment. 	6
<p>Life Skills</p> <p>The program in a self-contained Life Skills class focuses on developing functional skills for the highest possible level of personal independence. The program is developed based on the student’s individual needs in the following areas:</p> <ul style="list-style-type: none"> • Functional Academics – literacy and numeracy skills that are relevant and meaningful to the student. Some students will be at a pre-academic stage of learning. • Social Skills – demonstrating appropriate social behaviours in a variety of settings both in the school and in the community • Skills for Independent Living – encompass a wide range of skills including: personal care and hygiene, shopping and food preparation, cleaning and organizing tasks, transportation and community safety skills, pre-vocational skills), and recreation • Communication Skills – communicating for different purposes in a variety of settings; some students may require assistive or augmentative means of communication • Self-advocacy skills – asking for help when help is required; making choices and decisions; speaking up when there is a problem 	<p>Placement in a Self-Contained Lifeskills Class may be recommended through the IPRC process when:</p> <ul style="list-style-type: none"> • The student has been Identified through the IPRC process under the category of Intellectual: Developmental Disability; • The student requires a program that focuses on functional skills for daily living and personal independence; • Evidence that smaller class size and program structure will allow the child to thrive and be more successful in their school environment; • The student will require a supported living environment and supported employment in the future 	10

<p>Gifted Self-Contained</p> <ul style="list-style-type: none"> • Provided at the Elementary Level (Grade 5-8); • Provides differentiated learning experiences of depth and breadth beyond the regular curriculum; • Provides opportunity for collaboration, learning and leadership with peers of similar intellectual abilities; • Programming focuses on critical and high order thinking skills, creativity, problem solving, research, technology, and metacognition; • Integration into regular class setting as appropriate for individual student needs and as school schedules allow. 	<p>Placement in a Gifted class may be recommended at the Grade 5-8 level through the system IPRC process to a student who:</p> <ul style="list-style-type: none"> • Identified as an exceptional student through the IPRC process under the category of Intellectual: Gifted; • Evidence that ongoing interventions in regular class and enrichment program have been insufficient to meet the student’s academic or social/emotional needs; • May exhibit exceptionally high performance beyond grade level expectations in numerous subject areas which can be better addressed in a congregated setting with students of similar intellectual abilities. 	<p>25</p>
<p>Secondary Programs that may benefit Students who are Gifted or Cognitively Advanced</p> <p>(Note: These programs are not designed specifically for students with special education needs (i.e. Gifted))</p> <p>The academic stream at Secondary meets the programming needs of many students with Gifted and/or Enriched learning needs.</p> <p>Pre-Advanced Placement and Advanced Placement (AP) courses are available at North Park Collegiate and Pauline Johnson. Advanced placement courses allow students to pursue university-level studies while in high school. Many universities grant credits to high-achieving AP exam writers. AP courses are currently offered in Biology, Calculus, Chemistry, English Literature, French, Physics, and Studio Art at different Grand Erie schools. Offerings vary year by year.</p> <p>The Laurier Program is offered at Brantford Collegiate Institute in partnership with Wilfred Laurier University- Brantford Campus. The program engages students in experiential learning opportunities with a multi-disciplinary approach focused on: computer design and media, entrepreneurship, game design, and STEAM education. There is an application process to be accepted to the Laurier Program.</p> <p>S.O.A.R. Elite Academy of Athletics is available at Pauline Johnson. This program requires that students excel in three main areas: academics, athletics, and leadership. Student athletes in this program are expected to be self directed, self motivated, dedicated to fitness,</p>	<p>Registration in these courses and programs is determined at the school that holds the program.</p>	<p>Class size varies by program and enrollment.</p>

<p>academics and positive character, and receptive to a holistic training approach and constructive feedback.</p> <p>Specialist High Skills Majors (SHSM) – Students participating in a SHSM complete a bundle of classroom courses, workplace experiences, and sector certifications to receive a special designation on their diploma. A SHSM can prepare students for apprenticeships, college, university or the workforce</p>		
<p>Transitions Self Contained Elementary</p> <ul style="list-style-type: none"> • Available in Elementary beginning in Grade 7 • Programming will align with individual strengths and needs of the student - modified or alternative curriculum; • Individualized programming in literacy and numeracy is modified to the degree that significant achievement gaps can be addressed; • Alternative programming in the area of personal living skills, pre-employment and employment skills (vocational); • Allows for integration into the regular class in subject areas of strength up to 49% of the day; • Programming in the self-contained classis not for credit • Secondary placements options are available for both fully and partially contained. 	<p>Placement in a MID (Transitions) class may be recommended beginning in Grade 7) through the IPRC process to a student:</p> <ul style="list-style-type: none"> • Who is identified as an exceptional student through the IPRC process, usually within the category intellectual: Mild Intellectual Disability; • Evidence that ongoing interventions in regular class have been insufficient to meet the student’s academic or social/emotional needs; • Where there is evidence that the student will be unable achieve enough credits in Secondary School to graduate with an Ontario Secondary School Diploma (OSSD). Opportunity for graduation with some credits would result in a Certificate. 	<p>16</p>
<p>Intensive Support- Multi-Handicapped</p> <p>The program in an MH class focuses on individual goals for each student to meet his or her specific needs in the following areas:</p> <ul style="list-style-type: none"> • Medical and Safety needs; • Personal Care - feeding and toileting; • Physical/Motor – physical therapy needs as per Physiotherapist (PT) and Occupational Therapist (OT) recommendation; developing gross and fine motor skills; • Cognitive and Sensory – stimulating students’ minds through various modalities (sight, touch, hearing, taste, smell); developing understanding of cause and effect; building functional skills (e.g. sorting, matching); • Communication – developing communication skills based on recommendations from Speech/Language Pathologist (SLP) reports; providing authentic opportunities to motivate the student to communicate; students may require assistive or augmentative means of communication; 	<p>Placement in a Self-Contained Intensive Support - Multi-Handicapped Class may be recommended through the IPRC process when:</p> <ul style="list-style-type: none"> • Student is Identified through IPRC process under the category Multiple; • Student has both significant physical and intellectual impairments; • Student requires a high level of support for physical or medical needs (toileting, feeding, mobility, supervision for safety). 	<p>6</p>

<ul style="list-style-type: none"> • Social Interaction – providing opportunities for students to participate in meaningful social interactions with people beyond the MH classroom; • Self-help – developing skills toward greater independence (e.g. eating with a spoon; washing hands). 		
<p>Bridge Self-Contained -Secondary Bridge is an intensive resource program for students who are able to focus on only two or three periods of credit-bearing courses. A classroom teacher and EA work with students individually to support success in their other classes, while encouraging positive social interactions. Bridge is only 1 or 2 sections a semester. On Track sections on their own are not for credit.</p>	<p>Students are placed in Bridge classes by an IPRC.</p>	<p>16</p>
<p>Strategies Self-Contained</p> <ul style="list-style-type: none"> • Strategies classes are offered at the Elementary level for Junior/Intermediate age level • Provides individualized Behaviour Support Programming; • Programming will align with individual strengths and needs of the student - modified or alternative curriculum; • Emphasis on self advocacy, recognizing personal triggers and self regulation; • Allows for integration into the regular class in subject areas of strength up to 49% of the day; • Increased Behaviour Counsellor support; • Goal is for students to acquire the necessary skills to return to regular class within 2 years 	<p>Placement in a Strategies classroom may be recommended from SK to 8 level through the System IPRC process to student who:</p> <ul style="list-style-type: none"> • Identified as an exceptional student through the IPRC process under the category of Behaviour; • Evidence that learning gaps are the outcome of behaviour, and not an overall low level of cognitive development or Learning Disability. • Evidence that ongoing interventions in the regular classroom, as outlined in a Behaviour and Safety Plan, have been insufficient to meet the students' needs; • Evidence that smaller class size and program structure will allow the needed focus on alternative behaviour goals 	<p>8</p>

Standard 10: INDIVIDUAL EDUCATION PLANS (IEP)

The purpose of the standard is to inform the ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

Grand Erie strives to plan an educational program for a student with special education needs through communication among:

- School Team members
- Parents/guardians
- School board and community professionals involved with the student
- The student (where appropriate)

IEP development is a collaborative process that is usually initiated by the school, after collection of observation and assessment data that reveals some difficulty accessing the curriculum. Parents may inquire about the initiation of an IEP through their child's classroom teacher, the Learning Resource Teacher, or the school principal.

While each school has an individual process for IEP development and implementation, in general the Learning Resource Teacher coordinates the development of the IEP while the classroom teacher is responsible for decisions related to program planning. The principal monitors overall implementation.

School staff participate in consultation with parents/guardians and students at various phases in the process. Consultation may take the form of a letter requesting input, a phone call, a meeting, or other appropriate informal or formal consultation methods. An IEP information brochure called *Individual Education Plan (IEP) – A Guide for Parents* is available for schools to share with families and is found in Appendix F of this document.

The IEP process follows five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP to include the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

The Individual Education Plan is divided into the following sections:

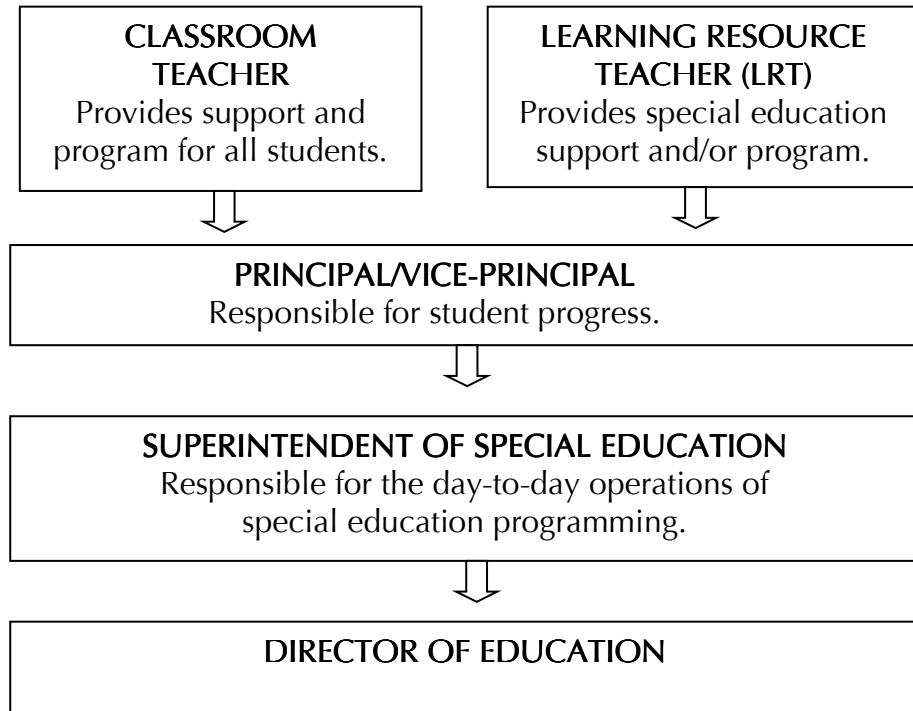
- i. Identification
 - Reason for development of the IEP
 - Placement information
 - IEP completion date
 - IEP revision date
 - Student Profile
 - Ontario Education Number (OEN)
 - Exceptionality
 - IPRC Placement Decision (as applicable)
 - IEP Development Team
 - Assessment
 - Relevant Educational & Clinical Assessment Data
 - Strengths
 - Needs

- Health Support Services
- Accommodations
- Instructional Accommodations
- Environmental Accommodations
- Assessment Accommodations
- ii. Human Resources
- iii. Equipment
- iv. Provincial Assessments
 - Permitted Accommodations
 - Exemptions from Provincial Assessment
- v. Elementary Program Exemptions
- vi. Secondary compulsory course substitutions
- vii. Program Areas
 - Modified Programs
 - Accommodations
 - Alternative Programs
 - Baseline Level of Achievements
 - Annual Program Goal
 - Learning Expectations, Teaching Strategies and Assessment Methods
 - Teaching Strategies
 - Strengths/Areas for Improvement/Next Steps
- viii. Transition Plan
- ix. Sources consulted in the Development of the IEP
- x. Parent/Student Consultation
- xi. Staff Review & IEP Updating

A blank IEP template showing each of the above sections is found in Appendix G of this Special Education Plan.

The IEP is a working document that is adjusted to match assessment data on an ongoing basis. It is reviewed and updated at the beginning of each reporting period in response to assessment from the previous term/semester. The IEP process is cyclical and involves repeated review, evaluation, and adjustment. There should be a clear link between the learning expectations outlined in the IEP and the Progress Report and Provincial Report Card.

Collaboration between school staff and parents is essential. When parents have questions or concerns about their child's Individual Education Plan, or special education programming, these are best addressed at the school level, always beginning with the classroom teacher or learning resource teacher. If a parent feels that their question or concern has not been adequately addressed, they should then discuss the issue with the school principal. The Superintendent of Special Education is also able to assist with unresolved concerns and can be contacted at the Education Centre (519-756-6301).



Teacher Consultants for Special Education are assigned to specific schools and work directly with school staff to provide special education support. The Principal Leader for Special Education provides system support for special education programs and services. These staff are also available to assist parents with questions or concerns related to a student’s Individual Education Plan. A school principal may arrange a meeting between parents, school staff, system staff, and/or the Superintendent of Special Education in order to seek a mutual understanding.

Parents may not agree with everything in an IEP or the focus may differ from their requests. Schools are responsible for establishing a program that best suits a child’s strengths and needs while at school. The school principal is ultimately responsible for the initiation, implementation, and review of the IEP and ensuring that the parent is consulted in its development. The principal is not obliged to accept every parental suggestion but must give appropriate consideration to requests. The principal should provide reasons for not including parental requests in the IEP. If parents disagree with significant aspects of the IEP, they may request a meeting with appropriate school and board staff.

If all attempts at dispute resolution related to the IEP have been unsuccessful, a parent may contact the Ministry of Education for clarification or assistance. The Office of the Ombudsman of Ontario may also assist. The Ontario Ombudsman oversees all aspects of public education in Ontario and can help with unresolved complaints or investigate systemic issues. Parents can fill out an online complaint form with the Office of the Ombudsman of Ontario, call 1-800-263-1830, or email for assistance at info@ombudsman.on.ca.

Standard 11: PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

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

Provincial and Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind or deaf-blind or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, deaf-blind, or learning disabled;
- provide preschool home visiting services for students who are deaf or blind or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

a) **W. Ross Macdonald School: School for the Blind and Deaf-Blind**

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource centre for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to Ministries of Education on an interprovincial, cooperative basis.

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the Province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life skills” program;
- provide through home visiting for parent/guardians and families of preschool deaf-blind children to assist in preparing these children for future education.

W. Ross Macdonald provides a range of resource services and outreach programs to families and school boards in support of students who are blind, deafblind, or low vision. A referral process is in place for individual students to be seen by resource consultants. After consultation with the Resource Team, a school may submit a referral through the Provincial Schools website to request an educational/functional vision assessment for a student who is blind or visually impaired.

Schools may also complete a workshop request form for a personalized workshop on a topic related to vision.

Considerations for placement of existing Grand Erie students at W. Ross Macdonald must go through the Resource Team process for discussion. If the Resource Team determines that it is appropriate to undertake a formal request for placement and if the parent is in support, a request should be made by the Special Education Teacher Consultant who will coordinate a System IPRC.

Students moving into Grand Erie to specifically to attend W. Ross Macdonald must complete registration paperwork at the home school. The home school principal or W. Ross Macdonald contacts the Program Coordinator for Special Education to arrange a System IPRC.

b) Provincial Schools for the Deaf

The following Provincial Schools offer services for deaf and hard-of-hearing students:

- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario);
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario);
- Robarts School for the Deaf in London (serving western Ontario);
- Centre Jules-Léger in Ottawa (serving francophone students and families throughout Ontario).

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his/her special needs met as set out in his/her IEP.

Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environment which facilitate students language acquisition, learning, and social development through American Sign Language (ASL) and English;
- operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school. (residence is provided for those students who live over 70 kilometers from the school)

Each school has a Resource Services Department, which provides:

- consultation and educational advice to the parent/guardian of deaf and hard-of-hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for the parent/guardian, school boards, and other agencies;
- an extensive home-visiting program delivered to the parent/guardian of deaf and hard-of-hearing preschool children by teachers trained in preschool and deaf education.

If a Grand Erie school requires support with the delivery of program to a student who is Deaf or hard of hearing, it should first contact Grand Erie's Teacher Technician for SEA – Hearing to ensure that the student's equipment needs are being met. If additional supports are required, under the guidance of the SEA Teacher Technician – Hearing, the school may then request consultative services from a Provincial School.

Considerations for placement at a Provincial School must go through the Resource Team process for discussion. If the Resource Team determines that it is appropriate to undertake a formal request for placement and if the parent is in support, a request should be made by the Special Education Teacher Consultant who will coordinate a System IPRC. The IPRC placement decision must indicate that Grand Erie supports placement at a Provincial School before a student will be admitted.

Provincial School Contacts

Teachers may obtain additional information from the Resource Services Departments of the Provincial Schools and the groups listed below.

Provincial Schools Branch, Ministry of Education

Provincial Schools Branch
255 Ontario Street South
Milton, Ontario
L9T 2M5
Tel.: (905) 878-2851

Fax: (905) 878-5405

Schools for the Deaf

The Ernest C. Drury
School for the Deaf
255 Ontario Street, S.
Milton, Ontario
L9T 2M5
Tel.: (905) 878-2851
Fax: (905) 878-1354
Fax: (613) 967-2857

The Robarts School
for the Deaf
1090 Highbury Avenue
London, Ontario
N5Y 4V9
Tel.: (519) 453-4400
Fax: (519) 453-7943

The Sir James Whitney
School for the Deaf
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Tel.: (613) 967-2823

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario
N3T 3J9
Tel.: (519) 759-0730
Fax: (519) 759-4741

School for the Deaf, Blind, and Deaf-Blind

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario
K1Z 6R8
Tel.: (613) 761-9300
Fax: (613) 761-9301

Provincial Demonstration Schools

The Ministry of Education provides the services of four Provincial Demonstration Schools for Ontario children with severe learning disabilities.

These schools are the following:

Amethyst School
1090 Highbury Avenue
London, Ontario
N5Y 4V9
Tel.: (519) 453-4408
Fax: (519) 453-2160

Centre Jules-Léger
281 rue Lanark
Ottawa, Ontario
K1Z 6R8
Tel.: (613) 761-9300/761-9304
Fax: (613) 761-9301
TTY: (613) 761-9302

Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Tel.: (613) 967-2830
Fax: (613) 967-2482

Trillium School
347 Ontario Street South
Milton, Ontario
L9T 3X9
Tel.: (905) 878-8428
Fax: (905) 878-7540

Each Provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French.

Application for admission to a Provincial Demonstration School is made on behalf of students by the School Board, with the parent/guardian consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with School Boards, the Ministry recognizes that some students require a residential school setting for a period of time.

The Provincial Demonstration Schools were established to:

- provide special residential education programs for students between the ages of 5 and 21 years;
- enhance the development of each student's academic and social skills;
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

In addition to providing residential schooling for students with severe learning disabilities, the Provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

If a Grand Erie school requires support with the delivery of program to a student with a severe learning disability, it should first contact Grand Erie's Teacher Technician for SEA – Computers to ensure that the student's equipment needs are being met.

Considerations for placement at a Provincial School must go through the Resource Team process for discussion. If the Resource Team determines that it is appropriate to undertake a formal request for placement and if the parent is in support, a request should be made by the Special Education Teacher Consultant who will coordinate a System IPRC. The IPRC placement decision must indicate that Grand Erie supports placement at a Provincial School before a student will be admitted.

An application binder will be completed by the sending school.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW).

An in-service teacher education program is provided at each Provincial Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario School Boards. Information about the programs offered should be obtained from the schools themselves.

Following are current statistics (for the school year 2020-21 with respect to the number of qualified resident students attending Provincial Schools and Provincial Demonstration Schools:

W. Ross Macdonald School	28
Ernest C. Drury School for the Deaf	7
Robarts School for the Deaf	0
Amethyst Demonstration School.....	1
Trillium Demonstration School.....	2

Transportation is provided for students, and assistants if required, to and from Provincial and Demonstration Schools. Depending on the needs of the students, transportation may be provided by taxi, van, minibus, wheelchair bus or wheelchair taxi.

Standard 12: SPECIAL EDUCATION STAFF

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

Special Education Staff	ELEM.	SEC.	Staff Qualifications
Teachers of Exceptional Students			OCT & qualified to teach in Pr/Jr/Int/Sr divisions
Learning Resource Teachers (LRTs)	64 FTE	13 FTE	Special Education (minimum Part I)
Teachers for Self-Contained Classes	32 FTE	39.33 FTE	Special Education (minimum Part I)
Other Special Education teachers			Special Education (minimum Part I)
Principal Leader Special Education	1.0		Principal Qualifications; Special Education Specialist
Program Coordinators (Special Education and Applied Behavioural Analysis)	2.0		Special Education Specialist
Teacher Consultants	Elementary 4.0 Secondary 1.0		Special Education Specialist
Teacher Consultants	3.0		Intellectual Disabilities Gifted Autism
Teacher Technician	2.0		Assistive Technology Deaf/Hard of Hearing
Educational Assistants in Special Education			
Educational Assistants	301		Community College Diploma in field relating to special needs; experience
Lead Educational Assistant	6.0		Community College Diploma in field relating to special needs; experience
Lead Educational Assistant for Special Education Amount (SEA) Support	1.0		Community College Diploma in field relating to special needs; experience

Other Professional Support Services Staff		
School Programs and Supports Lead	1.0	Master's Degree
School Mental Health and Well-Being Lead	1.0	Master's Degree
Psycho-Educational Consultants	6.0	Master's Degree
Speech-Language Pathologists	7.0	Master's Degree in Speech/Language
Communicative Disorder Assistants	7.0	Community College/University
Social Workers	7.5	Master's Degree in Social Work
Applied Behaviour Analysis Expert	1.0	Bachelor of Arts
Board Certified Behaviour Analyst	2.0	Master's Degree
Behaviour Counsellors	5.0	Bachelor of Arts or Child & Youth Services Worker Diploma
Child and Youth Workers	14.0	Child & Youth Services Worker Diploma
Indigenous Child and Youth Worker	1.0	Child & Youth Services Worker Diploma
Attendance Counsellors	6.0	Bachelor of Arts
Indigenous Attendance Counsellors	1.0	Bachelor of Arts

Standard 13: STAFF DEVELOPMENT

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

Goal

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

Involving the Stakeholders

Areas for professional development are determined by:

- Ministry of Education
- Senior administration
- System support personnel
- School and area administration
- Special Education and regular classroom teachers/early childhood educators
- Educational Assistants
- Parents/Guardians

Professional Development activities offered by the Board are often determined by staff identifying perceived areas of need. Input is received through the following avenues:

System:

- Special Education/Student Support Services
- Special Education Team (Principal Leader, Coordinator, Consultants, Mental Health & Wellness Lead, School and Program Supports Lead)
- Executive Council, in consultation with school administrators
- The Board's Multi-Year Plan
- The Board's Annual Operating Plans
- System Committees
- Secondary Special Services Department Heads Association
- Leadership Steering Committee

Area:

- Administrators
- Area support staff

Family:

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

School:

- administrators and staff request in-service for perceived areas of need
- School Councils and Home and School Associations request in-service
- school teams or resource teams request in-service
- school-based professional development committees

SEAC is consulted about staff development in the following ways:

- monthly meetings
- access through the Board's web page
- participation in Ministry of Education training sessions

Professional Development and Training

Priorities in the area of staff development are determined by:

- compliance with Ministry of Education directives, regulations, and initiatives
- response to urgent needs of students, staff and Board
- response to Education Quality and Accountability Office (EQAO) results
- related area of emphasis in Special Education
- response to demographic needs as identified by system personnel, community support agencies, medical staff, advocacy groups
- response to health and safety issues.

