



Special Education Advisory Committee

Thursday February 1, 2024

6:00 p.m.

MS Teams Virtual Meeting

AGENDA

Land Acknowledgement

The Grand Erie District School Board recognizes Six Nations of the Grand River and Mississaugas of the Credit First Nation, as the longstanding peoples of this territory. We honour, recognize, and respect these communities as well as all First Nations, Metis and Inuit Peoples who reside within the Grand Erie District School Board. We are all stewards of these lands and waters where we now gather, learn, and play, and commit to working together in the spirit of Reconciliation.

AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEAD				
A-1 Opening 6:00-6:05				
(a) Welcome / Land Acknowledgement Statement			√	L. DeJong
(b) Roll Call (incl Visiting Trustees)/Reminder of Livestream on YouTube/Reminder of Closed Caption Feature on Teams			√	L. DeJong
(c) Agenda Additions/ Deletions/ Approvals*		√	√	L. DeJong
LEARN				
B-1 Timed Items 6:05 – 6:30				
(a) Welcome new SEAC member and round table introductions – who you are and what you bring to SEAC				L. DeJong
(b) SEAC Orientation reminders*				K. Jones

Learn Lead Inspire



Special Education Advisory Committee

Thursday February 1, 2024

6:00 p.m.

MS Teams Virtual Meeting

AGENDA

Item	Info.	Dia.	Res.	Responsibility
LEAD				
C-1 Business Arising from Minutes and/or Previous Meetings 6:30-6:50				
(a) Approval of Minutes from January 11, 2024*			√	L. DeJong
(b) Follow up on TVDSB letter for discussion about SEAC sending a letter of support regarding students struggling with mental health challenges -Grand Erie context -discussion and next steps	√	√	√	P. Bagchee/L. DeJong
LEARN				
D-1 New Business 6:50-7:30				
(a) Anti-Racism Video series				J. Senior
(b) Standard 6 – Educational and Other Assessments*				P. Bagchee
(c) Canadian Cognitive Abilities Test (C-CAT) -2022-23 outcomes -2023-24 implementation				L. Sheppard
Item	Info.	Dia.	Res.	
LEAD				
E-1 Other Business 7:30-7:45				
(a) Specialized Services flyer* - update	√			L. Miedema

Learn Lead Inspire



Special Education Advisory Committee

Thursday February 1, 2024

6:00 p.m.

MS Teams Virtual Meeting

AGENDA

Item	Info.	Dia.	Res.	Responsibility
INSPIRE				
F-1 Standing Items 7:45-7:55				
Policies Out for Comment - Nil Please send all comments and feedback regarding the following policies to policies@granderie.ca				Vice-Chair
(a) Trustee Update	√			T. Waldschmidt / L. Whiton
(b) Chair/Vice-Chair Updates	√			L. DeJong / K. Jones
Item	Info.	Dia.	Res.	Responsibility
LEARN LEAD INSPIRE				
G-1 Information Items				
(a) Regional Special Education Council (RSEC) update				J. Senior
LEARN LEAD INSPIRE				
H-1 Community Updates				
(a) Nil				

Learn Lead Inspire

February 1, 2024



Special Education Advisory Committee

Thursday February 1, 2024

6:00 p.m.

MS Teams Virtual Meeting

AGENDA

LEARN LEAD INSPIRE

I-1 Correspondence – 7:55-8:00

(a) Peterborough Victoria Northumberland and Clarington Catholic DSB's SEAC to the Ministry*

√

L. DeJong

Item

Info.

Dia.

Res.

Responsibility

INSPIRE

J-1 Future Agenda Items and SEAC Committee Planning

(a) A Day in the Life of a Math Coach

(b) Video Spotlight – Inclusion by Design in Grand Erie

(c) Follow up on Destreaming in Grand Erie

(d) Early Reading Strategy
-A Day in the Life of the Reading Resource Intervention Teacher

(e) School Culture and Well-Being
-Restorative Practices in Grand Erie
-update on Social Justice Series

(f) Grand Erie's SEAC – Terms of Reference review and updating

(g) Grand Erie's Specialized Services Program Report

Learn Lead Inspire



Special Education Advisory Committee

Thursday February 1, 2024

6:00 p.m.