Staff development is provided in a variety of formats:

- Workshops on Professional Development days, before and after-school sessions, staff meetings at the invitation of school principals, and in the context of system initiatives such as the /Fundamentals of Math, Applied Behaviour Analysis (ABA) and New Teacher Induction Program (NTIP)
- Just-in-time training for LRTs on special education processes, Ministry requirements, etc.
- School and system training to develop an understanding of new Ministry requirements is provided as needs arise
- Training to support system programs for new to role staff is on-going (i.e., Individual Education Plan (IEP) writing, Academic Achievement Battery (AAB), Behaviour Management Systems Training (BMS), Violent Threat Risk Assessment (VTRA), Tragic Events Response Team (TERT))
- Conferences are attended by board staff throughout the year by designated staff
- Training in current counselling methods for the purpose of evidence-based and consistent approaches and services delivery.

Awareness of Professional Development Opportunities

Ways in which the School Board staff are made aware of professional development opportunities:

- School Resource Team Meetings, and Support Staff Meetings
- Staff Portal
- Staff email
- Monthly administrator and LRT Special Education newsletters
- Biweekly *Special Edition for Special Education* memo for Special Education Department Staff
- E-teacher electronic bulletin board and registration system
- Board maintained web page
- Family of Schools Administrators' Meetings

Much of our Professional Development work this year involved shifting traditional workshop sessions and resources to a virtual, online model that can be accessed at any time. Staff have been involved with creating resources and videos to post in the Special Education Professional Learning Environment (PLE) in BrightSpace. Any workshops delivered were also recorded and posted in the Special Education PLE.

The following formal Professional Development opportunities were offered during the 2020-21 school year:

Title	Description
Behaviour Management System (BMS)	Multiple sessions offered on PD days, after school, or at school locations where the main goals include improving safety and security for all staff and students, the promotion of respectful working and learning environments and breaking the cycle of inappropriate behaviour and consequences.
BMS Recertification	Recertification session for those already trained in Behaviour Management Systems.
ASIST	Applied Suicide Intervention Skills Training for staff only
LRT Training Sessions	Workshops offered throughout the year to highlight new items that affect Learning Resource Teachers – upgrades to LITE, Medical Plans, changes to SEA, transition planning, IEP consultation, alternative programming, Human Rights, etc.
iPad Training	Individual training offered by our Lead EA for SEA when iPads are delivered to schools. System LRTs also train individual teachers on the use of student-specific apps. Special training videos were also added this year and are available on the Special Education Professional Learning Environment in Brightspace for staff to access and learn from.
SEA Computer Training	Students who are receiving SEA computer technology for the first time are given training through LEARNStyle, the largest provider of assistive technology training in Ontario. Teachers are given the opportunity to participate in LEARNStyle training sessions, to further their own understanding of technology and how it applies to learning skills and learning styles. Special training sessions were added this year for Virtual Learning Academy teachers. Further, when students are trialing SEA computers, classroom teachers receive an individual consultation session with the SEA Teacher Technician to ensure that they understand the available software and strategies to embed the technology in the student's individualized classroom program.

Title	Description
Apple Collaborative Inquiry	Accessibility tools and apps on iPads can effectively reduce learning barriers for many students. iPads also offer effective teaching tools for staff use. Led by our Educational Technology Department and an Apple trainer, a group of special education staff including Coordinators, Teacher Consultants, Lead EAs, Teacher Technicians, CYWs, Psychological Consultants, SLPs, and CDAs participated in a Collaborative Inquiry to investigate how the iPad could support tasks specific to individual roles. The team met weekly to explore the tools and then bi-weekly and monthly to report back on implementation. The group eventually sub-divided into tool exploration and coaching strategies.
Academic Achievement Battery™ (AAB)	This two-part in-service on our educational assessment tool was delivered to new LRTs. Assessment administration, test interpretation, report writing, and storage of information were covered. Refresher sessions were also offered and open to all LRTs.
New Teacher Induction Program (NTIP) – Special Education Presentations	<p>A series of special education topics were offered to NTIP teachers for virtual attendance on a voluntary basis:</p> <ul style="list-style-type: none"> • How Do I Know When A Student Needs an IEP? • Following a Student Through Special Education • Self-Regulation • All About Alternative Programming • Understanding Anxiety and Grand Erie’s Tiered Approach to Mental Health • Promoting Healthy Relationships and Grand Erie’s Tiered Approach to Mental Health • So You Have A Student With Autism • Differentiating for High Ability Students
Topics in Response to School Requests	Administrators request professional development for their staff members on a regular basis, with training usually delivered at Staff Meetings or during smaller group sessions. Topics have included: Following A Student With A Learning Disability, Pathway to Modifications, SEA Process, Behaviour Data Tracking and BeSafe Plans, Moving Students Toward Independence, Structured Work Systems, Special Education Pathways in Secondary, Special Education in Grand Erie for VLA Teachers, etc.
Lexia	Lexia is a responsive online literacy intervention tool. The Core5 program can be used with students in grades K-5 who are struggling with literacy. The Power Up program is for students in grades 6 and up. The program covers phonemic awareness, phonics, grammar, vocabulary, and comprehension. Introductory, implementation, and refresher webinars were also offered to all classroom teachers and administrators. A webinar focusing on analysis of Lexia data and improving usage/engagement was also offered to principals.

Title	Description
TeachTown Basics and Transition to Adulthood	TeachTown offers a blend of computer-delivered and teacher-led ABA instruction proven to increase a student's vocabulary, listening skills, social-emotional development, independence, academics and cognitive skills. The system automatically adapts based on each individual's progress providing meaningful instruction to all students. This year we have offered TeachTown licenses to students working on alternative curriculum. Introductory, implementation, and coaching training sessions were offered to staff for both programs. Train the Trainer sessions were also offered to Teacher Consultants.

Ministry of Education (MOE)-Funded Autism Training: Online, self-paced courses created by the Geneva Centre for Autism and delivered via the online platform Sonderly. A variety of courses were offered to Educational Assistants, Teachers, and DECEs on topics including introduction to autism, Applied Behaviour Analysis (ABA), functional behaviour assessments, and supporting students with ASD in a play-based environment.

Enhanced Autism Training Program: Ministry-funded pilot project. 11 LRTs who work in schools with a self-contained ASD class participated by completing an online Geneva Centre for Autism course via the online platform Sonderly and consolidating their learning at a full-day live-session (virtual) facilitated by the Geneva Centre for Autism.

Training with regard to the Legislation and Ministry policy on Special Education:

The Board sends Special Education personnel (Superintendent, Principal-Leader, School and Program Supports Lead, Mental Health and Well-Being Lead, Program Coordinator, and Teacher Consultants) to in-services provided by the Ministry of Education on legislation, policy and new initiatives.

These people return to the Board and present the information detailed at the Ministry's in-service to Administrators, Special Education and regular class teachers and other board support personnel. All teachers, including new practitioners, are encouraged to attend. If staff have difficulty with implementation of policies, the Teacher Consultants-Special Education provide further training and support.

In addition, senior special education staff attends the Regional Special Education Council (RSEC) meetings three times per year. Counterparts from other boards in South-Western Ontario and representatives from the Ministry of Education discuss initiatives, share effective programs and services, and discuss emerging issues. The Mental Health and Wellness Lead attends provincial and regional meetings and workshops by School Mental Health ASSIST and Special Interest Groups. The Special Education Management Team attend applicable workshops on education, Special Education, Mental Health legislation provide by Osgoode Professional Development Centre.

Program Coordinator-Special Education and Special Education Teacher Consultants usually attend the Special Education Regional Coordinator/Consultant Conference (SERCC) which meets twice a year to discuss Ministry of Education initiatives, share effective programs and services and discuss emerging issues in Special Education. SERCC did not take place this year due to the ongoing COVID pandemic.

Budget allocation dedicated to the staff development plan in the area of Special Education:

There are a few components of the Staff Development Budget, which affect Special Education personnel:

- Special Education Teachers can access monies as dictated by their collective agreement and their school Professional Development Committees;
- Professional Student Support Services Staff have a budget determined by their collective agreement to attend conferences/training related to their role;
- CUPE staff also have a collective agreement determined PD amount intended to provide in-service for Special Education and other Support Staff by application to their Professional Development Committee;
- Coordinators and consultants responsible for Special Education can access funds to attend professional development;
- A percentage of total funds allocated for professional development is dedicated to Special

Education.

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

- Workshops by teleconference through Contact Brant (Ministry of Children, Community and Social Services);
- Regional Autism Forum - Ministry of Education;
- Job Readiness Training - NAACL (Norfolk Association of Community Living);
- Early Child Development Centres and Launch Pads;
- Geneva Centre
- ASD, School Support Program-Hamilton Health Sciences;
- Transitional Aged Youth Protocol with Contact Brant
- Autism Spectrum Disorder summer training in London, in support of PPM 140
- LD@School Educators' Summer Institute

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 Special Education Funding Guidelines – Special Equipment Amount (SEA).

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 to provide evidence of intended use

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 to provide evidence of intended use

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 randomly selected files.

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. Grand Erie has developed and follows 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

The Ministry of Education has recently allowed for the SEA Per-Pupil Amount to be used to purchase computer software that increases access to the Ontario curriculum, including reading intervention tools like Lexia.

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 batteries or paper for printouts, the cost of parts for upgrading or refurbishing equipment and staff costs for managing equipment purchasing, set-up, repairs, training and inspections.

Standard 15: ACCESSIBILITY OF SCHOOL BUILDINGS

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

The Grand Erie District School Board has approved a multi-year capital expenditure plan for improving accessibility to its buildings, grounds and administrative offices, including resources dedicated to providing barrier-free access in the coming years. The Board's plan includes increasing accessibility to as many school buildings as possible and providing specific facilities to accommodate students with special needs. Accessibility upgrades are considered any time a renovation or addition is made to a building.

Each elementary Family of Schools (Brantford, Brant and Norfolk, Haldimand) has at least one school ranked at Level Three and another at Level 4.

Each secondary Family of Schools (Brantford/Brant, Haldimand-Norfolk) has at least one school ranked at Level Three and another at Level 4.

The criteria provided to rank buildings for each Level of Accessibility is as follows:

- Level One Building cannot be reasonably made accessible.
- Level Two Building is accessible, has some washroom modifications to accommodate wheelchairs and limited interior access.
- Level Three Building has complete access and washroom(s) can accommodate wheelchairs.
- Level Four Meets Level Three plus additional features to accommodate students who are medically fragile.

In addition, to qualify as Level Three the facility should have the following features:

- 'main' entrance convenient for drop off and is wheelchair accessible:
 - includes ramping and rails meeting Ontario Building Code specifications and power door operators on both the exterior and vestibule doors;
 - vestibule must also meet minimum distance requirements.
- all rooms (except stage) within the school are wheelchair accessible:
 - Level Three facilities will be reviewed for interior "hold open" devices;
 - budget costs will be provided to complete the work;
 - cost for each door device is approximately \$1000.
- at least one separate washroom or one male and one female washroom in the school will accommodate wheelchairs:
 - recommendation for future considerations that a separate washroom be designed to accommodate a change table, storage and other specialized equipment.

The Special Education Program Coordinator and Facilities Services Personnel meet as a team to review the suitability of school sites in meeting the needs of students with accessibility needs on a case by case basis.

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

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

[Grand Erie DSB Multi-Year Accessibility Plan 2017-22](#)

Standard 16: TRANSPORTATION

The purpose of the standard is to provide details of the Board's transportation policies to the ministry and the public.

The following students with special needs are eligible for transportation:

- students with exceptionalities who would be unable to travel independently, due to a variety of reasons, to special class placement at their home school;
- students placed in a self-contained class which is not located in their home school;
- students with exceptionalities who would be unable to travel independently due to a variety of reasons to regular class placement will be determined on a case by case basis
- The provision of transportation for students with special education needs requiring a modified day or fresh start will be determined on a case by case basis
- Transportation services are currently being provided for students with the exceptionalities as noted below:
 - Behaviour;
 - Communication: *Autism, Deaf and Hard-of-Hearing, Speech & Language Impairment, Learning Disability;*
 - Intellectual: *Giftedness, Mild Intellectual Disability, and Developmental Disability;*
 - Physical: *Physical Disability, Blind and Low Vision;*
 - Multiple: *Multiple Exceptionalities;*
- A student's transportation is usually decided in discussions which follow the IPRC meeting. The Teacher Consultants-Special Education, in conjunction with the IPRC members and the parent(s), discuss the transportation needs. This is then noted on the IPRC Minutes Sheet;
- Transportation may be provided to a child/youth who is attending a care or treatment program if it is on an existing bus route. Transportation is not provided to/from a correctional facility or locations outside of the Board's district boundary;
- Transportation is provided to students who have been placed in a Provincial or Demonstration School through a system IPRC. Students may be transported on a daily, weekly or other basis to and from the school;
- Limited transportation is available for summer school. Currently students are required to congregate at specific locations.

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

- The School Principal will contact the Teacher Consultant-Special Education.
- The Teacher Consultant-Special Education will complete an "Individual Transportation Plan (ITP)" form in the LITE software system.
- The Principal Leader of Special Education receives an email notice that an Individual Transportation Plan has been submitted for approval.
- Once approved, by the Principal Leader of Special Education, the request is automatically emailed to Transportation Services.
- Transportation Services will contact the School Principal or designated Teacher Consultant for Special Education regarding the transportation arrangements to be implemented if additional information is required that is not listed on the ITP.

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

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

Standard 17: SPECIAL EDUCATION ADVISORY COMMITTEE

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

Names and Affiliations of Members and Contact Information

Chair:

Wendy Rose – Elected January 21, 2021

Vice-Chair:

Paula Boutis – Elected January 21, 2021

Local Agency Representatives:

Community Living Brant – Tara Buchanan, Supv of Employment Supports 519-753-6303, ext 441

Contact Brant – LeaAnn Boswell, Information Services Coordinator 519-758-8228, ext 228

Fetal Alcohol Spectrum Disorder – ONE – Dr. Louise Scott 519-414-9444

Haldimand-Norfolk R.E.A.C.H. – Alicia Csoff, Board of Directors 519-909-9193

Lansdowne Children's Centre -Lorraine DeJong, Social Worker 519-753-3153, ext 202

Woodview Mental Health and Autism Services – Amanda Detmar, Tele-Mental Health Coordinator 519-752-5308 ext. 137

Parents/Community Representatives:

Paula Boutis (Vice-Chair) 416-802-3118

Carol Brady 289-244-8743

Beth Bruce / Tammy Sault 905-768-3222

Michelle Carpenter 519-442-7209

Mike Gatopoulos 519-717-0874

Kathy Jones 519-586-8852

Wendy Rose (Chair) 519-448-1569

Joe Trovato 289- 218-7592

Tara Wilson 226-493-1111

Rochelle Winter 519-720-6778

Native Representative:

Lisa Nydam – Six Nations Representative 289-439-2968

Trustees:

Rita Collver) 519-582-4969

Tom Waldschmidt 519-442-2140

Alternates Brian Doyle 519-587-4268 and Carol Ann Sloat 519-757-0536

Staff:

Liana Thompson, Superintendent of Education 519-756-6306, ext. 281122

Paula Curran, SEAC Recording Secretary 519-756-6306, ext. 281173

Resource:

Julie White, Principal Leader – Special Education 519-756-6306, ext. 287214
Karin Mertins, School and Program Supports Lead - Special Education 519-756-6306, ext. 287219
Lesley Boudreault, Program Coordinator – Special Education 519-756-6306, ext. 287217
Piyali Bagchee – Mental Health and Wellness Lead 519-756-6306, ext. 287226
Lindsay Sheppard - Applied Behaviour Analysis Coordinator 519-756-6306, ext. 287227

What is SEAC?

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

Who is on SEAC?

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

How are SEAC Members selected?

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

What does SEAC do?

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

When does SEAC meet?

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

Thursday, September 17, 2020	Thursday, February 18, 2021
Thursday, October 15, 2020	Thursday, March 11, 2021
Thursday, November 19, 2020	Thursday, April 22, 2021
Thursday, December 17, 2020	Thursday, May 20, 2021
Thursday, January 21, 2021	Thursday, June 17, 2021

How SEAC Fulfilled its Role and Responsibilities:

Public Consultation

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

What was done –

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

Making Recommendations to the Board

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

What was done –

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

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

What was done –

Consultation with the Special Education Advisory Committee

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

- ongoing discussion at SEAC meetings throughout the 2020-21 school year;
- presentations on programs and services provided for students with special needs;
- opportunity for input through an online survey link on the Grand Erie District School Board website;

September 18, 2020

- Summer School Transition Program - Presentation
- SEA Summer Camps - Presentation
- Summer Support for Vulnerable Students and Families - Presentation
- Special Education and Grand Erie's Virtual Academy - Presentation
- Consultation – SO31 Accessibility - Review
- Learner Intervention Tracking for Excellence (LITE) – Presentation

October 15, 2020

- Rick Hansen Foundation – School Partnership Initiative – Presentation
- Annual Update – Multi-Year Accessibility Plan 2017-22 – Presentation
- Standard 14 – Equipment – Review

November 19, 2020

- Standard 4 – Early Identification Procedures and Interventions Strategies - Review
- C-CAT Data 2019-20 – Presentation
- 2019-20 Grand Erie’s Student Achievement Plan: Success for Every Student – Outcomes Report for Students with Special Education Needs – Presentation
- 2020-21 Grand Erie’s Plan for Student Achievement and Well-Being: Success for Every Student – Presentation

December 17, 2020

- Suspension, Expulsion, Exclusion Report for Students with Special Education Needs 2019-20 – Presentation
- Shanker and Hopkins Self-Regulation Professional Development – Presentation
- SEAC Orientation Guide – Review
- October 31, 2020 OnSIS Data for Students with Special Education Needs – Presentation
- Special Education Self-Contained Planning 2021-2022 – Presentation

January 21, 2021

- 2021-21 Special Education Budget Process – Presentation
- Standard 10 – Individual Education Plans including Appendix G – IEP - Review
- Accessibility Awareness Month Update – Presentation
- Update with Respect to Special Education During Further School Closures – Presentation

February 18, 2021

- Grand Erie’s Virtual Academy – SEAC Input - Review
- Standard 2 – The Board’s General Model for Special Education – Review

March 11, 2021

- C-CAT Administration 2020-21 – Presentation
- EQAO Grade 9 Math Assessment and OSSLT Assistive Technology Limitations – Presentation
- Bylaw 8 – Committees of the Board, Draft SEAC Terms of Reference - Review
- Educational Assistant (EA) Allocation Process – Presentation
- Right to Read Inquiry – Presentation

April 22, 2021

- A Day in the Life of the Child and Youth Worker – Presentation
- Summer School Programming for Students with Special Education Needs – Presentation
- Draft Grand Erie’s Special Education Plan – 2020-21 - Review
- EA Allocation 2021-22 – Draft Board Report – Presentation
- Summer School Programming for Students with Special Education Needs – Presentation
- Draft Grand Erie’s Special Education Plan – 2020-21 - Review
- EA Allocation 2021-22 – Draft Board Report – Presentation

May 20, 2021

- Final Draft of the 2020-21 Special Education Plan – Review
- Introduction to Robin Staats – System Principal Leader of Indigenous Education & Equity – Presentation
- Introduction to Lisa Nydam – Native Representative to SEAC
- A Day in the Life of the Behaviour Counsellor - Presentation

June 17, 2021

- A Day in the Life of the Complex Behaviour Intervention Team – Presentation
- K-12 Education Standards Development Committee Initial Recommendations – Report
- Fetal Alcohol Syndrome Disorder Correspondence & Information Package – Review
- Mental Health Worker Update – Report
- Anxiety Tip Sheet and Understanding Anxiety – Presentation
- May 2021 Mental Health Leadership Meeting – Report
- PAAC Letter to Education Minister on FASD – Review

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

What was done -
February 18, 2021

- Budget Definitions and Input into the 2021-22 Budget Process - Review

March 11, 2021

- Budget – SEAC Input Activity – Case Study

Reviewing the Financial Statements of the Board as they Relate to Special Education:

What was done –

September 18, 2020

- Special Education Funding for COVID-19 Supports - Presentation

January 21, 2021

- Financial Update Special Education Grants, Expenditures & Reserves 2020-21 – Presentation
- 2021-21 Special Education Budget Process – Presentation

Grand Erie Financial Statements are available on our website.

https://www.granderie.ca/application/files/3616/0797/7110/Financial_statements_GEDSB_20201.pdf

Contacting SEAC for Membership or to Express a View:

Parents, community members, or members of local associations wishing representation on SEAC or wishing to express their views on a special education topic should contact Wendy Rose, the SEAC Chair at dee.rose@me.com

Questions Related to Special Education Services or Programs:

Principal Leader of Special Education (Services) 519-756-6306, ext. 287214
OR

Program Coordinator of Special Education (Programs) 519-756-6306, ext. 287217

SEAC Terms of Reference:

Terms of Reference for SEAC are contained in pages 4-7 of [ByLaw 8 Committees of the Board.](#)

Standard 18: CO-ORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

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

Transition Planning Process

The process for advance planning for students with special needs who are arriving from other programs is outlined as follows:

- i) For students entering school for the first time, intake meetings are scheduled in the Spring for students entering Grand Erie in September of that year. For students entering school at any other time during the school year, the outside agency contacts the Program Coordinator of Special Education or Teacher Consultant-Special Education to arrange a meeting. The content of the meetings provides a brief overview of students entering Grand Erie. From the information obtained in the meetings, the Teacher Consultants-Special Education are able to determine placements within the Board which will meet the child's needs.
- ii) Individual case conferences are held at the home school for students with high needs. The parent/guardians, agency staff, and the school staff are present. Teacher Consultants Special Education, Community agency staff, etc. may also be invited to attend. Specific information such as school placements, equipment needs, and any other relevant information is discussed.
- iii) For students with fewer special needs, individual case conferences will be scheduled at the request of the parent/guardians or agency. These will also be held at the school. School administrators, LRT's Special Education and classroom teachers will participate in the meeting.
- iv) The process for students with special needs who are arriving from a care, treatment, correctional or other board programs is as follows:
 - Care and Treatment Facility staff contacts school who notifies Teacher Consultant-Special Education.
 - Obtain signed parent/guardian consent for exchange of information.
 - A case conference will be initiated by Grand Erie staff or a referral agency. It may include the following board personnel: Teacher Consultant-Special Education, School Administrator and Special Education staff or classroom teacher and other appropriate system personnel. Parent/guardians and agency personnel may also be in attendance. Information which is relevant to the student's successful transition to school will be discussed including supports required, Special Education Amount, Special Education Amount (SEA) claims, the Individual Education Plan (IEP), medical or health/safety issues and other relevant information. A transition plan will be developed by system personnel. Minutes of the case conference will be taken and forwarded to the parent/guardians and a representative from the agency or board.
 - Further case conferences may be required to monitor the student's transition to school.