MS Teams Virtual Meeting

AGENDA

K-1 Next Meeting				
Thursday March 7, 2024 MS Teams	√			Chair
L-1 Adjournment				
Meeting adjourned			√	Chair

Note: Column Abbreviations

* Attachments to the agenda

Info. Item for information only

Dia. Item for dialogue

Res. Item for resolution or recommendation

SSMT Specialized Services Management Team

Special Education Advisory Committee (SEAC)

Member Orientation Handbook





Table of Contents

- Introduction3
- What is SEAC?3
- SEAC Meetings4
- SEAC Roles and Responsibilities4
- SEAC Terms of Reference6
- Additional Resources for SEAC Members6
- Guiding Principles to Promote a Positive Discussion and Environment7
- Basic Format for Meetings8

For more information about the Grand Erie District School Board SEAC, contact:
the Chair of SEAC at SEACchair@granderie.ca, or

Principal Leader of Special Education
519-756-6306, ext. 287214, or

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

You may also wish to visit <http://www.granderie.ca/board/elementary/special-education/special-education-advisory-committee>.



Introduction

The members of the Special Education Advisory Committee (SEAC) for the Grand Erie District School Board have prepared this orientation handbook to assist you in understanding and performing your role as a SEAC member. SEAC is a committee of the Board that includes:

- trustees
- special education staff
- representatives of community agencies serving individuals with special needs
- representatives of parent organizations advocating for children with special needs
- representatives of the community at large who have an interest in special-needs education.

Most learners are successful in the regular classroom; however, some students have exceptional needs and may require special programs and services. A learner with exceptional needs is a student whose behavioural, communicative, intellectual or physical exceptionalities are such that special education support is required.

What is SEAC?

Special Education Advisory Committees (SEACs) were established by Ontario's Education Act, Section 206, Subsection (2), to make recommendations to their Boards about any matter related to the establishment and development of special education programs and services for students with exceptional needs. Each SEAC is responsible for examining, reviewing and making recommendations regarding the provision of special education programs and services in an advisory capacity. Some areas of focus are: philosophy and goals, policies and procedures, organizational structures, program delivery methods, services and facilities, funding, and the annual review of the Board's Special Education Plan.

SEAC members are welcome to bring the more general concerns of parents to the attention of the Board staff and trustees. All these groups work together to find solutions which meet the needs of our exceptional students. SEAC does not deal with specific questions about individual situations, which should be addressed to the child's teacher or the special education resource staff working with the child.



SEAC Meetings

Ontario Regulation 464/97 provides direction on SEAC meetings requiring SEAC to meet at least ten times each year. Grand Erie SEAC meets from September to June of each school year.

Most SEAC meetings take place at the Grand Erie Education Centre located at 349 Erie Avenue in Brantford, usually on the third Thursday of the month, commencing at 6:00 p.m. Meetings may occasionally be scheduled to accommodate other special events, or rescheduled due to inclement weather.

SEAC meetings are open to the public, although members of the public wishing to present to SEAC must approach the committee Chair ahead of time, via the contact information provided on the second page of this handbook.

Community members may also approach any SEAC representative with a question or concern; contact information for SEAC members is provided on the [Grand Erie website](#).

SEAC Roles and Responsibilities

For a description of SEAC's makeup, roles and responsibilities under Ontario legislation, see Regulation 464/97, Education Act 1998. A link to this Regulation is available in the "Additional Resources" section of this document.

A summary of SEAC's roles and responsibilities include:

1. To make recommendations to the Board regarding the establishment, development and delivery of Special Education programs and services.

SEAC activities which support this role include:

- participating in program reviews;
- receiving and responding to reports about Special Education programs and services;
- discussing program recommendations that are presented by staff and/or subcommittees;
- bringing forward issues for discussion and recommendations for action by administration and/or the Board; and
- sharing information about association/agency activities and issues as relating to Grand Erie Special Education programs.



SEAC Roles and Responsibilities Contd.