Sharing of information to support the transition from Pre-School Speech and Language Services (PSL) to School Speech and Language Services (SLS) for students entering their Senior Kindergarten year in September, involves meetings between Speech-Language Pathologists in May/June of the Junior Kindergarten year after the informed consent of the parent/guardian has been obtained. PSL providers provide a written copy of the most recent assessment report along with recommendations to school principals in the fall, so that discussions and referrals can be made at the Resource Team. Service cut off dates for Junior Kindergarten aged students are different for the Brant County Speech and Language Program than they are for the Haldimand-Norfolk Speech and Language Program. This information is received by Grand Erie and shared in a variety of ways with parents and school staff.

The Board has developed an “Early School Transition for Students with Special Needs” document for students with developmental disabilities, autism/PDD and other exceptionalities to facilitate a smooth transition into school. The Special Education Program Support Team has also developed a “Transitions Guide for School Teams” document that can support staff to facilitate smooth transitions for a variety of situations where students may be moving from one setting to another. Grand Erie participates in parent information sessions called “Parents as Partners” with Lansdowne, Haldimand-Norfolk R.E.A.C.H., and the Brant Haldimand Norfolk Catholic District School Board to assist with school entry for students with special education needs.

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

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

- Child Welfare Agencies Autism Support Services
- Hamilton-Niagara Regional Autism Intervention Program
- Six Nations Tragic Events Response Team
- Violence Threat Risk Assessment Protocol
- Police and School Board Protocol
- Partnering Together for Healthy Schools Protocol

The Board’s Procedure addressing partnership development (SO108: “Community Service Providers and Schools Working Together”) continues to be implemented with community partners annually.

Outside Assessment Reports

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

Transitions to Out of Board Programs

When students leave this system to attend programs offered by other school boards or programs in care, treatment and correctional facilities, information is shared in the following ways, with *written and informed parental/guardian consent*:

- the Teacher Consultant-Special Education, School Administrator, LRT or special class teacher will contact the School Board or agency to establish a contact person from within our Board. A copy of the signed parental consent form giving staff permission to share information will be forwarded to the facility;
- the contact person will communicate with the School Board or agency to confirm information that may be required, the dates and personnel required to attend case conferences, etc.;

Staff Supporting Transitions

Board personnel ensuring the successful admission or transfer of students from one program to another may be one or a combination of the following:

- Teacher Consultant-Special Education
- School Administrator
- regular classroom teacher
- Learning Resource Teacher (LRT)
- special class teacher
- other board support personnel such as Social Workers, Child and Youth Workers, Behaviour Counsellors, Board Certified Behaviour Analysts, Speech-Language Pathologists, Psychological Associates/Psycho-Educational Consultants and Lead Educational Assistant

Successful transition will also require parent/guardian commitment, collaboration and support

If the student is transferring to a program outside our Board, successful transition may require some involvement from the individuals as noted above. However, the agency or board where the student will be in attendance will need to implement a transition plan based on the information supplied by Board personnel.

Community Partnership Planning

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

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

Standard 19 - SUBMISSION AND AVAILABILITY OF THE PLAN

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

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

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

At the April 22, 2021 meeting the Special Education Advisory Committee received the first draft version of the Special Education Plan.

On May 20, 2021 the Special Education Advisory Committee passed the following motions:

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

On June 28, 2021 the Grand Erie District School Board passed the following motion:

"THAT the Grand Erie District School Board approve the Annual Review of the Special Education Plan, and the submission of two copies of the plan and the Special Education Report Components Checklist to the Regional Office of the Ministry of Education by July 31, 2021."

In accordance with the Ministry of Education "Special Education Plans and Reporting Requirements on the Provision of Special Education Programs and Services", the 2020-21 Special Education checklist will be signed by Ms. J. Roberto, Director of Education and Secretary of the Grand Erie District School Board and will be submitted to the London Regional Office of the Ministry of Education with two copies of the 2020-21 Special Education Plan. The checklist confirms that the School Board's Special Education Plan has been updated and posted to the Board's website. The posted Plan continues to be compliant with the requirements of Regulation 306 and the policy document Standards for School Boards' Special Education Plans.

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

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

The 2020-21 Special Education Plan will be available through the Board's website:
<http://www.granderie.ca/board/elementary/special-education- link to be updated>

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

The following recommendations from SEAC were made to the board during the 2020-21 school year.

April 22, 2021

Moved by: L. Boswell
Seconded by: K. Jones

THAT the letter regarding EQAO test AT Barriers be sent as amended and include copies to Grand Erie DSB trustees, Brant MPP and Haldimand Norfolk MPP and, if possible, other Ontario SEAC.

CARRIED

May 20, 2021

Moved by: L. Boswell
Seconded by: K. Jones

THAT SEAC recommends the Board approve the 2020-21 Special Education Plan, as amended, for submission to the Ministry and uploading to the Board's website."

CARRIED

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Grand Erie's Plan for Student Achievement and Well-Being:

Success for Every Student 2020-21

Multi-Year Plan Goals

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

Theory of Change

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

Where Are We Now?

Needs Assessment Findings

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

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

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

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

How Did We Do?

K-12

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

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

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

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

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

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

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

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

Narrative Data

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

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

How Will We Get There?

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

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

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

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

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

How Will We Know?

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

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

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

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

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

How Are We Doing?

System

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

Schools

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

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

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

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

Classroom

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

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

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

The Pre-Referral Process

The Classroom Educator 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, other medical.

Referral to Student Support Services
 Once the **RT** has determined that all 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/guardian consent.

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

Classroom Educator implements differentiated instruction and assessment to promote learning. Educator evaluates effectiveness of Tier 1 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 consulted and consents. 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, Tier 2 or 3 interventions and/or instructional strategies.

Out-of-Board supports may be recommended to parents, (i.e. medical follow-up, community agency involvement). Parent is consulted and consents. The **RT** may also recommend that an **Individual Education Plan** be developed.

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

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

Resource Team (RT) – includes Principal, LRT, Teacher Consultant-Special Education, Classroom Educator if required and Grand Erie Multi-Disciplinary System Support Staff (as appropriate)

School Team (ST) provides more detailed assessment information and recommends individualized in-school interventions. A case conference with parents and other relevant staff is held if necessary.

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 Tier 1 strategies and options for Tier 2 or 3 supports.

Parent is consulted and consents throughout.



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

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 <input type="radio"/> No <input checked="" type="radio"/>		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	Referral for <input type="radio"/> School Team <input checked="" type="radio"/> Resource Team Date 05-Oct-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	

Strengths	Needs
<ul style="list-style-type: none"> -Oral communication skills -Computer skills -Kinesthetic learner 	<ul style="list-style-type: none"> -Attempt new learning/opportunities -Attention concentration skills -Independent work habits -Reading - Comprehension -Express needs effectively -Self-advocacy skills

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations
<ul style="list-style-type: none"> -access to computer -more frequent breaks -organizational coaching -cueing/prompting 	<ul style="list-style-type: none"> -oral reporting -minimize distractions -alternative work space -proximity to instructor 	<ul style="list-style-type: none"> -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



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

-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

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
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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
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Sample



Elementary Program

Kindergarten Home Connection Form

Dear Parent/Guardian,

Please complete the following form to help us get to know your Kindergarten child. Please return this form by the {second week of school – insert date}.

CHILD'S NAME

Surname	First Name	Name Used
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1. My child's strongest skills and best qualities are:

2. Is there anything about your child's preschool development (sitting, creeping, walking, talking) that you think we should know?

3. Does your child have allergies, sensitivities or food intolerances? Please elaborate.

4. Do you have any concerns about your child's vision / hearing / speech? Please elaborate.

5. What previous group experiences has your child had (e.g., YM-YWCA Program, Daycare, Library Story Hour, Early ON Centres, recreational activities, etc.)

6. What types of activities does your child enjoy most? (e.g., building, listening to stories/looking at books, games, toys, imaginative play, indoor/outdoor play.)

7. Are there traditions that are important to *your* family?

8. Is there anything else we need to know about your child to make their entry into school more successful? (e.g., first child in kindergarten, siblings, name of before/after school care provider, etc.)

PARENT/GUARDIAN CONSENT

I consent to the use of the personal information by all school board employees, contained herein, on a need to know basis, and who may be involved in my child’s educational program.

Signature of Parent / Guardian

Date

If the I.P.R.C. has identified your child as an exceptional pupil and you have agreed with the I.P.R.C. identification and placement decision, the Board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (I.E.P.) for your child.

What about reviewing the I.P.R.C.?

A review meeting will be held within one year unless the parent notifies the principal in writing that they wish to waive the annual review. The parent may request a review meeting at any time after a placement has been in effect for three months but the request may not be made more often than once in every three month period.

This review will consider the same types of information that were originally considered. With your written permission (request for review), the I.P.R.C. conducting the review will consider the progress your child has made in relation to the I.E.P. The I.P.R.C. will review the placement and identification decisions and decide whether they should continue or whether a different decision should now be made.

What can parents do if they disagree with the I.P.R.C. decision?

If you do not agree with either the identification or placement decision made by the I.P.R.C., you may

- within 15 days of receipt of the decision, request that the I.P.R.C. hold a second meeting to discuss your concerns; or
- within 30 days of receipt of the decision, file a notice of appeal with the Grand Erie District School Board.

If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision. If you do not consent to the I.P.R.C. decision and you do not appeal it, the Board will instruct the principal to implement the I.P.R.C. decision.

How do I appeal an IPRC decision?

If you disagree with the I.P.R.C.'s identification of your child as exceptional or with the placement decision of the I.P.R.C., you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to the Grand Erie District School Board.

The notice of appeal must indicate the decision with which you disagree and include a statement that sets out your reasons for disagreeing.

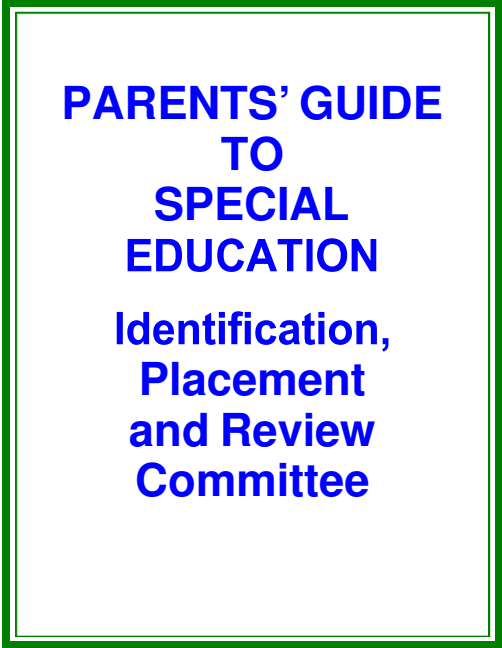
What organizations are available to assist parents?

- [Association for Bright Children of Ontario](#)
- [Association for Community Living](#)
- [Autism Society of Ontario](#)
- [Canadian Hearing Services](#)
- [Down Syndrome Association of Ontario](#)
- [Tourette Syndrome Association of Canada](#)

Where can parents obtain additional information?

- the school principal
- [the Grand Erie District School Board](#)

Superintendent of Special Education Services
(519) 756-6301



**GRAND ERIE
DISTRICT SCHOOL BOARD**

Exceptional Pupils and Special Programs

Who is an exceptional pupil?

The Education Act defines an exceptional pupil as “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”.

Who decides that a pupil is exceptional?

The identification is made by a Board-appointed Identification, Placement and Review Committee. For ease of reference this Committee is known as an I.P.R.C. They will

- identify if your child is an “exceptional pupil” based on the above categories;
- determine the placement or setting in which your child’s special education program will be delivered;
- review that placement at least once a year.

What is a special education program?

A special education program is a program that

- is based on and modified by the results of continuous assessment and evaluation;
- includes an Individual Education Plan (I.E.P.) containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.

What placements are offered?

Special education programs are designed for the individual and will be carried out in the regular classroom setting with special services brought to the child. At times, the student may be withdrawn for part of the day. A small percentage of exceptional pupils may require specialized class settings on a full or part-time basis.

How is an IPRC requested?

The principal of your child’s school

- must request an I.P.R.C. meeting for your child upon receiving your written request;
- may, with written notice to you, refer your child to an I.P.R.C. when the principal and the child’s teacher(s) believe that your child may benefit from a special education program.

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the I.P.R.C. will meet.

May parents attend the IPRC meeting?

Regulation 181/98 entitles parents and pupils, 16 years of age or older, to be present at and participate in all Committee discussions about your child, and to be present when the Committee’s identification and placement decisions are made.

Who else may attend an IPRC meeting?

- the principal of your child’s school;
- other resource people such as your child’s teacher, special education staff, board support staff or the representative of an agency who may provide further information or clarification;
- your representative, that is, a person who may support you or speak on behalf of you or your child;
- an interpreter, if one is required.

What information will parents receive about the IPRC meeting?

At least 10 days prior to the meeting, the Chair of the I.P.R.C. will provide you with written notification of the date, time and place of the meeting and an invitation to attend. You are an important partner in considering your child’s placement. This letter will also ask you to indicate whether or not you will attend.

Before the I.P.R.C. meeting occurs, you will receive a written copy of any information about your child that the Chair of the I.P.R.C. has received. This may include the results of assessments or a summary of information.

What happens at an I.P.R.C. meeting?

The Chair introduces everyone and explains the purpose of the meeting. The Committee will review all available information about your child and may discuss any proposal that has been made about a special education program or special education services for the child.

You are encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the Committee will make its decisions.

What will the I.P.R.C.’s written statement of decision include?

- whether the I.P.R.C. has identified your child as “exceptional”;
- the categories and definitions of any exceptionalities identified;
- a description of your child’s strengths and needs;
- the I.P.R.C. placement decision;
- the I.P.R.C.’s recommendations, if any, regarding a special education program and special education services
- the reasons for the decision that the pupil should be placed in a special education class, if applicable.

What happens after the I.P.R.C. has made its decision?

If you agree with the I.P.R.C. decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions.

Ministry of Education Provincial and Demonstration Schools

The ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

School for the Blind and Deaf-Blind

[W. Ross Macdonald School](#)

350 Brant Avenue
Brantford, ON N3T 3J9
(519) 759-0730

Schools for the Deaf

[Ernest C. Drury School](#)

255 Ontario Street, South
Milton, ON L9T 2M5
(905) 878-2851
TTY: (905) 878-7195

[Robarts School](#)

1090 Highbury Avenue
London, ON N5Y 4V9
(519) 453-4400 [TTY same]

[Sir James Whitney School](#)

350 Dundas Street, West
Belleville, ON K8P 1B2
(613) 967-2823 [TTY same]

Schools for Students with ADHD and Severe Learning Disabilities

[Amethyst School](#)

1090 Highbury Avenue
London, ON N5Y 4V9
(519) 443-4408

Schools for Students with ADHD and Severe Learning Disabilities (cont'd.)

[Sagonaska School](#)

350 Dundas Street, West
Belleville, ON K8P 1B2
(613) 967-2830

[Trillium School](#)

347 Ontario Street, South
Milton, ON L9T 3X9
(905) 878-8428

[Centre Jules-Leger](#)

281 rue Lanark
Ottawa, ON K1Z 6R8
(613) 761-9300
TTY: (613) 761-9302 and 761-9304

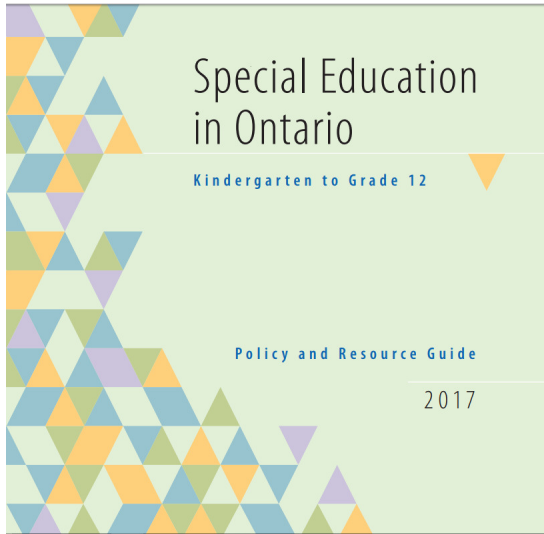
Special Education Programs and Services provided by the Grand Erie District School Board

The Grand Erie District School Board provides a range of placement options for exceptional pupils including regular class placements and special education class placements. Special education classes providing a variety of appropriate programs for exceptional pupils are available.

[Grand Erie District School Board Special Education Plan](#)

Many organizations are available to support you in understanding the I.E.P. and/or to provide additional resources. The principal of your school can provide the names of the organizations that serve your area. This information is also available in the Special Education Advisory Committee’s brochure, available at your local school.

Resources for IEPs. Found on the Ministry of Education website.



www.edu.gov.on.ca

Grand Erie District School Board

Superintendent of Education— Special Education	519-756-6301 Ext 281122
Principal-Leader of Special Education	519-754-1606 Ext 287214
Program Coordinator of Special Education	519-756-6301 Ext 287217
Applied Behaviour Analysis Coordinator – Special Education	519-756-6301 Ext 287227

INDIVIDUAL EDUCATION PLAN (I.E.P.)

A Guide for Parents



Why Does a Student Have an IEP?

What is an I.E.P.?

A written plan that:

- Describes the special education programs and services your child needs to be successful.
- Lists your child's strengths and needs affecting his/her learning.
- Records supports and services that help your child learn and demonstrate learning.
- Identifies expectations that are changed (modified) from your child's age-appropriate grade level.
- Identifies alternative expectations in program areas that differ from the Ontario curriculum. (i.e. social skills, personal care etc.)
- Includes a transition plan for all students who have an IEP, whether identified as exceptional by an IPRC or not, for a variety of contexts that may include: entry to school, between grades, movement from elementary to secondary, movement from secondary to post-secondary, etc.

Every student who is identified as exceptional by an Identification, Placement, and Review Committee (IPRC) must have an I.E.P.

Students who are not formally identified as exceptional but who require a special education program and/or services have an I.E.P. when:

- The School's principal decides that the student will be assessed using modified expectations and/or
- The student regularly needs supports and services (accommodations) for instruction or assessment.

What is my role as a parent?

- Take part in developing the I.E.P. by providing up-to-date information about your child's strengths and needs.
- Practice skills at home that your child is learning at school.
- Share information about skills your child has learned at school and has transferred to home and the community.
- Maintain open communication with your child's school.
- Ask questions.

What can I expect from the school regarding the I.E.P.?

- A copy of the I.E.P. (within 30 school days of the initial IPRC, change of placement or placement in September).
- That the I.E.P. is written in clear, plain language.
- Ongoing participation in the I.E.P. process.
- Being informed of meeting times, and the topics to be discussed at your child's I.E.P. meetings.
- Regular communication from the school regarding your child's progress.
- That the I.E.P., as a working document is reviewed every reporting period.





Individual Education Plan

Growing Excellence....Inspiring Success

Name	DOB
School	Principal
Student OEN	School Year
Grade	SEA Equipment
Last IPRC/Annual Review Date	Placement Start Date
Exceptionality	Date Annual Review Waived

IPRC Placement **Program/Class Type**

Reasons for Developing an IEP

IEP Development Team

Staff Member	Position
---------------------	-----------------

Health Support Services **Sources Consulted in the Development of the IEP**

-Parent/Guardian or Student if 16+

Individualized Equipment **SEA Equipment**

Educational Assessments

Type	Date	Summary of Results
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Clinical Assessments

Type	Date	Summary of Results
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AREAS OF STRENGTH **AREAS OF NEED**



Subject / Courses or Alternative Program

AC (Accommodated) - changes in teaching, classroom / school environment, assessment methods
MOD (Modified Curriculum) - changes in grade level expectations or changes in number and/or complexity of expectations
ALT (Alternative Program) - areas of learning other than the Ontario Curriculum

Human Resources (Teaching / Non Teaching Support Staff)

Type	Position	Start Date	Intensity	Frequency	Location
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Elementary Program Exemptions / Secondary Compulsory Course Substitutions

Exemption	Substitution	Reasons
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Provincial Assessments

Permitted Accommodations (As Part Of Regular Classroom Practice)	Exemptions
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Secondary School Goal (For Secondary Students Only)

Student is currently working toward the attainment of a:
Successful completion of the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course is a requirement of the Ontario Secondary School Diploma.



Accommodations

Exceptionality : -No exceptionality specified

Purpose Adapt the program for the student - Reflect what is different from what is normally provided for other students in the class - Do not alter the provincial learning expectations - are assumed to be common to all subjects, courses, skill areas unless otherwise indicated

Instructional Accommodations

Environmental Accommodations

Assessment Accommodations

IEP Completion And Reporting

Date of IEP completion Reporting Dates

Reporting Format

This IEP also includes (check if applicable)

Annual program goals and learning expectations for modified subjects / courses or alternative program.

A transition plan



Transition Plan



Parent/Student Consultation and Staff Review and IEP Updating

Grand Erie District School Board

List of Acronyms		Department/Program
AAB	Academic Achievement Battery	Special Education
ABA	Applied Behaviour Analysis	Special Education
ABC	Association for Bright Children	Special Education
AC	Attendance Counsellors	Student Support Services
ADD	Attention Deficient Disorder	Special Education
ADE	Average Daily Enrolment	Business Services
ADHD	Attention Deficient Hyperactive Disorder	Special Education
ADP	Auditory Processing Disorder	Special Education
AER	Assessment Evaluation and Reporting	Special Education
AIP	Assessment For Improvement	
ALL	Analysis of Language Learning	Special Education
AODA	Accessibility for Ontarians with Disabilities Act	Special Education
AOYAP	Accelerated Ontario Youth Apprenticeship Program	Student Success
APA	Additional Professional Assignment	
ARC	Accommodation Review Committee	Business Services
ASD	Autism Spectrum Disorders	Special Education
BASP	Before and After School Programs	Elementary Program
BC	Behaviour Counsellors	Student Support Services
BCBA	Board Certified Behaviour Analyst	Special Education
BCP	Business Continuity Plan	Business Services
BIP	Board Improvement Plan	Student Success
BMS	Behaviour Management Systems	Student Support Services
BYOD	Bring Your Own Device	Information Technology
CAPD	Central Auditory Processing Disorder	Student Support Services
CAS	Children's Aid Society (see also FACS)	FOS SO
CASI	Comprehension Attitude Strategies Interests	Student Support Services
CCAC	see LHIN	Special Education
CDA	Communicative Disorders Assistant	Student Support Services
CEC	Council for Exceptional Children	Special Education
CILM	Collaborative Inquiry Learning Model	Student Success
CLA	Contextualized Learning Assignment	Student Success
COI	Certificate of Insurance	Business Services
CPRI	Child Parent Resource Institute	Student Support Services
CSAP	Cumulative Student Assessment Portfolio	Student Success
CUS	Community Use of Schools	Community Use of Schools
CYW	Child and Youth Worker	Student Support Services
D/HH	Deaf and Hard of Hearing	Special Education
DD	Developmental Disabilities	Special Education
DE	Developmental Education	Special Education
DI	Differentiated Instruction	Student Support Services
DOB	Date of Birth	Schools
DPA	Daily Physical Activity	Schools

Grand Erie District School Board

List of Acronyms		Department/Program
DRA	Diagnostic Reading Assessment	Elementary Program
DSM	Diagnostic and Statistical Manual of Mental Disorders	Special Education
E&E	Effectiveness and Efficiency Review	Business Services
EA	Education Assistants	Student Support Services
EDI	Early Development Instrument	Elementary Program
EFIS	Education Finance Information System	Business Services
ELD	English Literacy Development	Student Success
ELK	Early Learning Kindergarten	Elementary Program
ELL	English Language Learners	Student Support Services
ELP	Early Learning Program	Elementary Program
EPO	Education Programs Other (Grants)	Business Services
EQAO	Education Quality and Accountability Office	Student Success
ESA	Educational Services Agreement	Business Services
ESL	English as a Second Language	Student Support Services
ETFO	Elementary Teachers' Federation of Ontario	Human Resources
FACS	Family and Children's Society (see also CAS)	Student Support Services
FASD	Fetal Alcohol Spectrum Disorder	Special Education
FDK	Full Day Kindergarten	Elementary Program
FDL	Full Day Learning	Elementary Program
FNMI	First Nation, Metis, Inuit	Indigenous Education
FOG	aka Nominal, Head Count (actual number of students, not ADE)	Business Services
FOS	Family of Schools	Schools
FRG	Facilities Renewal Grant	Business Services
FSL	French as a Second Language	Elementary/Secondary Programs
FTE	Full Time Equivalent	Business Services
GEAP	Grand Erie's Achievement Plan	Student Success
GEESA	Grand Erie Elementary Sports Association	Schools
GEPIC	Grand Erie Parent Involvement Committee	Parent Engagement
GLD	General Learning Disability	Special Education
GPL	Good Places to Learn funding	Business Services
GrEAT	Grand Erie Elementary Administrators Team	Human Resources
GSN	Grants for Student Needs	Business Services
HI	Hearing Impairment	Special Education
HVAC	Heating Ventilation Air Conditioning	Facilities
IBI	Intensive Behaviour Intervention	Special Education
IEP	Individual Education Plan	Special Education
IIR Data	Individual Item Report Data	
IPRC	Identification Placement and Review Committee	Student Support Services
ISA	Intensive Support Amount	Special Education
ISC	Intensive Support Class	Special Education
ISRT	In School Resource Team	Special Education
JOHSC	Joint Occupational Health and Safety Committee	Health and Safety

Grand Erie District School Board

List of Acronyms		Department/Program
JUFA	Joint Use of Facilities Agreement	Business Services
KLLIC	Kindergarten Literacy Language in the Classroom	Elementary Program
LAN	Local Area Network	Information Technology
LANSAs	Leadership Alliance Network for Student Assessment	Student Success
LD	Learning Disability	Special Education
LDCC	Locally Developed Compulsory Credit	Student Success
LEED	Leadership in Energy and Environmental Design	Facilities Services
LHIN	Local Health Integrated Network (previously CCAC)	Student Support Services
LITE	Learner Intervention Tracking for Excellence	Special Education
LLI	Levelled Literacy Intervention	Elementary Program
LNS	Literacy Numeracy Secretariat	Student Success
LRT	Learning Resource Teacher	Student Support Services
LSA	Leading Student Achievement	Student Success
LTSP	Long Term Suspension Program	Student Support Services
MACSE	Minister's Advisory Council on Special Education	Special Education
MAP	Math Alignment Project	Student Success
MFIPPA	Municipal Freedom of Information and Protection of Privacy Act	Privacy & Information
MHAN	Mental Health and Addictions Nurses	Student Support Services
MID	Mild Intellectual Disability	Special Education
MOE	Ministry of Education	Board
NAC	Native Advisory Committee	Indigenous Education
NETS:S	National Educational Technology Standards	Information Technology
NS/NL	Native Studies/Native Languages	Indigenous Education
NTIP	New Teacher Induction Program	Human Resources
OAP	Ontario Autism Program	Special Education
OCA	Ontario Comprehension Assessment	Student Support Services
OCD	Obsessive Compulsive Disorder	Special Education
OCT	Ontario College of Teachers	Human Resources
OCUP	Ontario Curriculum Unit Planner	
ODA	Ontarians With Disabilities Act	Student Support Services
ODD	Oppositional Defiant Disorder	Special Education
OELC	Ontario E-Learning Consortium	Information Technology
OEN	Ontario Education Number	Schools
OERB	Ontario Education Resource Bank	Schools
OESC	Ontario Education Services Corporation	Student Support Services
OEYC	Ontario Early Years Centres	Elementary Program
OFIP	Ontario Focused Intervention Partnership	Elementary Program
OISE	Ontario Institute for Studies in Education	Student Success
OnSIS	Ontario School Information System	Business Services
OPPSBA	Ontario Public School Boards Association	Business Services
OSAPAC	Ontario Software Acquisition Program Advisory Committee	Information Technology
OSR	Ontario Student Record	School

Grand Erie District School Board

List of Acronyms		Department/Program
OSSD	Ontario Secondary School Diploma	Student Success
OSSLT	Ontario Secondary School Literacy Test	Student Success
OSSTF	Ontario Secondary School Teachers' Federation	Human Resources
OSTA	Ontario Student Trustees' Association	Executive Services
OT	Occupational Therapist	Student Support Services
OYAP	Ontario Youth Apprenticeship Program	Student Success
PASS	Principals Assessment of Schools Survey	Business Services
PDD	Pervasive Developmental Disorders (see also ASD)	Special Education
PDT	Program Development Team	Elementary Program
PDT	Provincial Discussion Table	Special Education
PIM	Privacy and Information Management	Executive Services
PIPA	Preschool and Primary Inventory of Phonological Awareness Skills	Elementary Program
PLC	Professional Learning Community	Human Resources
PLT	Principal Learn Team	Human Resources
PNC	Professional Network Centre	Human Resources
PSAB	Public Sector Accountability Board	Business Services
PSSP	Professional Student Services Personnel	Special Education
PSYCH	Psychological Consultants	Student Support Services
PT	Physio Therapist	Student Support Services
PTR	Prohibitive to Repair funding	Business Services
PTR	Pupil Teacher Ratio	Business Services
QA	Quality Accommodations	Business Services
RHPA	Registered Health Professionals Act	Human Resources
RMA	Risk Management Advisory	Business Services
RMS	Renewed Math Strategy	Elementary Program
ROKS	Reaching Out to Kids in Schools	Student Support Services
SAD	Student Achievement Division	Student Success
SAL	Supervised Alternative Learning	Student Success
SALT	System Administrative Leadership Training (formerly School ALT)	
SAO	Student Achievement Officer	Student Success
SAP	Student Action Plan	Student Success
SAPP	Sexual Abuse Prevention Program	
SC	Special Class	Special Education
SDW	Student Data Warehouse	Student Success
SEA	Special Equipment Amount	Special Education
SEAC	Special Education Advisory Committee	Special Education
SEF	School Effectiveness Framework	Student Success
SEPPA	Special Education Per Pupil Amount	Special Education
SHSM	Specialist High Skills Major	Student Success
SIM	Schools in the Middle	Student Success
SIP	School Improvement Plan	Student Success
SIP	Special Incidence Portion	Special Education

Grand Erie District School Board

List of Acronyms		Department/Program
SIT	School Improvement Team	Student Success
SLP	Speech / Language Pathologist	Student Support Services
SRPR	Surveyors' Real Property Report	Business Services
SS	Student Success	Student Success
SSI	Student Support Initiative	Student Success
SST	Student Success Teacher	Student Success
STEP	Student Transition Experience Program	Student Support Services
STRIVE	Socialization, Transition, Reflection, Innovation, Vocation and Education	
SW	Social Workers	Student Support Services
SWAC	School Within a College	Student Success
SWS	Student Work Study	Student Success
TAC	Tangible Capital Assets	Business Services
TC	Teacher Consultants	Special Education
TCPS	Total Capital Planning Solutions	Business Services
TIPS	Targeted Implementation and Planning Supports	
TLCP	Teaching and Learning Critical Pathway	Human Resources
TLX	Teaching Learning Examples	
TPA	Teacher Performance Appraisal	Human Resources
ULC	Underwriters Laboratory of Canada	Health and Safety
VMI	Visual-Motor Integration	Special Education
VoIP	Voice over Internet Protocol	Information Technology
WAN	Wide Area Network	Information Technology
WHMIS	Workplace Hazardous Materials Information System	Health and Safety



CONSENT FOR DISCLOSURE AND COLLECTION OF INFORMATION

Name of Student _____ Date of Birth: _____
(DD MMM YYYY)
School: _____

I/We the undersigned, authorize the Grand Erie District School Board to:

Release the following information

To _____

Obtain the following information

From _____

For use by such officers or employees of the Board who may need the personal information in the performance of their duties or for the purpose of complying with the Act of the Legislature or in Act of Parliament or a Law Enforcement Agency in Canada to aid a current or potential investigation undertaken with a view to a law enforcement proceeding.

Parent/Guardian: _____

Student (if applicable) _____

Witnessed by: _____

Date: _____

This form will be kept as a record under the authority of the Education Act, R.S.O., 1990, c.E.2 AND the Municipal Freedom of Information and Protection of Privacy Act and will be used for the purposes of the education of students. This form will be retained in the student's Ontario School Record and/or relevant Student Support Services Provider file. Questions about the collection should be directed to the school principal or Superintendent of Education.

Filed in OSR – Consent Folder

Retention: E+1 (E = resolution of issue)



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Plastic Water Bottle Ban from Grand Erie District School Board**
DATE: June 14, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive this report from the Indigenous Education Advisory Committee for consideration.</p>
--

Background

The most recent Auditor General report states that Indigenous Services Canada did not provide adequate support to First nations communities to ensure they have access to clean safe drinking water. The Auditor General's report from 2005 and 2011 stated the same concern.

Michael Montour, Director of Public Works for Six Nations, December 7, 2020 states that:

Six Nations of the Grand River is the largest populated First Nation in Canada located only an hour south of Toronto. Approximately 15% of Six Nations population has access to drinking water that is treated at the local Water Treatment Plant. The remainder of the community relies on wells or an unregulated filling station for their homes' water supply. Studies have concluded that the majority of wells in Six Nations are contaminated.

There are many people who live on Six Nations of the Grand River, Mississaugas of the Credit First Nation and other First Nations in Ontario who do not have access to running water in their homes that is treated at a local Water Treatment Plant. This combined with the fact that companies are taking clean water and making a profit has prompted the Indigenous Education Advisory Committee to take action.

Brantford and Six Nations at present time receive their drinking water via water treatment plants from the Grand River. The preservation and stewardship of this valuable source of sustainable drinking water continues to be the responsibility of all within the Grand Erie District School Board.

Additional Information

The Grand Erie District School Board's Water Conservation and Stewardship states:

"Water is the driving force of all nature." – Leonardo da Vinci

Water is essential for life. Fresh drinking water makes up less than 1 per cent of the world's total water supply. Water is a necessity for not only humans but for all living species. A significant portion of the world's biological diversity is dependent on inland and marine aquatic habitats. Therefore, the importance of making informed decisions, and taking action to protect and conserve our water sources is essential in the protection of our planet.

By educating present and future generations of the value of our aquatic ecosystems, we will avoid habitat destruction and the loss of biodiversity and strive towards protecting and restoring aquatic habitats. Effective water stewardship will lead to an enhanced quality of human life.

In supporting the board's effort for effective water stewardship, the Indigenous Education Advisory board would like to share that bottled water has many detrimental effects on our society. These include:

- high environmental costs
- pollution generated from production of bottled water
- pollution damaging to wildlife and groundwater
- pollution from transportation of product
- ground water depletion leading to environmental damage.

All schools in the Grand Erie District School Board have water stations with the ability to fill reusable water bottles. This fact combined with the environmental reasons stated above has encouraged the Indigenous Education Advisory Committee to make the recommendation below.

Next Steps

Based on the information provided, the Indigenous Education Advisory Committee would like to recommend that the Grand Erie District School Board ban bottled water sales and strongly encourage the use of personal, refillable water bottles.

Grand Erie Multi-Year Plan:

This report supports the environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Special Education Advisory Committee (SEAC) Membership-Native Representative**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report "Special Education Advisory Committee (SEAC) Membership-Native Representative" as information.

Background

A long-standing vacancy in this position was recently filled by a former SEAC member.

Ms. Nydam resigned in 2018. She was approached in April by the Recording Secretary to determine if she was still interested and available and responded positively.

Additional Information

The Recording Secretary sent Ms. Nydam a link to the meeting date schedule and the contact list for SEAC members. She had previously received a copy of Bylaw 8, Committees of the Board, SEAC Terms of Reference and the SEAC Orientation Handbook.

Next Steps

SEAC members, were apprised of the new member at their May 20th meeting. The updated membership list has been shared with members and Trustees and has been posted to the Grand Erie page under Special Education.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will facilitate opportunities to support family and community involvement in our schools.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Implications of 2021-22 Friday the 13th Events on Port Dover Students**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board
Approve *Option 2 (Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students)* for May 13, 2022.

1. Background Rationale

- 1.1. Each Friday the 13th in Port Dover, there is a community event where, in warm weather, extremely high numbers of motorcyclists visit the community for the weekend, arriving in town on or before the 13th. Their presence in the community can impact our students significantly. Such an event during warmer months is likely to be very well attended. Such an event in colder months will have much less impact on school operations.
- 1.2. In warm weather, access to the schools is severely limited by traffic, as streets are jammed and access to the town is restricted by the Norfolk O.P.P. Issues of safety in traveling to and from school on Friday the 13th are important considerations for our students, their families and our staff. Staff members who reside in town have indicated that staying in their community that day is better than leaving Port Dover and trying to return later in the day. During the colder months, travel is not impacted as significantly.
- 1.3. On previous warm-weather Friday the 13th days, the Board has closed Lakewood Elementary School to students. The staff has reported to school for PD and program activities. On previous cold-weather Friday the 13th days, the Board has kept the school open.
- 1.4. For secondary students living in Port Dover, and attending school at Holy Trinity, Simcoe Composite School and Waterford District High School, group stops were organized outside of town limits on warm-weather Friday the 13th days. During colder months, when transportation runs normally, these special arrangements are not necessary.
- 1.5. There is only one Friday the 13th event during the 2021-22 school year: May 13.

2. Options Considered

- 2.1. *Option One — Lakewood Elementary School Remains Open to Students/Transportation Runs in Port Dover*
This is the usual option for cold-weather Friday the 13th events; May 13 would not be considered a cold-weather date.
- 2.2. *Option Two — Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students:*
This is the usual option for warm-weather Friday the 13th events, like May 13, 2022.

3. Recommendation

- 3.1. Option Two – Cancel Transportation in Port Dover/Lakewood Elementary School Closed to Students/Lakewood Staff Reports to School/Group Stops for Secondary Students.

4. Budget Implication

- 4.1. Nil

5. Next Steps:

- 5.1. The Principal at Lakewood Elementary School reviewed options with the School Council.
- 5.2. Trustee decisions will be communicated to Transportation, Facilities and Human Resources departments.
- 5.3. Trustee decisions will be communicated to the Lakewood School Council, parent community, and Port Dover community through the GEDSB website and all available media.
- 5.4. Trustee decisions will be communicated to all secondary schools with Port Dover residents, their students, their School Councils and their parent communities.

Respectfully submitted,

Wayne Baker
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Category III Trips**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Category III Trips as information.

Background

As per Procedure SO15 "Out-of-Classroom Field Trips and Excursions", the attached list is for trustee information.

Additional Information

The report includes trips that were approved between January and June 2019, and previously approved trips that have not yet taken place. At this time, the status of these trips will be reviewed in 2021-22.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary

Director Approval	School	Destination	Trip Departure Date	Trip Return Date	Anticipated # Students	Educational Purpose & Outcomes
May 27, 2020	SCS	France	March 12, 2021	March 22, 2021	15	CANCELLED: Experience French culture, language
November 30, 2018	CSS	Ireland Wales England	March 12, 2021	March 21, 2021	12	CANCELLED/POSTPONED: Experience historical sites, Geography, History, Art & Culture
December 16, 2019	VHSS	Mediterranean Coast	March 11, 2021	March 19, 2021	15	CANCELLED/POSTPONED: Participate in linguistic and food activities
January 23, 2020	DDSS	Mediterranean Coast	March 11, 2021	March 19, 2021	10	CANCELLED/POSTPONED: Participate in linguistic and food activities (School Trips #207)

This Chart reflects all trips approved by the Director since the last Board Report on June 8, 2020; and all previously approved trips that have not taken place yet



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: JoAnna Roberto, Director of Education

RE: **Bylaw 8 Committees of the Board**

DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board defer the approval **Bylaw 8 Committees of the Board**
 to late Fall 2021.

Background

Bylaw 8 – Committees of the Board was circulated to all appropriate stakeholders for comments to be reviewed by May 28, 2021.

It is recommended that the Board of Trustees and Director of Education as CEO and Secretary of the Board carefully review the Bylaw, the committees and terms of references in Fall 2021. This will allow for a thorough undertaking to ensure it is current, relevant, adheres *to* and complies *with* governing legislation.

Respectfully submitted,

JoAnna Roberto
 Director of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F7 Disclosure of Wrongdoing**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board defer Policy F7 Disclosure of Wrongdoing to the September 13, 2021 Committee of the Whole Board Meeting.

Background

Policy F7 Disclosure of Wrongdoing was identified review and sent out for stakeholder comment. Senior Administration is still reviewing the operational consideration of the policy.

Next Steps

The Policy be deferred to allow for the further operational consideration.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **P1- Special Education Guiding Principles**
DATE: June 14, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board defer the approval Policy P1- Special Education Guiding Principles to late Fall 2021.</p>

Background

Policy P1 Special Education Guiding Principles was circulated to all appropriate stakeholders for comments to be received by May 28, 2021.

The Special Education System Staff will be embarking on deep learning in the area of equity and inclusivity. The Special Education Guiding Principles will need to be reviewed with this lens after system staff have had an opportunity to begin this work.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO8 Community Partnerships**
DATE: June 14, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy SO8 Community Partnerships to all appropriate stakeholders for comments to be received by September 29, 2021.</p>

Background

Procedure SO8 Community Partnerships has been identified for review.

Additional Information

The policy has been updated slightly and is attached for circulation to stakeholders for comment.

Next Steps

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Community Partnerships

Board Received: May 29, 2017 **Review Date:** June 2021

Policy Statement:

The Grand Erie District School Board believes that building strong and collaborative working relationships with community partners can enhance the opportunities available to our students. Community partnerships must be in compliance with Board Policy and the Education Act.

Accountability:

- 1. Frequency of Reports – As needed
- 2. Criteria for Success – Collaborative working relationships improve services and programs for students.
 - Collaborative working relationships increase public support for education.
 - Collaborative working relationships increase efficiency and effectiveness of service implementation through shared services/resources.