2. To participate in the annual review of the Special Education Plan.

SEAC activities which support this role include:

- reviewing and discussing parts of the Special Education Plan; and
- reviewing changes to the plan and providing feedback to staff and the Board.

3. To participate in the annual budget process for Special Education.

SEAC activities which support this role include:

- receiving presentations from administration about the budget process and key issues;
- taking the opportunity to ask questions, offer suggestions and provide feedback throughout the budget process; and
- taking the opportunity to make presentations to the trustees about proposed expenditures or funding allocations.

4. To communicate with parents and members of the public about Special Education programs and services, and the activities of SEAC.

SEAC activities which support this role include:

- holding open meetings which members of the public can attend;
- developing and distributing information about Special Education and SEAC;
- distributing information and consulting with members of the associations/agencies represented by SEAC members;
- participating in consultation between individual SEAC members and their respective provincial associations;
- providing input to the Grand Erie website and publications which provide information about Special Education; and
- increasing awareness of Ministry of Education special education resources, including the Ministry of Education and SEAC websites.

5. To interact with other ministries, community partners and agencies.

SEAC activities which support this role include:

- responding to Ministry of Education consultations on Special Education policy and procedures;
- responding to government consultations on programs and policies which may affect students who require Special Education programs and services; and
- consulting and collaborating with other ministries, community partners and agencies regarding the development of changes in services and programs which may affect students who require special education.

SEAC Terms of Reference

Each board creates the Terms of Reference for its SEAC. For the complete list of Grand Erie DSB SEAC's Terms of Reference, see the SEAC section of Grand Erie District School Board Bylaw 8, available [here](#).

The Terms of Reference cover factors including:

- purpose and responsibility of SEAC
- composition of the committee
- operating procedures and scope
- role of the Board
- role of SEAC
- making recommendations to the Board

Additional Resources for SEAC Members

- Ontario Education Act Regulation 464/97 regarding SEACs:
http://www.e-laws.gov.on.ca/html/regs/english/elaws_regs_970464_e.htm
- Standards for School Boards' Special Education Plans
On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario, and for ensuring greater accountability in the area of special education. The document describes the new province-wide standards that school boards must meet when developing their special education plans. The document can be found [here](#).
- Ministry of Education Standards for the Planning, Development and Implementation of Individual Education Plans (IEPs) can be found [here](#).
- The Ministry of Education Transition Plan Resource Guide (2002) can be found [here](#).
- Grand Erie District School Board Policy P-02 on Service Provisions for Students with Special Education Needs can be found [here](#).



Additional Resources for SEAC Members

- Special Education section of Grand Erie District School Board website: <http://www.granderie.ca/board/elementary/special-education>, including:
 - Special Education Plan
 - List of SEAC Representatives
 - Parent's Guide to Special Education and the Identification, Placement and Review Committee (IPRC)
 - Glossary of Special Education Terms
 - [Ministry of Education Special Education Overview](#)
 - [Provincial Parent Association Advisory Committee \(PAAC\) on SEAC Handbook](#), which includes:
 - [SEAC Effective Practices Handbook for SEAC Members](#)
 - Surveys of SEAC Effectiveness
 - Regular updates on topical issues concerning SEAC roles and contributions

Guiding Principles to Promote a Positive Discussion and Environment

- If you are unclear about something, ask!
- Be respectful.
- Be prepared – review the agenda!
- Don't interrupt or dominate the discussion.
- Practice active listening.
- Stay focused on the system perspective, not individual student perspective.
- Identify concerns and state them.
- Collaborate, compromise, discuss.
- Appreciate everyone's unique perspective and knowledge they are bringing to the discussion.
- Enjoy the learning!