Guiding Principles:

- 1. The Grand Erie District School Board shall only support initiatives appropriate and compatible with the policies and values of the Board.
- 2. The main purpose of seeking out and building partnerships is to extend our capacity to provide enhanced services and programs for students. We need to share expertise and resources between the partners for mutual benefit.
- 3. Partnerships should include some or all of the following:
 - 3.1 improve services and programs for students
 - 3.2 motivate students
 - 3.3 build relationships and promote understanding
 - 3.4 increase public support for education
 - 3.5 increase parental and community involvement in, commitment to and responsibility/accountability for student learning
 - 3.6 increase efficiency and effectiveness through sharing of services and resources
 - 3.7 recognize the contributions of all partners
 - 3.8 the promotion of equity and inclusiveness in our schools
 - 3.9 open communication and trust
 - 3.10 defined problem-solving and decision making process
 - 3.11 mechanisms for reflection and assessment

Procedures:

- ~~1.0 Working with school staff under their direction and keeping the focus on students, principals should:—~~
 - ~~1.1 encourage partnerships where appropriate~~
 - ~~1.2 protect the interests of students by being selective about partnerships~~
 - ~~1.3 be open to proposals from a variety of partners~~
 - ~~1.4 seek input from the school council regarding potential partnerships~~
 - ~~1.5 clarify the purpose of the partnership by defining the roles and responsibilities~~
 - ~~1.6 carry out a regular review of the partnership~~

- 1.7—celebrate the contributions of partnerships, e.g. appropriately acknowledge the partner in school newsletters and at public events
- 1.8—always have donated goods and services evaluated by a third party when a tax receipt is to be issued
- 1.9—comply with Board policies, collective agreements, other contracts and legal requirements
- 1.10—contact the appropriate Education Centre support staff for assistance

2.0 ~~Police Record Check: If community partners are working in schools with students, they must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search subject to availability, completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties.~~

- ~~Police Record Checks will remain valid for a three year period from the date they are received by the school.~~
- ~~Police Record Checks can be transferred within the three year period between schools.~~
- ~~If the community partner has a current Police Record Check and Vulnerable Sector Search, they will provide a copy of this to the school principal.~~
- ~~If the community partner does not have a current Police Record Check and Vulnerable Sector Search, the principal shall provide the prospective partner with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the community partner resides. (see SO126—Volunteers)~~

3.0 ~~Accessibility for Ontarians with Disabilities Act (AODA) Training~~

3.1 ~~All community partners are required to complete an online AODA training module and proof of completed AODA training will be provided to the school principal. If a community partner has not completed AODA training, they may access the training on the Grand Erie District School Board website (see SO126—Volunteers)~~

4.0 ~~Record Keeping~~

~~A community partner's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice principal or designate only. Files will be maintained while the community partner provides services to the school and for a two year period thereafter, after which time they will be shredded.~~

5.0 ~~Resources to Support Partnerships:~~

5.1 ~~Relevant Board By Laws, Policies and Procedures:~~

~~By Laws:~~

~~BL19—Use of Board Logo, Grand Erie Name~~

~~Policies:~~

~~FT4—Community Use of School~~

~~F1—Exclusive Suppliers: Food Services and Vending Machines in Schools~~

~~F3—Capital Related Fund Raising and Community Donations~~

~~F6—Purchasing~~

~~SO1—Fund raising~~

~~SO4—Distribution of Materials in Schools~~

~~SO13—Access to School Premises~~

~~SO19—Privacy and Information Management~~

~~SO21—School Food and Beverage~~

~~SO25—Visual Identity~~

~~SO26—Event Planning and Organization~~

~~SO31—Accessibility~~

Procedures:

~~FT105—Playground Equipment~~

~~FT111—School Initiated Facility Upgrades~~

~~F101—Hospitality Expenses~~

~~F104—Advertising~~

~~F106—Receipt of Charitable Donations~~

~~SO108—Community Service Providers and Schools Working Together~~

~~SO120—Student and Visitor Injuries/Accidents~~

~~SO126—Volunteers~~

~~5.2—Relevant Service Contracts:~~

~~Examples: food services in cafeterias, vending machines, snack machines, recycling~~

~~5.3—Education Office Support Staff to Contact:~~

~~Director of Education~~

~~Superintendent of Education (appropriate Family)~~

~~Superintendent of Business~~

~~Superintendent of Education—Human Resources Services~~

~~Manager of Facilities Services (if building or property use or alteration is involved)~~

~~Manager of Business Services~~

~~Manager of Information Technology (if technology is involved)~~

~~Manager of Human Resources Services~~

~~Manager of Communications and Community Relations~~



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO10 – Bullying Prevention and Intervention**
DATE: June 14, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward SO10 – Bullying Prevention and Intervention to all appropriate stakeholders for comments to be received by September 29, 2021.</p>
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Background

SO10 – Bullying Prevention and Intervention was approved by the Board in 2017 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Next Steps

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Bullying Prevention and Intervention

Board Received: May 29, 2017 **Review Date:** June 2021

Policy Statement

The Grand Erie District School Board is committed to providing a safe, inclusive, and accepting working and learning environment, which supports productivity and the personal goals of dignity and self-esteem of every individual, and is free from bullying.

Bullying adversely affects:

- a student’s ability to learn.
- a school’s ability to educate its students
- healthy relationships and school climate.

Bullying will not be accepted on school property, at school-related activities, or in any other circumstances which might impact on the school climate (e.g., online).

This policy applies to students (incidents of bullying involving Board personnel will be addressed through Policy HR5 – Harassment/Objectionable Behaviour; incidents involving visitors or parents could involve Trespass Letters or police). All employees of the board must take seriously allegations of bullying behaviour and act in a sensitive and supportive manner when responding to anyone who reports bullying incidents.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety
– Increased opportunity for students to continue their education
– Improved student performance

1. Definition of Bullying

Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Persons may attain or maintain power over others through real or perceived differences. Some areas of difference may be:

- Size
- Strength
- Age
- Intelligence
- Economic status
- Social status
- solidarity of peer group
- Ethnicity
- Disability
- Need for special education
- Sexual orientation
- Family circumstances
- Gender
- Race
- Religion
- Gender identity
- Gender expression

Bullying is a dynamic of unhealthy interaction that can take many forms. It can be:

- physical (e.g., hitting, pushing, tripping, etc.)
- verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments)
- social (e.g., excluding others from a group, spreading gossip or rumours)
- and/or through the use of technology – cyberbullying (e.g., spreading rumours, images, or hurtful comments through the use of e-mail, cell phones, text messaging, Internet web sites, or other technology)

2. Prevention and Awareness-Raising Strategies

In an effort to prevent bullying within Grand Erie District School Board schools and at school and Board events, students, staff, parents/guardians, and community members are expected to adhere to the standards set out in Grand Erie's *Code of Conduct* (Policy SO12).

Each school must strive to develop a positive school climate. A school climate is defined by the Ministry of Education as "the sum total of all the personal relationships within a school."

When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm. A positive school climate exists when all members of a school community feel safe, comfortable and accepted.

The focus of Character Education in Grand Erie schools supports a comprehensive prevention strategy for students. These teaching strategies focus on developing self-worth, appropriate behaviours, and healthy relationships.

Opportunities for bullying prevention training and leadership initiatives are to be provided within each school. Training will address topics such as cultural sensitivity, respect for diversity and special needs.

3. Intervention and Support Strategies

Principals must ensure that students are able to report bullying incidents safely and in a way that will minimize the possibility of reprisal. Support must be provided to students who have been bullied, students who have bullied others, and students who have been affected by bullying.

Board employees who work directly with students must respond to any student behaviour that is likely to have a negative impact on school climate. Such behaviour includes all inappropriate and disrespectful behaviour at school and at any school-related event. Such inappropriate behaviour may involve bullying.

A student who is engaged in bullying behaviour will be subject to a range of intervention strategies, from counselling to suspension/expulsion. Note: students under grade 4 are not subject to discretionary suspensions.

Schools must outline how they will support students who have engaged in bullying and also those who have been bullied. Specific support plans will be developed to protect students who have been harmed, and must outline a process for parents to follow if they are not satisfied with the support their children receive.

4. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of any activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible.

In cases where immediate action is required, a verbal report to the principal will suffice until a written report can be submitted.

All employee reports made to the principal must be confirmed electronically, using the "Safe Schools Incident Reporting Form – Part I". Upon receipt of this form, principals must provide the person who submitted the report with electronic acknowledgement, using the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the Principal must inform, accordingly, the person who submitted the incident report.

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form - both aggressors and victims - must be removed from the form before it is filed in the student's OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests that it be placed in the OSR.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents must always be made as soon as possible.

5. Notifying Parents

Principals are required to notify the parents of students who have been harmed as a result of bullying behaviour. Principals are also required to contact the parents of students who have been engaged in bullying behaviour. In both circumstances, principals must:

- describe the nature of the harm to the bullied student,
- outline the nature of any disciplinary measures taken, and
- discuss support that will be provided to students.

The principal will not notify the parent of a student if, in the opinion of the principal, doing so would put the student at risk of harm.

6. Training Strategies

Grand Erie recognizes that bullying is a community problem that reflects itself in schools, and that the entire school community has a role to play in prevention and intervention. Building capacity of all school personnel is paramount in reducing bullying in all areas of Grand Erie.

Parents/guardians are viewed as an integral part of the school community and a resource in both prevention of, and intervention in, bullying incidents. Grand Erie schools will provide information to parents/guardians through a variety of sources (e.g., parent night, newsletters, pamphlets, [social media](#)) in order to best support their children and the school community as a whole.

Grand Erie will address the diversity of the school population as it relates to bullying, by providing ongoing awareness and training for school personnel. The needs of all members of the school and Board population must be considered to effectively prevent and intervene in bullying situations involving [marginalized equity-seeking](#) groups.

All annual School Improvement Plans will include a safe schools/bullying prevention component and guidelines for Safe School Teams and need to be shared with parents and school community.

As part of the School Improvement Plan, all schools will have a Safe Schools Team to address bullying prevention and to be responsible for fostering a safe, inclusive, and accepting school climate within each school. Each team will have a Chair and will consist of at least the principal, a teacher, a parent/guardian and, where applicable, a student representative.

The Grand Erie Safe Schools Team will act as a resource and support for school teams.

SAFE SCHOOLS INCIDENT REPORTING FORM
— PART I —

CONFIDENTIAL

Report No:		
Name of School		
1. Name of Student(s) Involved (if known)		
2. Location of Incident (check one)	<input type="checkbox"/> At a location in the school or on school property (please specify)	
	<input type="checkbox"/> At a school-related activity (please specify)	
	<input type="checkbox"/> On a school bus (please specify route number)	
	<input type="checkbox"/> Other (please specify)	
3. Time of Incident	Date:	Time:
4. Type of Incident (check all that apply)	<p>Activities for which suspension must be considered under section 306(1) of the Education Act <u>for students in grade 4 or above</u>:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Threatening to inflict serious bodily harm on another person. <input type="checkbox"/> Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription <input type="checkbox"/> Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a prescription <input type="checkbox"/> Swearing at, or in reference to, a teacher or at another person in a position of authority <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities <input type="checkbox"/> Bullying, including cyberbullying <input type="checkbox"/> Physical or verbal aggression <input type="checkbox"/> Persistent opposition to authority <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right <input type="checkbox"/> Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community <p>Activities for which expulsion must be considered under section 310(1) of the Education Act:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Possessing a weapon or replica, including a firearm <input type="checkbox"/> Using a weapon or replica to cause or to threaten bodily harm to another person <input type="checkbox"/> Committing physical assault on another person that caused bodily harm requiring treatment by a medical practitioner <input type="checkbox"/> Committing sexual assault <input type="checkbox"/> Trafficking in weapons or illegal/restricted drugs <input type="checkbox"/> Committing robbery 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Giving alcohol or cannabis to a minor <input type="checkbox"/> Bullying, if, <ul style="list-style-type: none"> i. the pupil has previously been suspended for engaging in bullying, AND, ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person; <input type="checkbox"/> Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right where; <ul style="list-style-type: none"> i. The pupil has previously been suspended for this behaviours, AND ii. The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person. <input type="checkbox"/> Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities. <input type="checkbox"/> Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and
5. Report Submitted By:	
Name:	
Signature:	Date:
Contact Information:	
Location:	Telephone:

SAFE SCHOOLS INCIDENT REPORTING FORM
 — PART II —

ACKNOWLEDGEMENT OF RECEIPT

Report No.		
Report submitted by:	Name:	Date:
<input type="checkbox"/> Action Taken		<input type="checkbox"/> No Action Required
Name of Principal:		
Signature:	Date:	
Note: Only Part II to be returned to the person who reported.		



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO11 – Progressive Discipline and Promoting Positive Student Behaviour**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **SO11 – Progressive Discipline and Promoting Positive Student Behaviour** to all appropriate stakeholders for comments to be received by September 29, 2021.

Background

SO11 – Progressive Discipline and Promoting Positive Student Behaviour was approved by the Board in 2017 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy and a draft revised policy is attached for circulation to stakeholders for comment.

Next Steps

This Policy will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Progressive Discipline and Promoting Positive Student Behaviour

Board Received: May 29, 2017 Review Date: June 2021

Policy Statement

The Grand Erie District School Board supports a safe, inclusive, and accepting environment in which every student can reach their full potential.

The Grand Erie District School promotes positive learning environments that encourage the building of healthy relationships and appropriate behaviours. Positive learning environments are a key to the prevention of disruptions to the learning and teaching setting.

Progressive Discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour, and builds upon strategies that promote positive behaviours.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety
– Effective student discipline
– Improved student conduct
– Improved student performance

Statement of Guiding Principles

The Board recognizes the following principles:

- Disciplinary strategies are guided by least punitive, most enabling consequences to support a student's academic learning and promote a safe and orderly learning and teaching environment;
- Appropriate action must consistently be taken to address behaviours that are contrary to the *Grand Erie Code of Conduct* and a school's Code of Conduct;
- Each incident of inappropriate behaviour is unique in terms of situational variables. Disciplinary action in response to inappropriate behaviour will reflect consideration of mitigating factors, as required by the *Education Act* and its *Regulations*;
- The range of interventions, supports, and consequences used must be clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students make good choices;
- For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan; and
- Parents and community agencies are viewed as integral partners to be utilized when addressing student conduct.

1. Progressive Discipline and Awareness Raising

Provincial legislation and Policy/Program Memoranda (concerning Code of Conduct, suspension/expulsion, bullying, and progressive discipline) – in conjunction with Board policies and procedures - create behavioural expectations for all persons on school property, and outline strategies to be taken to reduce incidents and impose appropriate consequences for pupils. The Human Rights Code of Ontario has primacy over provincial legislation and school Board policies and procedures, such that the Education Act, regulations, Ministry of Education Program Policy Memoranda, Board policies and procedures are subject to, and shall be interpreted and applied in accordance with, the Human Rights Code of Ontario.

Each school will develop, in consultation with school councils, a continuum of interventions, supports, and consequences to address student behaviours that are contrary to provincial and Board codes of conduct, which include, but are not limited to, inappropriate sexual behaviour, gender-based violence, homophobia, and harassment on the basis of sex, gender identity, sexual orientation, race, colour, ethnicity, culture, citizenship, ancestry, origin, religion, creed, family status, socio-economic status, disability and/or any other immutable characteristic or ground protected by the Human Rights Code.

Consequences for inappropriate behaviour may include, but are not limited to, meetings with the parent(s)/guardian(s), student, and principal; referral to a community agency for counseling support and intervention; detentions or loss of privileges; and suspension and/or expulsion.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

1. The particular student and circumstances (i.e., mitigating factors);
2. The nature and severity of the behaviour;
3. The impact on the school climate (i.e., the relationships within the school community); and
4. The Individual Education Plan

2. Progressive Student Discipline Model

The Grand Erie District School Board endorses early and ongoing prevention and intervention to promote positive behaviour. Opportunity for students to learn from their choices is a critical element.

The Progressive Discipline Model can be described as having four levels of intervention. The level of intervention or discipline is based on the consideration of the nature, severity and impact of the misconduct and of the mitigating factors, with the goal of changing the student's behaviour. Each progressive stage represents more serious behaviour and corresponding consequences.

Level 1

Level one discipline is employed for minor acts of misconduct which interfere with orderly school procedures, functions, extracurricular programs, or a student's own learning. These minor acts are addressed by the classroom teacher, educational assistant and/or ECE.

Level 2

Level two discipline offences are acts of misconduct that require increased intervention. These acts may include, but are not limited to, repeated unrelated acts of minor inappropriate behaviour directed against persons or property, but which do not seriously endanger the health, safety or well-being of others. Involvement of student support staff, parents/guardians and administration will support the student and assist the classroom teacher in correcting incidents of inappropriate behaviour.

Level 3

Level three offences requiring disciplinary intervention are serious acts of misconduct that have significant impact on the school climate, or pose threats to health, safety or property. These offences must be reported to administration immediately. Suspension may be considered by the principal as a necessary intervention. Student, parent, school and support staff communication is necessary to resolve the issue and ensure that supports are in place to meet student needs.

Level 4

Level four offences represent the most serious acts of misconduct and, as such, may require intrusive intervention, such as suspension pending expulsion. These acts may require the involvement of police services as per the Police and School Board Protocol.

A voluntary program for students on long-term suspension or expelled students is available for those who consent to participate. Non-academic support from community agencies will be engaged by the Grand Erie Safe Schools Team, as necessary.

3. Reporting to Principals

The purpose of reporting incidents of inappropriate and disrespectful behaviour is to ensure that the principal is aware of activities taking place in the school where suspension or expulsion must be considered, and to ensure a positive school climate.

Any employee of the Board who becomes aware that a student at school may have engaged in an activity for which suspension or expulsion must be considered shall report the matter to the principal as soon as reasonably possible. The employee must consider the safety of others and the urgency of the situation in reporting the incident, but, in any case, must report it to the principal no later than the end of the school day.

In cases where immediate action is required, a verbal report to the principal may be made. An electronic report, as outlined below, must be made when it is safe to do so.

Employees report incidents using the "Safe Schools Incident Reporting Form – Part I". Upon receipt of this form principals must provide the person who submitted the report with electronic acknowledgement on the "Safe Schools Incident Reporting Form – Part II". If no further action is taken by the principal, the principal is not required to retain the report, and should destroy it. Regardless of the outcome of the investigation, the principal must inform the person who submitted the incident report. (Note: The Safe Schools Incident Reporting forms can be found in policy SO10 – Bullying Prevention and Intervention. The electronic versions can be located in the staff portal.)

If the principal decides that action must be taken as a result of an incident of bullying, they will file a copy of the reporting form and documentation of the action taken in the Ontario Student Record (OSR). The names of all other students that appear on the form – both aggressors and victims - must be removed from the form before it is filed in the student's OSR.

In the case of the victim, no information about the incident must be placed in their OSR, unless the victim or parent of the victim expressly requests this.

Third-party service providers working with students will establish procedures for reporting inappropriate student behaviours to principals.

Where the victim is also an aggressor, information about the incident and any action taken will be entered in the OSR if the principal contacts the victim's parents. Contact with parents should always be made as soon as possible.

4. Responding to Incidents

The purpose of responding to incidents of inappropriate behaviour is to stop and correct the behaviour immediately so the student involved will learn that it is not acceptable. Behaviour that is not addressed becomes accepted behaviour.

Board employees who work directly with students – including administrators, teachers and non-teaching staff (including staff in social work, child and youth work, psychology, and related areas, and educational assistants) – must respond to any student behaviour that is likely to have a negative impact on the school climate, whether on or off school property.

Responding may include asking a student to stop the inappropriate behaviour; naming the type of behaviour and why it is inappropriate and/or disrespectful; asking the student to correct the behaviour. When employees are aware that an incident involves a student with special educational needs, they are expected to respond in a way that is appropriate to that student.

Board employees are not required to respond to incidents when, in their opinion, responding would cause immediate physical harm to themselves or another person. However, for incidents for which suspension or expulsion must be considered, Board employees must report these to the principal and confirm their report electronically using the "Safe Schools Incident Reporting Form – Part 1". For incidents where suspension or expulsion would not be considered, and Board employees feel it is not safe to respond, they will be expected to inform the principal verbally as soon as possible. For example, a Board employee would not be required to respond if it would mean having to leave a student with special needs who would be in danger if left alone.

5. Support for Students

All employees of the Board must take seriously all allegations of bullying, racism, gender-based violence, homophobia, sexual harassment, inappropriate sexual behaviour and any other negative behaviour which would impact on the school climate. Schools are expected to support all students, including those who report such incidents, by providing them with contact information about professional supports, both Board-based and community agencies.

Principals are required to notify parents/guardians of the victim of serious student incidents unless the victim is 18 years old or over (or is 16 or 17 years of age and has withdrawn from parental control) or, in the opinion of the principal, doing so would put the victim at risk of harm from a parent. When principals have decided not to notify parents of victims, they must inform the teacher who reported the incident. Principals shall also, if they determine it is appropriate to do so, inform other Board employees of this decision. In addition, principals must refer students to a community agency that can provide the appropriate type of confidential support when parents are not called.

When it is determined that it is necessary to separate students to preserve school safety or to protect a student, it is preferable that the victim not be moved. The Grand Erie Safe School Team will facilitate the move and transition of any students who it is determined need to change schools or school program as a result of a serious student incident.

6. Delegation of Authority

In the event that the school principal is not present on school property, the principal has the authority to delegate powers, duties and functions to the vice-principal, except assigning long-term suspensions or expulsions.

In the event that there is no administrator present on school property, the principal's authority under Part XIII of the Education Act may be delegated to a teacher and must respect the terms of all applicable collective agreements. When this occurs, the principal must communicate to staff when and to whom administrative responsibilities have been delegated. The principal must also ensure that the teacher has access to Board policy, school emergency protocols and communication information for the Family of Schools Superintendent of Education.

Teachers may be delegated the authority to initially deal with situations that must be considered for suspension or expulsion. The most important consideration in these circumstances is the safety of those involved. The teacher must report all details of the initial investigation to the principal as soon as possible.

The teacher must report to the principal or vice-principal any activities that must be considered for suspension or expulsion that are received from staff or others during the principal's absence. A teacher may not be delegated authority regarding suspension decision or recommendations regarding expulsion of students.

A teacher may be delegated limited authority to contact the parents/guardians of a student who has been harmed as the result of an activity for which suspension or expulsion must be considered. The information provided to the parents/guardians by a teacher must be limited to the nature of the harm to the student and the nature of the activity that resulted in the harm.

The teacher must not be delegated the authority to discuss the nature of any discipline measures taken in response to the activity.

If the teacher is not sure whether parents should be called, the teacher should contact the principal or supervisory officer for direction. The principal or vice-principal will follow up with the parents as soon as possible.

7. Circumstances in Which a Principal Must Consider Whether to Suspend a Student

A principal must consider suspending a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Threatening to inflict serious bodily harm on another person.
- Possession of alcohol, drug paraphernalia, illegal or restricted drugs, or cannabis, without a medical prescription;
- Under the influence of alcohol, illegal or restricted drugs, or cannabis, without a medical prescription;
- Swearing at, or in reference to, a teacher or another person in a position of authority;

- Committing an act of vandalism that causes extensive significant damage to Board or personal property on school premises or at any school-related activities;
- Bullying, including cyberbullying;
- Physical or verbal aggression;
- Persistent opposition to authority;
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right; or
- Any act considered by the principal to be injurious to the moral tone of the school or the well-being of members of the school community.

8. Circumstances in Which a Principal Must Suspend a Pupil Pending Expulsion

A principal shall suspend a student when the principal believes that the student engaged in any of the activities set out below while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- Possessing a weapon or replica, including a firearm
- Using a weapon or replica to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing sexual assault;
- Trafficking in weapons or illegal/restricted drugs;
- Committing robbery;
- Providing alcohol or cannabis to a minor;
- Bullying, if,
 - i) The pupil has previously been suspended for engaging in bullying, AND
 - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety of another person.
- Any inappropriate behaviour motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other protected human right, where
 - i) The pupil has previously been suspended for this behaviour, AND
 - ii) The pupil's continuing presence in the school creates an unacceptable risk to the safety or mental well-being of another person
- Committing an act of vandalism that causes extensive damage to Board or personal property on school premises or at any school-related activities.
- Activities engaged in by the pupil on or off school property that cause the pupil's continuing presence in the school to create an unacceptable risk to the physical or mental well-being of other person(s) in the school or Board; and

In the event of a suspension for an activity, the principal shall conduct an inquiry to determine whether to recommend the expulsion of the student, in accordance with the *Education Act*, its *Regulations*, and applicable Policy/Program Memoranda.

Reference

PPM 128 – Provincial and Board Codes of Conduct

PPM 141 – Programs for Long-term Suspension

PPM 144 – Bullying Prevention and Intervention

PPM 145 – Progressive Discipline and Promoting Positive Student Behaviour



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
 FROM: Scott Sincerbox, Superintendent of Education
 RE: HR3 Hiring of Staff
 DATE: May 31, 2021

Recommended Action: Moved by _____ Seconded by _____
 THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating HR3 Hiring of Staff to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board approve HR3 Hiring of Staff.

Background

Policy HR3 Hiring of Staff is a new policy. This policy was developed in response to Policy Program Memorandum 165.