Basic Format for Meetings

- **Arrival:** arrive, and pick up and display your name card.
- **Call to Order:** the Chair will call the meeting to order.
- **Roll Call:** note is made of any members who are absent; if you cannot attend, please notify the SEAC Recording Secretary (Assistant to the Superintendent of Special Education), via email or via phone (519-756-6306, ext 281173)
- **Confirmation of Agenda:** if the agenda is amended, it must be moved and seconded.
- **Approval of Minutes:** motion for approval of minutes as provided (or, as provided and then amended) should be made and seconded.
- **Timed presentation(s):** this is an opportunity to have a guest speaker who educates SEAC in some topic pertaining to SEAC's areas of interest (e.g. special education budget, specific special education programs and classrooms, etc.)
- **Other agenda items:** as provided and presented by various members of SEAC and/or Board personnel
- **Motions:** must be made and seconded
- **Recommendations to Board:** must be made, seconded, and communicated per Board bylaws
- **Correspondence:** as received by SEAC, for sharing with its members
- **Updates:** SEAC members can bring forward items of interest from their various communities/special needs subjects
- **Next meeting date/time:** confirmed at end of meeting
- **Future agenda items:** noted on agenda
- **Adjournment:** motion to adjourn must be made and seconded



Special Education Advisory Committee

Thursday January 11, 2024

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

- Present:** Chair L. DeJong, Vice-Chair K. Jones, Trustees: T. Waldschmidt, L. Whiton, Community Representatives: B. Bruce, K. Kelly, W. Rose
Organizations: L. Boswell, C. Gilman, C. Stefanelli, R. Friends
- Administration:** Director J. Roberto, Superintendent L. Thompson, Principal Leader Specialized Services: J. Senior, Program Coordinators: L. Miedema, L. Sheppard, Recording Secretary: J. Valstar
- Regrets:** Community Representative L. Nydam
- Absent:** Organizations: T. Buchanan
- Guests:** Superintendents: L. Munro, R. Vankerrebroeck, R. Wyszynski, Grand Erie Literacy Coach A. Randell

A - 1 **Opening**

(a) **Welcome / Land Acknowledgment Statement**

Superintendent Thompson called the meeting to order at 6:01 p.m. and read the Land Acknowledgement Statement.

(b) **Roll Call/Reminder of Livestream on YouTube/Closed Captioning reminder**

Recording Secretary J. Valstar confirmed roll call.

(c) **Agenda Additions/Deletions/Approval**

Add C-1 (d): Approval of new SEAC member to Board of trustees

Moved by: W. Rose

Seconded by: L. DeJong

THAT the January 11, 2023 Agenda be approved as amended.

Carried

B - 1 **Timed Items**

(a) **Thank you – Chair and Vice-Chair of SEAC 2023**

Superintendent Thompson thanked Chair DeJong and Vice-Chair Jones for their services as Chair and Vice-Chair for 2023.

(b) **Election – Chair and Vice-Chair of SEAC 2024**

L. DeJong was acclaimed as Chair of SEAC 2024. K. Jones was acclaimed as Vice-Chair of SEAC 2024.

C - 1 **Business Arising from Minutes and/or Previous Meetings**

(a) **Approval of Minutes**

Moved by: L. Boswell

Seconded by: K. Jones

THAT the Special Education Advisory Committee Minutes dated December 14, 2023 be approved.

Carried



Special Education Advisory Committee

Thursday January 11, 2024

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

- (b) **Letter to the Ministry on supporting students with mental health challenges**
To be discussed further at the next meeting.

- (c) **Video Spotlight – Grand Erie’s Anit-Racism video series**
Presented

- (d) **Approval of new SEAC member by Board of trustees**
Moved by: W. Rose
Seconded by: K. Jones
THAT the appointment of Paul Found, Norfolk Association for Community Living, to the Special Education Advisory Committee for the remainder of the Term 2022-2026 be forwarded to the January 29, 2024 Regular Board meeting for approval.
Carried

D - 1 **New Business**

- (a) **Financial Update 2023-24**
Superintendent Wyszynski gave an update on Grand Erie’s finances for the 2023-24 school year.
- (b) **2024-25 School Year Calendar**
Superintendent Vankerrebroeck presented a draft of the 2024-25 school calendars for elementary and secondary schools in Grand Erie.

E - 1 **Other Business**

- (a) **A Day in the Life of the Literacy Coach**
Literacy Coach A. Randell presented the role of the Literacy Coach to SEAC members.