Additional Information

The development of this policy included consultation with various stakeholder groups to ensure compliance with PPM 165.

Next Steps

This Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Hiring of Staff

Board Received:

Review Date:

Preamble

~~Encouraging diversity of the workforce in a school board is vital to enable the workforce to be reflective and representative of the community. Inequitable representation of historically disadvantaged communities in the workforce can lead to inequities in educational experiences and outcomes for excluded or marginalized staff and students.~~

Policy Statement:

The Grand Erie District School Board (the “Board”) is committed to the development and implementation of hiring practices that are fair, objective, consistent, and transparent. Encouraging diversity of the workforce in a school board is vital to enable the workforce to be reflective and representative of the community. Inequitable representation of historically disadvantaged communities in the workforce can lead to inequities in educational experiences and outcomes for excluded or marginalized staff and students.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Fair, objective, consistent, and transparent hiring procedures are implemented.

Definitions and Applications:

~~The Grand Erie District School Board is committed to the development and implementation of hiring practices that are fair, objective, consistent and transparent. This is~~ Successful implementation is achieved by integrating the following components into the hiring process:

1. Qualifications and Merit
Job applicants can possess a wide variety of life and professional experiences, skills, abilities and education that they bring with them to a position. Job related criteria used to screen applicants and develop meaningful interview questions to explore a candidate’s potential contributions will provide key information in the selection process.
2. Diversity, Equity and Human Rights
The promotion of human rights and equity is vital to achieving a diverse and representative workforce to meet the needs of a diverse student body. The hiring/selection process must be free of discrimination and include the principles of equity and inclusive education (Policy SO14, Equity and Inclusive Education). It is important that students see themselves reflected in their curriculum, their physical surroundings, the broader environment and in the adults with whom they interact while at school. The hiring process will ensure that there are no barriers for qualified candidates from under-represented backgrounds so as to enable their full participation in the process.
3. Employment Mobility
Subject to collective agreement requirements, equal opportunity to apply for vacant positions will be provided in order to recruit external applicants who may be recent graduates, qualified candidates currently employed elsewhere, or an applicant looking to relocate.
4. Fairness and Transparency

Direction to employees of the Board who are responsible for the hiring and selection of employees will be provided regarding the following components of the hiring process:

- Procedure HR110 – Hiring Procedures

- Policy HR9—_—_Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees.
- Creation of job postings that reflect the components in this Policy.
- Determining appropriate outreach and recruitment destinations to attract the best qualified candidates.
- Selection of job-related criteria used to screen applicants and develop interview questions.
- Creation of diverse interview teams, where possible.
- Ensuring candidates are accommodated to facilitate their full participation in the process.
- Making full use of the candidates' applications, interview responses and reference checks in making the final hiring decision.
- Opportunities to provide debriefs to all internal candidates, upon request.

5. Monitoring and Evaluation

This Policy and related procedures will be reviewed in accordance with Bylaw BL9.

Accountability:

- ~~1. Frequency of Reports — As needed~~
- ~~2. Criteria for Success — Effective and transparent hiring procedures.~~



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education (Human Resources)
RE: **HR7 Replacement/Casual Principal/Vice Principal Selection Process**
DATE: June 14, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board rescind Policy HR7 Replacement/Casual Principal/Vice Principal Selection Process.</p>

Background

Policy HR7 Replacement/Casual Principal/Vice Principal Selection Process was circulated to all appropriate stakeholders for comments to be received by March 31, 2021.

Comments Received

1. Comment: #5 what is considered long term?
Response: The length of the assignment is determined by operational needs and the duration of any absence.
2. Comment: #7 – “the employees name will be removed – suggest – their name will be removed If they have not worked for us should we refer to them as an employee?
Response: The individual is still considered an employee until such time as they are removed from the list.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached. Upon careful reflection and review, the introduction of Policy HR3 Hiring of Staff and Procedure HR110 Hiring Procedure mean that separate hiring policies relating to a specific category of staff are not necessary.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education (Human Resources)



POLICY

HR7

Replacement/Casual Principal/Vice Principal Selection Process

Board Received: January 30, 2017 Review Date: February 2021

Policy Statement:

The Grand Erie District School Board will ensure that the selection process results in the highest quality of leadership from replacement/casual Principals and Vice-Principals.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – The process for placing names on a list is consistent and streamlined
– Sufficient numbers of individuals are selected for inclusion on the list to provide for appropriate levels of administrative staff support.

Procedures:

1. Applicants must submit a cover letter and resume indicating their interest in being added to the Replacement/Casual List. Applications should be directed to the Superintendent of Education (Human Resources).
2. Applicants must:
 - a) be members of the Ontario College of Teachers in good standing;
 - b) submit a completed Offence Declaration (if the request to be added to the List is within 12 months of the applicant's retirement/resignation from the Board), OR an original Police Record Check (which includes a vulnerable sector search) acceptable to the Board as per HR108 Police Record Checks for Employees;
 - c) Applicants must provide a written recommendation from their most recent supervisor (Superintendent or Director).
3. An interview process, using Human Resources interview protocol, is required to determine suitability when an applicant has been an administrator (i.e. principal, vice-principal or superintendent) external to the Grand Erie DSB or has not been an administrator in the Board in the past two years. The interview team will consist of two Superintendents/Director and one Human Resources representative.
4. Executive Council will recommend to the Board those names to be added to the Replacement/Casual List.
5. As required, Executive Council shall determine placement of individuals. The Board shall be notified of long-term placements.
6. Written notice of the final decision will be forwarded to the candidate.
7. Names will be maintained on the List on an ongoing basis. However, if there is no employment with the Board for two consecutive years, the employee's name will be removed from the List. Requests to be re-added to the List may be considered after an interview is conducted to determine suitability.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: HR9 Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees
DATE: May 31, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating HR9 Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve HR9 Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees.

Background

Policy HR9 Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees is a new policy. This policy was developed in response to Policy Program Memorandum 165.

Additional Information

The development of this policy included consultation with various stakeholder groups to ensure compliance with PPM 165.

Next Steps

This Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



**Hiring, Supervision and Placement of a Family Member
Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation
of Employees**

Board Received:

Review Date:

Policy Statement

The Grand Erie District School Board is committed to a policy of employment and advancement based on qualifications, merit and principles of equity. This Policy is intended to facilitate an employee's ability to maintain the highest business and ethical standards, and to facilitate the protection of the integrity of employees in the course of their hiring/supervision responsibilities to the Board.

This Policy defines and addresses potential, apparent and actual conflicts of interest. It provides guidance to employees so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management.

The fundamental principle underlying this Policy is that employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the Board.

In limited circumstances, there may be situations where an exemption may be granted by the Director of Education, or designate.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Effective and transparent hiring, supervision and transfer/placement procedures.

1.0 Definitions:

- a) Conflict of interest means a potential, apparent, or actual conflict where an employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the employee's responsibility to the Board, or with the employee's participation in any recommendation or decision pertaining to the hiring/selection/promotion or evaluation of employees within the Board.
- b) Employee means full-time or part-time employees of the Board involved in hiring/supervision of staff.
- c) External activity means any activity of an employee outside the scope of their employment with the Board undertaken as part of a commercial or volunteer enterprise.
- d) Relationship means any relationship of an employee to persons of their immediate family whether related by blood, adoption, marriage, or common-law relationship, and any relationship of an intimate and/or financial nature during the preceding five years, any student-supervisor relationship, or any other past or present relationship that may give rise to a reasonable apprehension of bias.
- e) Supervisor means the person to whom an employee reports.

2.0 Specific Conflicts:

Without restricting the generality of this Policy, the following circumstances may give rise to conflicts of interest:

- a) Participating in, or influencing the outcome of the appointment, hiring, promotion, supervision, or evaluation of a person with whom the Employee has, or has had, a relationship.
- b) Acceptance by an employee of a gift from any of the following persons or entities if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the Board.
 - (i) A person, group or entity that has dealings with the Board
 - (ii) A person, group or entity to whom the employee provides services in the course of their duties to the Board
 - (iii) A person, group or entity that seeks to do business with the Board.
 An employee who is offered a gift in the circumstances in (b) above shall notify their supervisor in writing.

3.0 Procedures for Disclosure of Conflicts of Interest

- a) All employees have an obligation to disclose to their supervisor or the Director of Education, or designate, any conflict of interest. The employee must disclose in writing as soon as they could reasonably be aware that a conflict of interest exists. The existence of a conflict of interest does not necessarily preclude involvement in the issue which has given rise to the conflict (the 'Matter'). The employee must declare, in writing, the nature and extent of the conflict of interest no later than any meeting or process in which the employee participates and at which the matter is to be considered. The employee must refrain from taking part in any discussion or decision-making in relation to the matter, and withdraw from any meeting or process when the matter is being discussed until a decision has been reached regarding the manner in which the conflict of interest will be addressed.
- b) A conflict of interest involving an employee may also be reported to a supervisor by any other person. A report to a supervisor about the existence of a potential, apparent or actual conflict of interest shall be made in writing.

4.0 Procedures for Management of Conflicts of Interest

- a) If the supervisor or Director of Education, or designate, to whom the disclosure is made also has a conflict of interest, the disclosure should be made in writing to the person at the next highest level of authority.
- b) The supervisor or Director of Education, or designate, will investigate to determine if a conflict of interest exists. Where appropriate, the Supervisor or Director of Education, or designate, may consult with the employee and/or others.
- c) If the supervisor or Director of Education, or designate, determines there is a conflict of interest, the supervisor or Director of Education, or designate, should resolve the matter as noted below and shall document, in writing, any remedies that have been applied.

Contraventions of this Policy

Adherence to this Policy, in letter and in spirit, is crucial to the relationships of trust that exist between the Board, its employees and the public. Contraventions of this Policy, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For employees, disciplinary sanctions for breach of this Policy will be in accordance with HR119 – Progressive Discipline, and may include a range of outcomes appropriate to the nature of the contravention and could include dismissal from employment.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees, Director of Education & Secretary
FROM: JoAnna Roberto, Director of Education
RE: **F104- Advertising**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure F104- Advertising.
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Background

Procedure F104-Advertising was circulated to all appropriate stakeholders for comments to be received by May 28, 2021.

Comments Received

There were no comments received.

Next Steps

This approved Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

JoAnna Roberto
Superintendent of Education (Human Resources)



Advertising

Board Received:

Review Date:

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Advertising coordinated centrally
 - communications to stakeholder enhanced
 - advertising reflects equity and inclusiveness

Procedures:

1. All advertising shall be coordinated through the Board's Manager of Communications and Community Relations. Advertising must adhere to the Visual Identity Policy (SO25) and the Purchasing Policy (F6).
2. The originating school/department will provide the Manager of Communications and Community Relations a draft of the required print advertisement, script and storyboard for audio and visual advertisements. The draft will be reviewed to ensure adherence to Grand Erie standards.
3. The Board supports advertising expenditures in support of public awareness and information. Appropriate advertising expenditures include, but are not limited to:
 - school registration, including junior/senior kindergarten and secondary school
 - program offerings
 - extracurricular activities
 - public consultations
 - employment opportunities
 - requests for tenders for good and services
 - school board accountability to the public
 - informing a Board decision and/or initiative
 - partnership activities that benefit our students
4. All advertising using Board funds, or raised under the auspices of the Board (including through school fundraising) must include an authorized version of the Grand Erie logo (see By-Law 19).
5. Advertising for community meetings, commercial bids and other items as required by regulation or statute, shall include the name of the Board Chair (appearing flush left, at bottom of advertisement) and the Director of Education (appearing flush right, at bottom of advertisement).



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: HR109 Offence Declaration
DATE: June 28, 2021

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure HR109 Offence Declaration .

Background

Procedure HR109 Offence Declaration was circulated to all appropriate stakeholders for comments to be received by May 28, 2021

Comments Received

No comments were received.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Offence Declaration

Board Received: March 27, 2017

Review Date: April 2021

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Policy is followed.
– Clear communication is present.

Procedures:

Rationale

To ensure the safety of pupils, Ontario Regulation 521/01, as amended by Regulation 170/02 and Regulation 49/03, under the *Education Act*, was established.

Definition

An Offence Declaration means, in respect of a Board, a written declaration signed by an individual listing all of the individual's convictions for offences under the *Criminal Records Act* (Canada) up to the date of the declaration that are not included in the last Police Record Check collected by the Board under this Regulation(s), and for which a pardon under Section 4.1 of the *Criminal Records Act* (Canada) has not been issued or granted.

Requirements

1. The Board shall collect an Offence Declaration from every employee by September 1 of each year in which the individual is employed by the Board after that day. Failure to provide an Offence Declaration by September 1 may result in discipline.
2. All Offence Declarations must be received by the Superintendent of Education (Human Resources), or designate, the Manager of Human Resources, either electronically or in an envelope marked "confidential and to be opened by addressee only". For Offence Declarations **with** convictions, the Superintendent of Education (Human Resources), or designate, will adjudicate these declarations as per HR108 Police Record Checks for Employees.
3. In completing and submitting the Offence Declaration, the employee agrees and understands that any false or misrepresented statements may be grounds for discipline up to and including dismissal.
4. All Offence Declarations shall be filed in a confidential, safe and secure location in Human Resources Services.

**GRAND ERIE DISTRICT SCHOOL BOARD
OFFENCE DECLARATION**

Please complete the following:

NAME: _____
(please print)

POSITION: _____ LOCATION: _____

I DECLARE, since the last Police Record Check collected by the Grand Erie District School Board, or since the last Offence Declaration completed by me for this Board, **that:**

I have **no** convictions under the *Criminal Code of Canada* for which a pardon has not been issued or granted under the *Criminal Code (Canada)*.

OR

I have been convicted of the following criminal offences under the *Criminal Code of Canada*, for which a pardon under Section 4.1 of the *Criminal Records Act (Canada)* **has not been** issued or granted to me.

List of Offences

1. a) Date: _____
b) Court Location: _____
c) Conviction: _____

2. a) Date: _____
b) Court Location: _____
c) Conviction: _____

3. a) Date: _____
b) Court Location: _____
c) Conviction: _____

DATED at _____ this _____ day of _____, 20 _____

Signature

All Offence Declarations must be received by the Superintendent of Education responsible for Human Resources, or designate, the Manager of Human Resources, in an envelope marked confidential and to be opened by addressee only.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: HR110 Hiring Procedures
DATE: May 31, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating HR110 Hiring Procedures to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive HR110 Hiring Procedures as information.

Background

Procedure HR110 Hiring Procedures was re-written to be consistent with Program Policy Memorandum 165 and the new policy HR3.

Background

Procedure HR110 Hiring Procedures has been revised in response to Policy Program Memorandum 165.

Additional Information

The development of this policy included consultation with various stakeholder groups to ensure compliance with PPM 165.

Next Steps

This Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Hiring Procedures

Board Received: _____ Review Date: _____

Preamble

Encouraging diversity of the workforce in a school board is vital to enable the workforce to be reflective and representative of the community. Inequitable representation of historically disadvantaged communities in the workforce can lead to inequities in educational experiences and outcomes for excluded or marginalized staff and students.

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Hiring is fair, equitable and transparent

Procedures:

1. Preparation for the Hiring Process

- a) ~~All hiring decisions~~ will be made in accordance with this Procedure, Policy SO14 Equity and Inclusive Education, and all applicable laws, including the *Human Rights Code*, *Regulation 298*, Policy Program Memorandum 165, and other legislation and collective agreements.
- b) New positions or additional staff require approval from Human Resources Services and the Board, where required.
- c) Positions shall be posted internally and/or advertised externally in a variety of ways and sources as appropriate required. Postings are prepared by Human Resources Services and will provide instructions on the application process. As it relates to teaching positions, all qualified candidates are invited to apply including those new to the profession or those from other school boards in Ontario who wish to relocate.
- d) The hiring/selection process must be free of discrimination and reflect equity and inclusion in the recruitment and selection of qualified staff who represent diversity of our students and our region. It is important that students see themselves reflected in their curriculum, their physical surroundings, the broader environment and in the adults with whom they interact while at school.
- e) Job postings may invite applicants to provide additional experiences, skills, lived experiences, backgrounds or work experiences that they would bring to the position that will be considered. As is relates to teaching positions~~In addition~~, the applicant's previous experiences in a particular school, their demonstrated commitment to their profession and any related to prior school or lived experiences or suitability for the position may be considered.

1. Processing of Applications

- a) The principal/supervisor, or designate, shall screen applications to ensure candidates are qualified for the position. Job related criteria must be developed and consistently applied.
- b) Screening of candidates for the interview is based on job criteria and in accordance with Policy HR9 – Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees.

- c) Individuals to be interviewed will be given reasonable notice of time and location. Information concerning the ~~make-up~~make-up of the interview team will not be made available to the candidates or to the public.

2. Interview Process (Guidelines for Conducting Interviews [Appendix A])

- a) When contacting applicants to set up an interview, the principal/supervisor, or designate (e.g., vice principal, manager), must consult with each candidate regarding any necessary accommodation to enable their participation in the interview process. If the candidate indicates that they do require accommodation, the principal/supervisor, or designate, must determine the nature of that accommodation and make arrangements to provide a suitable accommodation to meet the needs of the applicant. Selected applicants must also be notified that any assessment and selection materials and processes used will be available in an accessible format upon request.
- b) The principal/supervisor, or designate, shall develop interview questions and an evaluation tool consistent with job criteria and relevant legislation such as the *Human Rights Code*. The interview questions should include some behavioural-based questions.
- c) Where possible, diverse interview teams of a minimum of three principals/supervisors, or designate, will serve on the team. If, at times of the year, three principals/supervisors, or designate, are not available, a contact with the appropriate Superintendent to obtain consent to have two principals/supervisors (or non-union supervisors) on the team is an option.
- d) The principal/supervisor, or designate, will direct the team.
- e) Each team member will be provided with a package of information consisting of resumes of candidates and the posting, preferably in advance of the interviews.
- f) The team will meet to discuss the questions and selection criteria to ensure that there is a common understanding of the process and the criteria.
- g) Each candidate shall be asked the same questions.
- h) The questions posed should be based on the job criteria and be of such a nature as to probe the candidate's actual performance and degree of success in past roles. The candidate should demonstrate specific areas of strength, lived experiences and the ability to grow professionally.
- i) Although appropriate to ask a candidate to clarify, expand on an idea, or to pursue a particular line of thinking, it is not acceptable to prompt or lead a candidate in their response. During the interview, team members should record only the factual responses of the candidates.
- j) Based on the interview, the principal/supervisor, or designate, will be responsible for developing an evaluative summary for each candidate.

~~3.~~—The candidate will complete and sign a Reference Consent Form to authorize contacting of references. The candidate may be asked to provide references in addition to those they have provided on the Reference Consent Form.

~~3.~~

4. ~~_____~~ Selection Process

- a) The interview team will determine the successful candidate based on an assessment of the candidate's application package, the interview content and the reference checks as soon as possible following the interviews. At least two appropriate references (one of whom ~~must~~ should be be the current/most recent supervisor) for every candidate who is recommended to be hired for a permanent position will be checked before a final recommendation is made.

- b) The principal/supervisor, or designate, is responsible for collecting all materials, including the job posting. These must be filed in a secure area as per the *Municipal Freedom of Information and Protection of Privacy Act* and Board guidelines and retained for two years from the date of the interview.
- c) Prior to offering the successful candidate the position, the principal/supervisor, or designate, must contact Human Resources Services.
- d) New employees will receive a conditional offer of employment until such time as they have submitted a Police Record Check including a vulnerable sector search that is acceptable to the Board as per HR108 Police Record Checks for Employees.
- e) The interview team chair will ensure that all documentation provided to the interview team is returned to the chair or to Human Resources at the conclusion of the process. Materials will be stored in a secure location in the Human Resources Department.
- f) In making the job offer, the principal/supervisor, or designate, must also notify the successful applicant of the Board's ~~Policy~~ Procedure HR116 Workplace Accommodation and Return to Work Program for accommodating employees with disabilities.
- g) Human Resources Services will coordinate the formal sign up and orientation for successful candidates.

5.4. Follow Up Procedures

- a) The principal/supervisor, or designate, will notify all candidates who were interviewed of the competition results in a timely manner, preferably through personal contact.
- b) An interview debriefing may be initiated by either the principal/supervisor, or designate, or candidate.
- c) Unless otherwise required, unions will be notified of vacancies in their bargaining unit and the names of the successful candidates.

e) —

GUIDELINES FOR CONDUCTING INTERVIEWS

With the emphasis on human rights and equity and inclusion in the workplace, it is imperative that interview teams be aware of legislative requirements and the following guidelines related to the hiring staff. Every effort should be made to ensure the interview process is objective.

Some basic do's and don'ts are outlined here to assist interviewing teams charged with the responsibility of selecting Board staff.

DO

1. Where possible, have a minimum of three people involved on the interview team. This provides for more individual perspectives and a better assessment of applicants.
2. Establish questions based on job-related criteria to be asked of each candidate. This allows a better evaluation of each candidate's responses and ensures that everyone is treated equally.
3. Ensure that each candidate possesses the basic required skills/experience for the position. Where possible, diverse interview teams should be established with team members who are knowledgeable about the various positions, the needs of the Board and relevant experiences, skill sets, and the educational and professional attributes required for the position.
4. Check references after the interviews, but prior to offering the position. While this can be time consuming, reference checks, particularly with former supervisors, provide important information about the candidate's work habits and interpersonal relationships. Only those references listed by the candidate may be contacted. Additional references may be requested.
5. Contact Human Resource Services before offering any position.
6. Human rights legislation expects a "duty of accommodation" by employers, when considering a candidate. Unless the accommodation would provide "undue hardship" for the employer, some accommodation must be made. It is important to remember that although there may be no intent to discriminate, the Human Rights Commission will be concerned with the outcome of an employer's action.
7. All new employees to Grand Erie must submit a satisfactory Police Record Check including a vulnerable sector search prior to commencement of duties, as per HR108 Police Record Checks for Employees. As a result, conditional offers of employment must be made.

DO NOT

1. Make any assumptions about the type of candidate being sought for a particular position. For example, if a candidate has indicated to you that they have a disability, or if that is evident to you, do not assume that the disability will prevent the applicant from carrying out the essential duties of the position.
2. Screen applicants or ask questions during the interview relating to:
 - marital status
 - sexual identity, gender expression
 - dependents
 - plans for a family
 - ethnic origin
 - race
 - age or date of birth
 - religion
 - schools attended
 - health problems
 - or any other prohibited ground under the Ontario Human Rights Code
3. Participate on an interview team if you have a conflict of interest with any applicant (refer to HR9 Conflict of Interest Related to Hiring, Selection, Promotion and Evaluation of Employees.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: HR120 Communicable Diseases
DATE: June 14, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure HR120 Communicable Diseases to all appropriate stakeholders for comments to be received by September 29, 2021.</p>

Background

Procedure HR120 Communicable Diseases was approved by the Board in May 2017 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

This Policy/Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



Communicable Diseases

Board Received: May 29, 2017

Review Date: June 2021

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Safety issues addressed.
– Clear communication present.