F - 1 **Standing Items**

- Policies Out for Comment - Nil**
- (a) **Trustee Updates**
Trustee Waldschmidt congratulated Chair DeJong and Vice-Chair Jones on their appointments to SEAC for 2024.
- (b) **Chair/Vice Chair Update**
Chair DeJong and Vice-Chair Jones shared their respective updates.

G - 1 **Information Items – Nil**

H - 1 **Community Updates**

- (a) **Fire Safety**
Trustee Waldschmidt reminded SEAC members of fire safety precautions to take in the winter.

I - 1 **Correspondence**

- (a) Letter from Hastings and Prince Edward District School Board on SIP funding



Special Education Advisory Committee

Thursday January 11, 2024

6:00 p.m.

MS Teams Virtual Meeting

MINUTES

J - 1 **Future Agenda Items and SEAC Committee Planning**

- (a) A Day in the Life of a Math Coach
- (b) Video Spotlight – Inclusion by Design in Grand Erie
- (c) Follow up on destreaming in Grand Erie
- (d) Video Spotlight - Anti-racism video series
- (e) Early Reading Strategy
- (f) Follow up on TVDSB letter for discussion about SEAC sending a letter of support regarding students struggling with mental health challenges.
- (g) Restorative practices in Grand Erie

K - 1 **Next Meeting**

Thursday February 1, 2024 at 6:00 p.m. MS Teams

L - 1 **Adjournment**

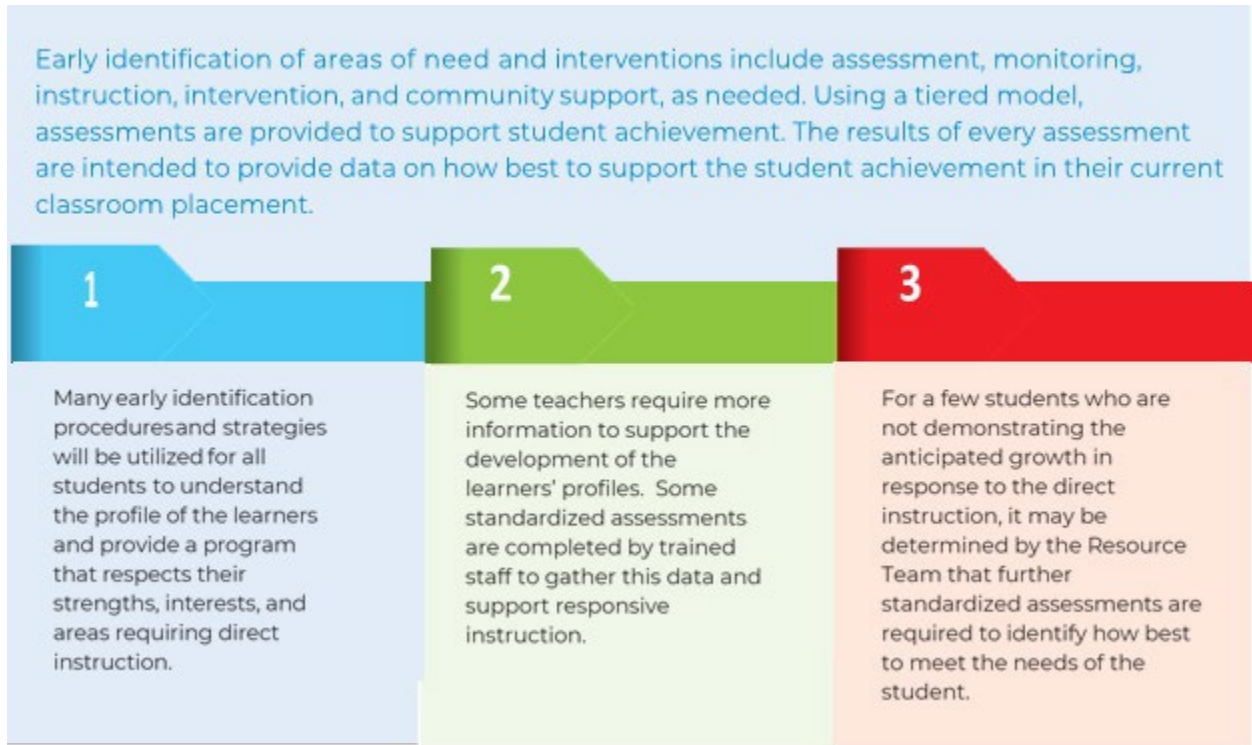
Moved by: T. Waldschmidt
Seconded by: L. Whiton
THAT the meeting be adjourned at 8:02 p.m.
Carried

DRAFT

Standard 6:

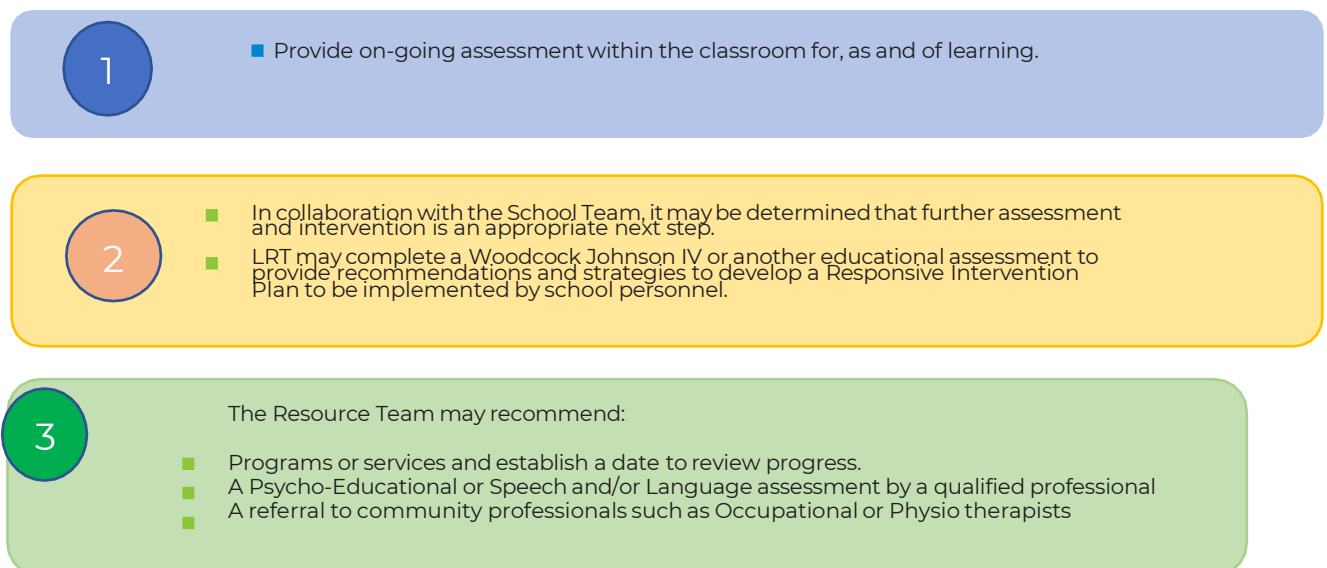
EDUCATIONAL AND OTHER ASSESSMENTS

The purpose of this standard is to provide details of the board's assessment policies and procedures to the ministry, and to make parents/caregivers aware of the types of assessment tools used by the school board.



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

Referring a Student for an Assessment



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

Assessments are intended to assist the student by providing staff with insights into the student's strengths, needs and learning profile. Different types of assessments are conducted by personnel within Grand Erie, including but not limited to: Educational, Psycho-educational, Behavioural and Speech and Language.

<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 needs of the individual. ■ Recommendations and/or strategies support the development of next steps of instruction, using tiered intervention.
<p>Standardized Assessments</p>	<p>Psycho-educational Assessments</p> <ul style="list-style-type: none"> ■ A psycho-educational assessment may include tests of intellectual abilities, perceptual processing and academic achievement. ■ These tests are conducted by a Psycho-educational Consultant or Psychological Associate who are qualified to administer such tests. Psycho-educational Consultants are supervised by Psychological Associates, who are members of the College of Psychologists of Ontario. <p>Speech-Language Assessments</p> <ul style="list-style-type: none"> ■ 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> <p>assessment of the student'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> <p>Language: These tests may involve the following:</p> <ul style="list-style-type: none"> ■ assessment of the student's understanding of oral language; assessment of the child's ability to orally express himself/herself; assessment of a child's needs for additional communication support.
<p>Behaviour Assessments</p>	<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 student's adjustment to social situations. ■ They are conducted by qualified personnel and may involve observations or checklists