Procedure:

1.0 Definition

This procedure for staff shall apply to all communicable diseases which include, but are not limited to, influenza, Parvovirus B-19 (fifth disease), measles, mumps, rubella, chickenpox, Hepatitis B and C and the Human Immunodeficiency Virus (HIV), the virus which causes Acquired Immune Deficiency Syndrome (AIDS).

2.0 Hygiene

The best protection against outbreaks of infectious diseases is frequent and thorough hand washing techniques with ~~warm~~ water and soap. Where waste and body fluids are a potential risk, strict adherence to guidelines including gloves and hand washing techniques are required.

3.0 General Guidelines

This Procedure was prepared in consultation with the local Health Units.

3.1 Employees with communicable diseases are considered to have a medical disability and are protected by the *Ontario Human Rights Code*. They will be treated fairly and equitably and in a manner that respects their privacy and dignity in the workplace. These employees will be given the opportunity to remain in their position(s) providing they are physically and mentally able to meet appropriate performance standards, and providing that their presence does not pose a safety or health hazard to themselves or others. Confidentiality of an employee's medical information shall be maintained.

3.2 Preventing exposure to infectious and communicable disease is a shared responsibility of all staff. Routine precautions should be used whenever employees have contact with blood or body fluids at work. Refer to Procedure HR 102 for information regarding hand washing, the use of gloves, clean-up procedures and disposal of waste. Employees who experience an unprotected exposure to blood or body fluids (e.g. human bite, needle puncture) will report the incident using, ~~Employee Report of Injury/Disease/Incident form 1~~ [Employee Injury Report \(through the Staff Portal\)](#) within 72 hours (see HR121).

4.0 Communicable Diseases

Immunization is an important step in the fight against illness. It stimulates the body's own immune system to produce antibodies so if an exposure occurs years later, the immune system response is activated to prevent viral or bacterial infection. Immunization begins in early infancy and continues throughout life. Having up-to-date immunization is the best protection against infectious diseases.

4.1 Varicella (Chickenpox)^[LL1]

Those staff with a history of chickenpox, caused by the varicella virus, are usually immune. Those who have not had varicella or are unsure should have a titre (blood) test to establish their immunity. Adults who get varicella should see their physician as soon as possible. If there is a diagnosis of chickenpox, the employee can return to work as soon as they are feeling well enough to participate in normal activities. Chickenpox is no longer considered a disease that requires an employee to be excused from work. Please refer to section 4.8 (c) (iii) to (vii) for procedures to follow if an employee or student is diagnosed with chickenpox.

4.2 Hepatitis B

Hepatitis B is a virus that is transmitted by blood or body fluids including saliva of an infected person. Grade seven students are immunized; however, this is a voluntary program sponsored through the Public Health unit. There is no guarantee that staff members may not be exposed. The Hepatitis B vaccine is a series of three shots given over a six-month period. A post-vaccine blood test will be administered one month after the series of shots to ensure immunity. Employees' extended health care plan will cover the cost of these vaccines, if ordered through a physician. Inquiries may be directed to your representative in Human Resources Services. A record of immunization should be maintained by the staff member.

4.3 Influenza

An annual influenza vaccine is strongly suggested.

4.4 Tetanus

Employees are encouraged to maintain their immunization at a current status. Boosters will be given by a health care provider when the employee's last recorded shot was ten or more years prior, or the employee is uncertain.

4.5 Pertussis (Whooping Cough)

Due to exposure to students, the Board's employees may be at a higher risk of getting Pertussis. Adults who have not had a booster dose are susceptible to Pertussis. The vaccine is covered by the Board's extended health care plan.

4.6 Conjunctivitis (Pink Eye)

Employees with conjunctivitis must remain off duty ~~until treated~~ for 24 hours after starting treatment with antibiotics or when the symptoms are no longer present.

4.7 Measles, Mumps and Rubella (German Measles)

Employees born before 1970 are considered immune while those born after 1970 should receive one dose of MMR. Please refer to section 4.8 (iii) to (vii) for procedures to follow if an employee or student is diagnosed with Rubella.

4.8 Parvovirus B-19 (Fifth disease)

- a) Fifth disease or Parvovirus B-19 is a common viral infection associated with fever and a distinctive rash. Outbreaks of fifth disease can occur at any time of the year, but most often occur in winter and spring. Fifth disease is not highly contagious and is spread by respiratory secretions from person to person. Symptoms include a brief mild illness with fever, malaise, muscle aches, joint pain and headache 7 to 10 days before the rash appears. The cheeks take on a flushed appearance that looks like the face has been slapped. There may also be a lacy rash on the trunk, arms and legs that lasts 7 to 10 days. However, not all infected persons develop a rash. The infectious period is before the onset of the rash. Once the rash appears, a person is no longer contagious. Therefore, a child who has been diagnosed with fifth disease need not be excluded from the classroom. This decision is made by the child's physician. Once a child recovers from Parvovirus B-19 infection, ~~they~~ ~~he/she~~ develops lasting immunity, which means that the child is protected against future infection.
- b) Women of child-bearing age are encouraged to have a blood test to determine their immune status as part of their pregnancy planning. The virus can be transmitted from an infected mother to her unborn child. Pregnant women who have been in contact with children during the infectious period, before the appearance of the rash, have a lower risk for infection than women exposed through household contact. Approximately 50% to 60% of women of reproductive age have developed immunity to Parvovirus B-19. Transmission of the virus can be decreased through proper hand washing and proper disposal of used tissues.

The Society of Obstetricians and Gynecologists of Canada states in their clinical guideline that leave from the workplace for pregnant women is not routinely recommended during an outbreak of the virus in the school. Research suggests that pregnant women do not reduce their risk of infection by leaving the workplace. However, susceptible pregnant women who have medical conditions that increase their risk for complications due to Parvovirus B-19 infection may be removed from the workplace or reassigned (see iv below), in the event of an outbreak, to reduce the risk of infection. Each pregnant woman who is exposed to the virus should discuss her individual risk, based on her risk of infection, gestational age and other obstetrical consideration with her physician.

- c) Should a diagnosed case of fifth disease occur in a school, the principal/supervisor shall:
- i. confirm that the child/children has/have been diagnosed by a physician as having fifth disease
 - ii. immediately notify all staff members, including any support staff who report to the school
 - iii. if there is a pregnant staff member, direct the pregnant employee to contact their physician immediately to determine immunity or to have the blood test done. If blood work is ordered by the physician, the pregnant employee shall be released from work for that purpose
 - iv. direct the pregnant employee to obtain a doctor's note immediately and forward to the Health and Disability Officer within 24 hours (see d below)
 - v. obtain a contact telephone number from the employee so that they can be reached to discuss their status
 - vi. ensure all absences entered in the absence dispatch system for all employees include a notation to the substitute that there is a diagnosed fifth disease in the school. Substitutes already booked into jobs for that site must also be contacted and informed
 - vii. contact the Superintendent of Education, Manager of Human Resources and the Health and Disability Officer immediately. There is no need to contact the District Health Unit as fifth disease is considered a "non-reportable disease"
 - viii. notify the school community by memo on school letterhead (see Appendix A)
 - ix. post a notice on all entrances to the school indicating that there is a case of diagnosed fifth disease in the school
- d) The employee's physician may
- i. determine that the employee can return to work immediately
 - ii. provide a note indicating that the employee cannot return to their worksite until such time as the test results are known, but may be reassigned. In this case, Human Resource Services staff and the Health and Disability Officer, in consultation with the principal and Superintendent of Education, shall review the circumstances and determine a suitable placement, if possible, for the employee until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first
 - iii. provide a note indicating that the employee cannot work at any site, the employee may access their sick leave until such time as the test results are known, or 10 calendar days has passed with no additional confirmed cases, whichever occurs first
- e) An employee who is found to have immunity from fifth disease as a result of testing is required to report to work.
- f) An employee who has been tested and found to be susceptible to fifth disease and whose health is at risk as a result of an outbreak at her school, as certified by the employee's physician shall, until the outbreak is over (10 calendar days with no confirmed cases):
- i. be re-assigned to an alternate work site (either on-site or off-site); or
 - ii. access sick leave if the employee provides medical information regarding restrictions and limitations that prevent her from working;

- iii. be granted a leave of absence with pay if the Board determines that a reassignment is not possible.
 - iv. Be deducted pay if the employee refuses a re-assignment
- g) If an employee is found to be susceptible to fifth disease and does not wish to remain in a school/location for fear of potential exposure, although no presence of the disease has been confirmed, the Board may grant an unpaid leave of absence for the period requested.

4.9 Meningococcal Disease

Most adults over 24 years of age are considered immune. Outbreaks are rare, however, employees less than 24 years of age are encouraged to have the vaccine. The Board's extended health care plan will cover the cost when recommended by the employee's physician. Contact your representative in Human Resources Services for additional information.

4.10 Scabies/Head Lice

Exposure to scabies and head lice is a common risk to employees working with children. Employees who get head lice may return to work 24 hours after treatment as long as no nits remain in the hair. Employees who may feel they are exposed should be seen by their physician prior to using commercial products while pregnant or nursing.

4.11 COVID-19 (Coronavirus)

Vaccination and any required booster shot(s) is strongly suggested

5.0 Employees with a Communicable Disease

- 5.1 Principals/supervisors should be familiar with the list of reportable diseases maintained by the area Health Units (see Appendix B). In addition, Health Units can also provide information regarding the conditions/diseases that require children to be excluded from attending school.
- 5.2 Pregnant staff or those who are trying to become pregnant should know their health history. Several childhood diseases can potentially harm the unborn child and the mother if she is not immune. These diseases include: chickenpox or shingles, cytomegalovirus, fifth disease and rubella. Prior to pregnancy, or as soon as possible if the pregnancy is not planned, a woman should talk to her health care provider about any necessary precautions.
- 5.3 Employees with a communicable disease who pose a risk of transmission to students or other employees will remain off work and provide a medical certificate for their absence in accordance with the Board's Health and Disability Management Procedures and return to work when they no longer pose a risk of transmission.
- 5.4 Employees who are placed in quarantine by the Medical Officer of Health will remain off work until cleared by the MOH.

Appendix A

This letter is to be printed on school letterhead and distributed to all families of the school when there is a confirmed case of either fifth disease or chickenpox. Please insert the name of the confirmed disease in the three blanks.

Date

Dear Parents/Guardians:

We have recently had a diagnosed case of _____ at the school.

If you suspect that your child may have _____, please make an appointment with your doctor for medical confirmation. If medically confirmed, please notify the school.

Children with _____ may attend school if they are feeling well enough to take part in activities. By the time the rash develops, the child is no longer infectious.

If you have any questions, please contact your doctor or your local Health Unit.

Principal

Appendix B

REPORTABLE DISEASES

The following specified Reportable Diseases, (Ontario Regulations 559/91 under the Health Protection and Promotion Act) are to be reported to the Local Medical Officer of Health:

+ Acquired Immunodeficiency Syndrome (AIDS)	* Measles
– Amebiasis	Meningitis, acute
* Anthrax	* i. bacterial
* Botulism	ii. viral
* Brucellosis	iii. Other
– Campylobacter enteritis	* Meningococcal disease, invasive
– Chancroid	Mumps
– Chickenpox (Varicella)	Ophthalmia neonatorum
– Chlamydia trachomatis infections	Paratyphoid Fever
– Cholera	Pertussis (Whooping Cough)
– Clostridium Difficile associated disease (CDAD)	* Plague
– Outbreaks in public hospitals	Pneumococcal disease, invasive
– Cytomegalovirus infection, congenital	* Poliomyelitis, acute
* Diphtheria	Psittacosis/Ornithosis
* Encephalitis, including:	* Q Fever
* i. Primary, viral	* Rabies
* Food poisoning, all causes	* Respiratory infection outbreaks in institutions
* Gastroenteritis, institutional outbreaks	Rubella
* Giardiasis, except asymptomatic cases	Rubella, congenital syndrome
– Gonorrhoea	Salmonellosis
* Group A Streptococcal disease, invasive	* Severe Acute Respiratory Syndrome (SARS)
* Haemophilus influenzae b disease, invasive	* Shigellosis
* Hemorrhagic fevers, including:	* Smallpox
* i. Ebola virus disease	Syphilis
* ii. Marburg virus disease	* Transmissible Spongiform Encephalopathy, including:
* iii. Other viral causes	* i. Creutzfeldt Jakob Disease, all types
– Hepatitis, viral	* ii. Gerstmann Straussler Scheinker Syndrome
* i. Hepatitis A	* iii. Fatal Familial Insomnia
– ii. Hepatitis B	* iv. Kuru
– iii. Hepatitis C	Trichinosis
– iv. Hepatitis D (Delta Hepatitis)	Tuberculosis
– Influenza	* Tularemia
* Lassa Fever	Typhoid Fever
* Legionellosis	* Verotoxin producing E. coli infections
– Leprosy	* West Nile Virus Illness
* Listeriosis	* Yellow Fever
– Lyme Disease	Yersiniosis
– Malaria	

NOTE:

Diseases marked “*” should be reported immediately to the Medical Officer of Health or designate by telephone. Other diseases are to be reported by the next working day.

+ Although not on the list of reportable diseases, Human Immunodeficiency Virus (HIV) infection is also reportable to the Medical Officer of Health since it is the agent responsible for AIDS.

IMMEDIATE REPORTING REQUIRED (Confirmed & Suspect Cases)

Due to the need for public health follow-up, the following diseases must be reported immediately. Immediate reporting is also required: A) for clusters of any reportable diseases, and B) when the Health Unit issues an alert requesting immediate reporting.

Anthrax	Meningococcal disease, invasive
Botulism	Mumps
Brucellosis	Paralytic Shellfish Poisoning (PSP)
Carbapenemase-producing <i>Enterobacteriaceae</i> (CPE) outbreaks	Paratyphoid fever
<i>Clostridium difficile</i> infection (CDI) outbreaks in public hospitals	Pertussis (Whooping Cough)
Diphtheria	Plague
Food poisoning, all causes	Poliomyelitis, acute
Gastroenteritis outbreaks in institutions and hospitals	Rabies
Group A Streptococcal disease (iGAS), invasive	Respiratory infection outbreaks in institutions and hospitals
<i>Haemophilus influenzae</i> , all types, invasive	Rubella
Hantavirus pulmonary syndrome	Severe Acute Respiratory Syndrome (SARS)
Hemorrhagic fevers, including: Ebola, Marburg and other viral causes	Shigellosis
Hepatitis A	Smallpox
Influenza, novel (NOT seasonal)	Tuberculosis (all sites)
Lassa Fever	Typhoid Fever
Listeriosis	Verotoxin-producing <i>E.coli</i> infection indicator conditions, including Haemolytic Uraemic Syndrome (HUS)
Measles	

REPORT AS SOON AS POSSIBLE & BY NEXT BUSINESS DAY (Confirmed & Suspect Cases)

Acquired Immunodeficiency Syndrome (AIDS)	Hepatitis B
Acute Flaccid Paralysis (AFP)	Hepatitis C
Adverse events following immunizations (AEFIs)	Influenza (Seasonal)
Amebiasis	Legionellosis
Blastomycosis	Leprosy
Campylobacter enteritis	Lyme Disease
Carbapenemase-producing <i>Enterobacteriaceae</i> (CPE) colonization and infections, cases	Meningitis, acute: bacterial, viral and other
Chancroid	Ophthalmia neonatorum
Chickenpox (Varicella)	Pneumococcal disease, invasive
<i>Chlamydia trachomatis</i> infections	Psittacosis/Ornithosis
Cholera	Q Fever
Creutzfeldt-Jakob Disease, all types	Rubella, congenital syndrome
Cryptosporidiosis	Salmonellosis
Cyclosporiasis	Syphilis
Echinococcus multilocularis infection	Tetanus
Encephalitis including: primary, viral, post-infectious, vaccine-related, subacute sclerosing panencephalitis and unspecified	Trichinosis
Giardiasis, except asymptomatic cases	Tularemia
Gonorrhoea	West Nile Virus Illness
Group B Streptococcal disease, neonatal	Yersiniosis



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **P108 - Secondary Programs of Choice**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive **Procedure P108 - Secondary Programs of Choice** as information.

Background

Procedure P108 Secondary Program of Choice was circulated to all appropriate stakeholders for comments to be received by May 27, 2021.

Comments Received

1. Comment: Purpose- Ensure the Grand Erie Mission and Vision are followed
Response: Amended
2. Comment: Guiding principles – 3rd bullet – principle of equity – will these programs be equitable when not open to all or some have transportation available, but some do not?
Response: No change
3. Comment: Definition – should language be included in the examples?
Response: Amended
4. Comment: Application components- Transportation will be provided.... – should this be included since there is an FI review coming and a suggestion maybe to not offer transportation for FI
Response: No change
5. Comment: Unique program requirements – should the same terminology be used? Programs of choice requirements?
Response: Amended
6. Comment: Students may only be registered in 1 program of choice – believe students may be able to be in FI and Laurier
Response: No change
7. Comment: Acceptance/timelines- #1 and 2 suggest removing “in-board”
Response: No change
8. Comment: #4 why would a randomized selection process be needed if the cap not been met?
Response: Amended

9. Comment: Does this mean that a student might have a second look if their application did not make the standards, so the program is filled?
Response: No change
10. Comment: Program review cycle- Superintendent of Curriculum – not a term currently used – SO of Program?
Response: No change
11. Comment: New program proposals- Should partnership opportunities be included
Response: Amended
12. Comment: Should there be some language around recruitment? How and where the program is advertised and promoted?
Response: No change
13. Comment: Can the school with the program promote directly to schools that are not their feeder schools?
Response: No change
14. Comment: Should there be some language around SHSM just so that those programs are also explained?
Response: No change

Respectfully submitted,

Denise Martins
Superintendent of Education



Secondary Programs of Choice

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Schools will follow and adhere to the procedures as set out in this document
 - Programs of Choice shall enhance curriculum opportunities for students enrolled

Purpose

The purpose is to support non-ministry mandated innovative programs within Grand Erie secondary schools and enhance student achievement by being responsive to student needs.

Programs of Choice will endeavor to:

- a. ensure *Success for Every Student*;
- b. support student achievement and well-being;
- c. offer high quality, diverse and innovative educational programs in focused areas;
- d. attract, retain and engage students with differing educational interests and needs;
- e. retain and engage staff with interest, specialized knowledge, skills and training; and
- f. increase student and family involvement and satisfaction.

Guiding Principles

Programs of Choice will:

- adhere to high standards for programming excellence;
- strategically align with the Board's Multi-Year Plan;
- adhere to Grand Erie's commitment to the principles of equity and accessibility, through inclusive programming, services and operations;
- have a Grade 9 entry point;
- contain a minimum of 7 course credits in program offerings;
- adhere to specific admission criteria for the identified program; and
- conform to the Education Act, board policies, collective agreements and approved implementation procedure plan.

Definitions

Programs of Choice: unique, innovative learning programs in focused areas designed to engage students who have differing educational interests. These programs will complement courses consistent with the Ontario Curriculum, and offer specialized learning opportunities that develop skills with greater depth and intensity. For example: Athletics, Arts, Indigenous Studies, Media Studies, and STEM/STEAM.

Special Course Bundles: refers to programs within a school with a specific focus (1-4 courses) that are available to students registered at that school. No application process is required as an internal student. Magnet programs in Brant/Brantford allow for cross-enrolment, whereby students from other schools may attend the bundled courses and are chosen through the course selection process.

NOTE: Special Course Bundles are distinct from Programs of Choice and are not subject to this procedure.

Intended Outcomes

Intended outcomes will:

- provide students with opportunities for rich learning experiences that enable them to discover their passions and achieve their highest potential;
- meet diverse needs and interest of communities through dynamic programming; and
- result in students earning a certificate indicating successful completion of the program.

Application Components

Required

- Application with checklist
- Teacher and/or community recommendation/reference
- Student impact statement/questionnaire/response
- Program of Choice - Course Selection Sheet
- Report card(s) as indicated
- Grand Erie Registration Form for Out of Board Applicants
- Follow procedures set out in SO121: Request to Attend a School Outside the Home School Area, if applicable
- Program fee, if applicable
- Admission Assessment, if applicable

NOTE: For a student attending a school outside the home school area, transportation will not be provided for Programs of Choice. Transportation will be provided for Extended French and French Immersion students within the program boundary.

Unique Program Requirements

- Each program will have standard requirements for admission and continuation.
- A student will return to their home school if they leave the Program of Choice.
- Students may only be registered in ONE Program of Choice.

Acceptance/Timelines

- Deadline: end of January
- Application Outcome: notification by the end of February
- Selection Criteria Prioritization: Based Upon Set Caps in the Program
 1. In-board students (within boundary)
 2. In-board students (out of area – SO121)
 3. Out-of-board students
 4. Randomized selection process will be used if cap sizes have not been reached.

Program Review Cycle

Existing programs will be reviewed on a three-year cycle by the Superintendent of Curriculum and Principal Leader who will share the outcome with Senior Team.

If the program has met program goals, and student achievement outcomes, then the program will be considered viable and continue. If the program has not satisfactorily met the above indicators, then the Superintendent of Curriculum and Senior Team will have the option to continue the program with additional criteria or move to dissolve the program.

New Program Proposals

The school principal will submit a written proposal including:

- rationale/program focus;
- purpose and goals;
- proposed course package;
- student voice/student council input;
- school council input;
- community input;
- available community resources;
- available community facilities;
- available certifications or accreditation; and
- budget requirements.

Process: The principal will meet with their respective Superintendent(s) to discuss the proposal; a minimum full school year of planning is required prior to implementation of a new program. Exceptions may be made at the discretion of the Superintendent of Curriculum and Senior Team; the proposed concept must meet the definition of a Program of Choice.

In making this determination, the Superintendent of Curriculum and Principal Leader shall consider the following factors including:

- the board's priorities in alignment with the Multi-Year Plan;
- the geographic location of the potential program;
- any demographic changes (e.g. declining enrolment);
- the suitability and condition of the potential facility;
- the impact that implementing the program may have on the potential location;
- the potential for creating an enhanced diverse and inclusive school environment;
- relevant achievement data; and
- any budgetary impact (capital costs, start-up costs and ongoing annual costs).

Reference Documents

FT6- Student Transportation

FT111 – School Initiated Facility Upgrades

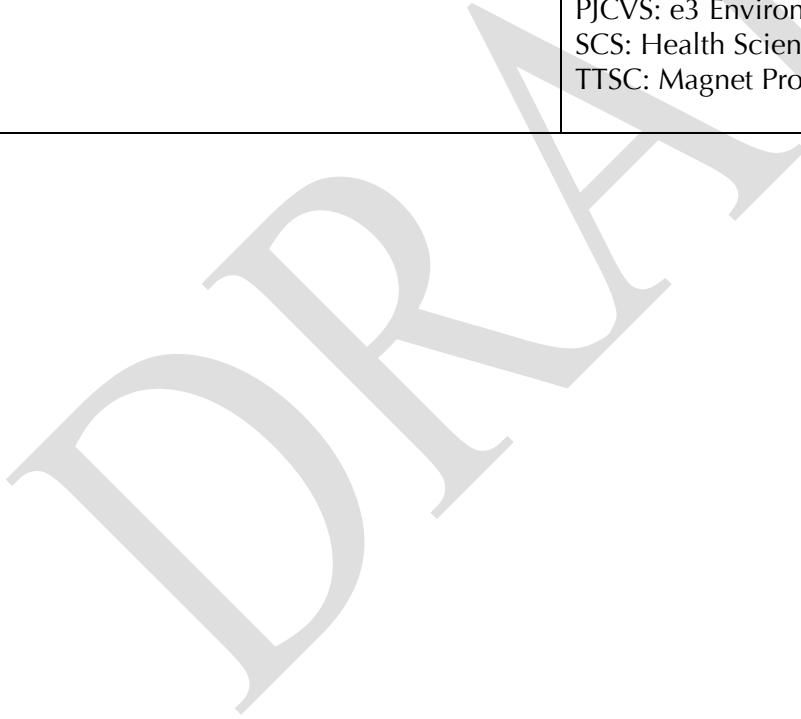
SO121 – Request to Attend a School Outside the Home School Area

Appendix A: Current Grand Erie Programs – 2020-21

Programs of Choice: unique, innovative learning programs in focused areas designed to engage students who have differing educational interests. These programs will complement courses consistent with the Ontario Curriculum, and offer specialized learning opportunities that develop skills with greater depth and intensity. For example: Athletics, Arts, Indigenous Studies, Media Studies, and STEM/STEAM.

Special Course Bundles: refers to programs within a school with a specific focus (1-4 courses) that are available to students registered at that school. No application process is required as an internal student. Magnet programs in Brant/Brantford allow for cross-enrolment, whereby students from other schools may attend the bundled courses and are chosen through the course selection process.

Programs of Choice	Special Course Bundles
BCI: French Immersion BCI: Laurier Program NPC: French Immersion PJCVS: SOAR Athletic Program SCS: Extended French	DSS: Trailblazers Experiential Learning Program MPSS: Hockey Canada Skills Course PDHS: CELP (Contextualized Environment Leadership Program) PDHS: Hockey Canada Skills Course PJCVS: Enrichment Program PJCVS: e3 Environmental Program SCS: Health Sciences Program TTSC: Magnet Programs





Secondary Programs of Choice

Board Received: _____

Review Date: _____

Accountability

1. Frequency of Reports - As needed
2. Criteria for Success - Schools will follow and adhere to the procedures as set out in this document
 - Programs of Choice shall enhance curriculum opportunities for students enrolled

Purpose

The purpose is to support non-ministry mandated innovative programs within Grand Erie secondary schools and enhance student achievement by being responsive to student needs.

Programs of Choice will endeavor to:

~~a. ensure Success for Every Student;~~

a. Support the Grand Erie vision and mission statement;

b. support student ~~achievement~~ learning and well-being;

c. offer high quality, diverse and innovative educational programs in focused areas;

d. attract, retain and engage students with differing educational interests and needs;

e. retain and engage staff with interest, specialized knowledge, skills and training; and

f. increase student and family involvement and satisfaction.

Guiding Principles

Programs of Choice will:

- adhere to high standards for programming excellence;
- strategically align with the Board's Multi-Year Plan;
- adhere to Grand Erie's commitment to the principles of equity and accessibility, through inclusive programming, services and operations;
- have a Grade 9 entry point;
- contain a minimum of 7 course credits in program offerings;
- adhere to specific admission criteria for the identified program; and
- conform to the Education Act, board policies, collective agreements and approved implementation procedure plan.

Definitions

Programs of Choice: unique, innovative learning programs in focused areas designed to engage students who have differing educational interests. These programs will complement courses consistent with the Ontario Curriculum, and offer specialized learning opportunities that develop skills with greater depth and intensity. ~~For example: Athletics, Arts, Indigenous Studies, Media Studies, and STEM/STEAM.~~

Special Course Bundles: refers to programs within a school with a specific focus (1-4 courses) that are available to students registered at that school. No application process is required as an internal student. Magnet programs in Brant/Brantford allow for cross-enrolment, whereby students from other schools may attend the bundled courses and are chosen through the course selection process.

NOTE: Special Course Bundles are distinct from Programs of Choice and are not subject to this procedure.

Intended Outcomes

Intended outcomes will:

- provide students with opportunities for rich learning experiences that enable them to discover their passions and achieve their highest potential;
- meet diverse needs and interest of communities through dynamic programming; and
- result in students earning a certificate indicating successful completion of the program.

Application Components

Required

- Application with checklist
- Teacher and/or community recommendation/reference
- Student impact statement/questionnaire/response
- Program of Choice - Course Selection Sheet
- Report card(s) as indicated
- Grand Erie Registration Form for Out of Board Applicants
- Follow procedures set out in SO121: Request to Attend a School Outside the Home School Area, if applicable
- Program fee, if applicable
- Admission Assessment, if applicable

NOTE: For a student attending a school outside the home school area, transportation will not be provided for Programs of Choice. Transportation will be provided for Extended French and French Immersion students within the program boundary.

Unique Programs of Choice Requirements

- Each program will have standard requirements for admission and continuation.
- A student will return to their home school if they leave the Program of Choice.
- Students may only be registered in ONE Program of Choice.

Acceptance/Timelines

- Deadline: end of January
- Application Outcome: notification by the end of February
- Selection Criteria Prioritization: Based Upon Set Caps in the Program
 1. In-board students (within boundary)
 2. In-board students (out of area – SO121)
 3. Out-of-board students
 4. Note: A randomized selection process will be used if cap sizes have not been reached following any of these steps-

Program Review Cycle

Existing programs will be reviewed on a three-year cycle by the Superintendent of Curriculum and Principal Leader who will share the outcome with Senior Team.

If the program has met program goals, and student achievement outcomes, then the program will be considered viable and continue. If the program has not satisfactorily met the above indicators, then the Superintendent of Curriculum and Senior Team will have the option to continue the program with additional criteria or move to dissolve the program.

New Program Proposals

The school principal will submit a written proposal including:

- rationale/program focus;
- purpose and goals;
- proposed course package;
- student voice/student council input;
- school council input;
- community input;
- available community resources;
- available community facilities;
- available partnership opportunities;
- available certifications or accreditation; and
- budget requirements.

Process: The principal will meet with their respective Superintendent(s) to discuss the proposal; a minimum full school year of planning is required prior to implementation of a new program. Exceptions may be made at the discretion of the Superintendent of Curriculum and Senior Team; the proposed concept must meet the definition of a Program of Choice.

In making this determination, the Superintendent of Curriculum and Principal Leader shall consider the following factors including:

- the board's priorities in alignment with the Multi-Year Plan;
- the geographic location of the potential program;
- any demographic changes (e.g. declining enrolment);
- the suitability and condition of the potential facility;
- the impact that implementing the program may have on the potential location;
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- relevant achievement data; and
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Reference Documents

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SO121 – Request to Attend a School Outside the Home School Area

Appendix A: Current Grand Erie Programs – 2020-21

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GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees, Director of Education & Secretary
FROM: JoAnna Roberto, Director of Education
RE: **SO126- Volunteers**
DATE: June 14, 2021

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Procedure SO126- Volunteers.
--

Background

Procedure SO126 was circulated to all appropriate stakeholders for comments to be received by May 28, 2021.

Comments Received

There were no comments received

Next Steps

This approved Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

JoAnna Roberto
Superintendent of Education (Human Resources)



Volunteers

Board Received: _____ Review Date: _____

Accountability:

- 1. Frequency of Reports - As needed
- 2. Criteria for Success
 - Process adheres to Board Procedure
 - School Programs are enhanced through adequate volunteers

Procedures:

1.0 Definitions

A volunteer in a school may be a parent or guardian who currently has a child enrolled in the system, a member of the community, a student or a Board employee, including a coach, who agrees to undertake, without pay or for academic credit, a designated task which supports a classroom, a classroom excursion, a school or a system-wide program.

2.0 Roles and Responsibilities

2.1 Role of Principal and Staff

The principal, or designate, is responsible for the following:

- determining the volunteer needs of a school;
- recruitment, selection and screening of volunteers;
- approving and clarifying the tasks and assignments of volunteers in consultation with staff members working with the volunteers;
- training, orientation and supervision of volunteers;
- ensuring volunteer contributions are formally recognized

The principal and staff of the school will ensure that:

- volunteers are not responsible for the supervision of students or the delivery of programs without teacher direction;
- student volunteers have regular direct supervision by Board staff at all times;
- volunteers will not be involved in any assessment and evaluation of students, school personnel or program, and not be given access to personal information regarding students, their families or staff unless it is essential to the performance of their duties as a volunteer;
- parents are informed if volunteers will be participating in classroom or school-wide activities;
- the participation of volunteers will not violate any collective agreement requirements

Administrators shall refer to the Volunteer Checklist located in the Communications and Community Relations Section under Departments on the staff portal to guide individual school volunteer plans in the areas of recruitment, selection, orientation, and recognition.

2.2 Role of the Volunteer

- volunteers will perform their assigned duties as directed by Board staff;
- volunteers will neither be responsible for the discipline or evaluation of students, or for the identification or diagnosis of their learning strengths or difficulties;
- volunteers will maintain in confidence any personal information which is shared with them in the performance of their duties, in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*;
- volunteers will follow dress and behaviour codes as established by the school, will report to the school office on arrival, and, if applicable, will wear an identification badge at all times while in the school;
- volunteers will notify their supervising teacher/staff member of any unexpected absence, as far in advance as possible;
- volunteers will follow all Board health and safety rules and ensure that they act in a safe manner for the protection of both themselves and others.

3.0 Screening and Risk Management

3.1 The Principal will:

- arrange a school orientation session for all volunteers, as appropriate;
- provide in-service in relevant school and Board policies for volunteers;
- pursuant to 3.2, obtain from the volunteer the original copy of a Police Record Check (completed within the past six months) that includes a Vulnerable Sector Screening

3.2 Police Record Check:

Volunteers must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search subject to availability, completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties.

- Police Record Checks will remain valid for a three year period from the date they are received by the school.
- Police Record Checks can be transferred within the three year period between schools.
- Current employees are not required to provide a Police Record Check.
- The principal shall provide the prospective volunteer with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the volunteer resides.
- The volunteer is responsible for the cost of the Police Record Check.
- The principal shall retain the original, or a true copy taken from the original copy of the Police Record Check, in accordance with Section 5.0.

The principal will not knowingly offer a volunteer position to any person with a record of criminal conviction for which a pardon has not been granted. The following offences, regardless of whether a pardon has been granted, are considered to compromise the safety and well-being of students, employees and other volunteers:

- any sexual offence under the *Criminal Code*;
- any violations under the *Controlled Drug and Substances Act*;
- any criminal offence involving minors;
- crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;
- propagation of hate literature or incitement to hatred;
- possession, distribution or sale of any pornographic or violent material;
- other offences specifically related to the job.

Where evidence is received of a criminal conviction or other relevant conviction, the principal will consult with the appropriate Superintendent, or designate, to consider the following factors before deciding whether or not to accept the volunteer:

- specific duties and responsibilities of the volunteer position and relevance of the police record, charge or conviction to that position;
- the length of time since the offence(s);
- any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
- the volunteer's attitude towards the offence(s);
- any treatment, counseling or other services received since the offence(s);
- other steps taken to rehabilitate;
- any likelihood the offence(s) will be repeated;
- if alcohol or illegal drugs were a factor in the commission of the offence(s);
- the level of risk posed to the safety and security of students, staff, other volunteers and Board property.

4.0 Accessibility for Ontarians with Disabilities Act (AODA) Training

All volunteers are required to complete an online AODA training module. Once a volunteer completes the training, they will receive a certificate acknowledging completion which can be printed and taken to the school, or emailed directly to the school. A photocopy of the certificate of completion may be used if the volunteer offers their services at more than one location.

Training will include:

- The purpose of the Accessibility for Ontarians with Disabilities Act.
- Which disabilities are covered by the Act.
- How to interact and communicate with people who have disabilities.
- Which assistive devices and service animals are used by people with disabilities.
- How to use equipment and assistive devices available on our School Board's premises.
- What to do if a person with a particular type of disability is having difficulty accessing the Board's services.
- Policies, practices and procedures required by the Accessibility Standards for Customer Service, Ontario Regulation 429/07.

If a volunteer has documentation of AODA training completed in another context this can be accepted by the Principal.

5.0 Record Keeping

A volunteer's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only.

Files will be maintained while the volunteer provides services to the school and for a two-year period thereafter, after which time they will be shredded.

6.0 Volunteers Acting in the Capacity of Coach

6.1 All facilities, equipment and activities have inherent risks. Supervisors must be trained to manage those risks. The principal shall appoint a "coach liaison" who is a teacher or administrator for every team with a volunteer coach(es). The "liaison coach" will provide supervision for all practices, games and competitions.

6.2 5.2 A staff member must accompany and be responsible for any team/individuals participating in out-of-town sanctioned competitions. All out-of-town trips will comply with the Board's Out of Classrooms Field Trips and Excursions Policy (SO15). A supervisory adult, as approved by the principal of the school and of the same gender as the athletes, must be present and on site for the duration of the competition.

7.0 Volunteer Drivers

The Board requires all volunteer drivers to complete the "Volunteer Driver" form as required in Out of Classrooms Field Trips and Excursions Policy (SO15): Volunteer Drivers Information and Vehicle Liability Insurance.

8.0 Insurance

8.1 Volunteers are insured under the Board's Public Liability Insurance Policy when performing assigned duties in good faith and in a reasonable manner. Volunteers should be aware that the Board's insurance does not include a loss of income provision (i.e. Workers' Safety Insurance Board) should the volunteer sustain an injury that prevents him/her from resuming normal employment.

8.2 The Ontario School Boards' Insurance Exchange (OSBIE) is able to provide information regarding credentials, in addition to those of teachers, which could satisfy risk concerns around liability insurance for volunteers. OSBIE can be reached at 519-767-2182 or toll-free at 1-800-668-6724. For more information, visit www.osbie.on.ca.

9.0 Termination

Volunteers who do not adhere to the policies and procedures of the Grand Erie District School Board, or undertake an unauthorized role, or fail to satisfactorily perform their volunteer assignment, may have their assignment terminated at the sole discretion of the principal or the appropriate superintendent.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Lisa Munro, Superintendent of Education
RE: **SO134 Website Requirements**
DATE: June 14, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward SO 134 – Website Requirements to all appropriate stakeholders for comments to be received by September 29, 2021.</p>
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Background

SO 134 -Website Requirements was approved by the Board in 2017 and has been identified for review.

Additional Information

Suggested revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

This Policy/Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Lisa Munro
Superintendent of Education



Website Requirements

Board Received: May 29, 2017 Review Date: June 2021

Accountability:

1. Accountability: – As needed
2. Criteria for Success: – All Grand Erie websites will be compliant
Content on all Grand Erie websites will be current
Content will comply with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)
Websites will be a valuable communication outlet for the Board's stakeholders

1. Overview:

- 1.1 This document outlines the requirements to be followed when students, teachers and other Board employees publish material on the Internet. It includes website content and student safety requirements.
- 1.2 The availability of Internet access in all Grand Erie District School Board schools provides an educational opportunity for students and staff to contribute to the Grand Erie District School Board's web pages.
- 1.3 The creation of a web page provides a means for sharing information with the Grand Erie District School Board and the world about school curriculum and instruction, school-authorized activities, and other information relating to our schools, ~~and~~ our mission ~~and~~ vision; and provides ~~ing~~ instructional resources for staff and students. While the Board's ~~Senior~~ Administration supports a decentralized approach to administering school websites, the Board's ~~senior~~ Senior Administration retains the final decision on the suitability of website content and design and can direct schools to change content and/or design.

2. Website Content Requirements:

- 2.1 All board and school web pages shall provide a section for feedback ~~(e.g. info@granderie.ca, Talking Locker)~~. Schools will have in place a mechanism for reviewing and addressing feedback submissions in a timely manner.
- 2.2 All board and school websites must comply with the Visual Identity of the Board (See Policy SO25 – Visual Identity) and must be hosted on the appropriate web platform supported by Information Technology Services. School sites will have a shortened style domain address for ease of access. No alternative domain, site, blog, or server shall be used to represent the school in an official or unofficial capacity.
- 2.3 Creators of web pages need to familiarize themselves with – and practise – the following requirements. Grand Erie websites should be relevant, have information that is easy to access, reflect the values of the Grand Erie District School Board and establish brand equity throughout the system. ~~The~~ Grand Erie ~~board~~ employs communication methods and strategies to convey and strengthen the image and culture of the organization as a quality

public educator which reflects equity and ~~inclusiveness~~inclusivity. Consistent messaging in print and electronic materials supports this objective and helps our communities identify with Grand Erie, which is essential in maintaining the Grand Erie District School Board as the educator of choice for the communities we serve. Websites must meet the Web Content Accessibility Guidelines (WCAG) under the Accessibility for Ontarians with Disabilities Act (AODA).

- 2.4 Websites should provide information about the Grand Erie District School Board's schools, programs and services, be easily accessible and reflect a positive image. Information should be organized in a coherent manner that is easy to navigate. Web sites should provide a high degree of customer service and demonstrate how the Grand Erie District School-Board is fulfilling its Multi Year Plan.
- 2.5 Content on Grand Erie sites, including school sites, will not be in contravention of any Board Policy or Procedure
 - (a) Content will not promote violence or hatred
 - (b) Content will not contain sectarian or denominational content
 - (c) Content that is focused on issues must inform or educate, create awareness of issues in the community and or/facilitate community discussions
 - (d) Content will not promote a specific political party
 - (e) No advertising from external organizations is permitted
 - (f) Content shall not contain criticisms of trustees, staff or students or statements that could cause the Board embarrassment or liability
 - (g) Content must be organized in a user-friendly format
 - (h) Content must be clear, comprehensive and jargon-free. It must be responsive and provide a mechanism for visitors to the site to contact the school or Board e.g. by offering an email address
 - (i) Material must reflect the principles of equity and ~~inclusivity~~diversity as outlined in the Grand Erie Equity and Inclusivity in Education Policy, SO14
 - (j) Content must adhere to the privacy and information requirements (See section 3)
- 2.6 All board and school websites will provide public pages (accessed by school and local community) and secure pages (accessed by single sign-in authentication; not available to others outside board). Functionality in secure pages will be specific to the users logging in (staff, students and parents/guardians).
- 2.7 External links should be relevant and are subject to the same standards of content quality as Grand Erie websites as noted in Sections 2.4 and 2.5 of this document. All linked pages should open in a new window, thereby maintaining the visitor within a Grand Erie website.

3. Photographs, Personal Information and Student Safety:

- 3.1 For the safety of our students, the Board will not use the name of a Grand Erie students or the photograph of a Grand Erie student on any website without consent given through the Freedom of Information FOI-Parent/Guardian Information Sheet process collected annually through the registration form or the current information sheets.
- 3.2 A class picture will not be posted online if there is even one student in the photo whose parents/guardians have not provided informed written consent on the Registration/Current Information Sheet based on the Freedom of Information Parent Information Sheet.

- 3.3 Grand Erie employees should refrain from taking or posting ~~taking~~ photographs of a large group when there are students in the group who do not have consent to be photographed.

It should be noted that the Board cannot control or prevent the further distribution or use of photos, videos, or other personal information taken by parents/guardians or members of the community at public functions held inside or outside the school. The Board urges all school guests to protect the personal information and identity of ~~our~~ students and seek consent from the parents/guardians of the child(ren) before posting pictures, videos or other personal information on the internet.

Due to the nature of certain types of personal information, some information should never be included on school or school board public facing pages. This would include:

- (i) Student's report card and academic transcript
- (ii) Student's Ontario Student Record (OSR)
- (iii) Student's full name, telephone number, home address, ~~and~~ personal/student email address, and social media account/contact information
- (iv) Parent's/Guardian's full name, telephone number, home address, personal email address
- (v) Staff's personal email address, home address, and/or telephone number

4. Content Standards:

4.1 Subject Matter

- (a) All subject matter on Grand Erie District School Board web pages and any links must relate to curriculum and instruction, school-authorized activities, or information about the Grand Erie District School Board or Multi Year Plan.
 - (i) Staff or student work may be published only as it relates to a class project, course, or other school-related activity
 - (ii) Staff and student work should not contain or promote non-school items, events or products unless approved by the school and/or Board administration.
 - (iii) Neither students, staff, nor other individuals may use the Board's or School's public web pages to provide access to their personal pages (non-teaching pages) on other servers or online services. Staff and students may provide links to instructional sites or materials not on Grand Erie servers from within the secure pages but these links/materials need to be related to class work, curriculum, and instruction and should never divulge personal information of students.
 - (iv) Classroom or individual teacher web pages/sites are to be linked from the landing page of the secure student or teacher page on the school website. Web tools that facilitate communication, learning and dialogue may be used with the permission of the principal e.g. discussion wikis, podcasts etc. These tools may not be used to communicate personal information or facilitate personal conversations, they must be learning focused.

4.2 Copyright

- (a) All posted content must comply with copyright and trademark regulations and Grand Erie Policy SO24 Copyright Fair Dealing Guidelines.
- (b) Graphics, video, audio, or text created by another person may not be placed on a page without demonstrated permission of the author or artist.

4.3 Quality

- (a) All content must be free of any spelling or grammatical errors.

- (b) Documents may not contain objectionable material or point directly to objectionable material (i.e., material that does not meet the standards for instructional resources specified in other related Board procedures).

4.4 Content should be regularly updated and maintained. Content that is no longer relevant will be removed.

5. School Websites:

5.1 Roles & Responsibilities

- (a) The principal is responsible for the content of the school website. The principal or a staff volunteer approved by the principal will act in the role of school webmaster. The webmaster will assist the staff members in the school in ensuring these requirements are adhered to and that the content of the school web pages meets these procedures and the principal's approval.
- (b) Students or parents volunteers shall not act as webmaster or have access to update web-content on public pages of school sites.

5.2 All school websites are required to adhere to the following:

- (a) School web pages may not contain any commercial or promotional advertising. School web pages may contain small acknowledgements of school partnerships or sponsorships.
- (b) Public school pages' content cannot provide the means for people to contact any student directly. If communication back to the school is needed, it should be directed to the appropriate staff member.

5.3 ~~All s~~School website ~~manual will be provided along with~~ training opportunities and resources are available for school staff by connecting with the Communications Department through info@granderie.ca -