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

For Educators:

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

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

For Learning Resource Teachers:

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

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

Among the most frequently used tests are the following:

• 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)

• Academic Achievement and Processing Measures

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

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

d. Surveys and Checklists:

- Adaptive Behaviour Assessment System – Third Edition (various forms) (ABAS-3)
- Behaviour Assessment Scale for Children – Third Edition (various forms) (BASC-III)
- Behavior Rating Inventory of Executive Function – Second Edition (BRIEF2)
- Brown Executive Function/Attention Scales (various forms)

- Childhood Autism Rating Scale – Second Edition (CARS-2)
- Conners Third Edition
- Gillam Autism Rating Scale – Second Edition (GARS-2)
- Multi-dimensional Anxiety Scale for Children: Second Edition (MASC-II)
- Piers-Harris Children's Self-Concept Scale – Second Edition

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

a. Speech/Phonological Processes:

- Goldman Fristoe Test of Articulation – 3 (GFTA-3)
- Articulation Test Center Pro
- Kaufman Speech Praxis Test (KSPT)
- Structured Photographic Test of Articulation –D: III (SPAT-D:3)
- Stuttering Severity Instrument – 4

b. Language:

- Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5)
- Clinical Evaluation of Language Fundamentals, Fifth Edition Metalinguistics
- AAC Genie
- Basic Concept Skills Screener
- Metalinguistics Expressive One Word Picture Vocabulary Test – 3
- Early Functional Communication Profile
- Expressive One Word Picture Vocabulary Test-3
- Functional Communication Profile-Revised
- 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 Integrated Language and Literacy Skills (TILLS)
- Test of Language Development-Primary (TOLD P4)
- Test of Narrative Language - 2 (TNL-2)
- Test of Problem Solving – Third Edition (TOPS-3) Test of Problem Solving 2 - Adolescents
- Test of Word Finding – 3 (TWF-3)
- The Listening Comprehension Test – 2 (LCT-2) The Word Test – 3: Elementary
- The Word Test – 3: Adolescent
- Wiig Test of Basic Concepts (WABC)

c. Phonological/Phonemic Awareness

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

d. Motor Speech

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

Qualifications of Staff

Educational assessments are conducted by teachers who are governed by the Education Act and regulated by the College of Teachers (www.oct.ca). Psychological assessments are administered by psychologists, psychological associates, and psycho-educational consultants. Psychologists/psychological associates and those they supervise are governed by the Regulated Health Professions Act, 1991. Only psychologists/psychological associates provide and communicate diagnoses. Psychologists and Psychological Associates are members of the College of Psychologists of Ontario (www.cpo.on.ca). Speech-Language assessments are administered by Speech-Language Pathologists who are also governed by the Regulated Health Professions Act, 1991 and belong to the College of Audiologists and Speech Language Pathologists of Ontario (www.caslpo.com).

Referrals Management and Wait Times

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

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

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

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

Wait times for speech-language assessments range from 1 to 13 months. Using a tiered intervention framework, the service delivery model is developed based on student and school needs.

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

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

Appropriate school staff are involved when assessment results are reviewed with the parent/caregiver. Reports prepared by professionals outside the Board are reviewed to determine what information helps delineate a student's learning needs, strengths or challenges and how it can be used for the

improvement of instruction within a school context and in accordance with the *Education Act*, (R.S.O. 1990, S.226(2)). Where this information differs from data collected at the school, the Resource Team will determine how best to proceed. There is no requirement that assessments or reassessments must be conducted by Board personnel (i.e., reports are "transportable"). Allocation of educational resources and educational programming decisions remain the responsibility of school/system staff.

Protection of Privacy and Consent for Sharing Information

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



Specialized Services

In Grand Erie, services are provided on a continuum based on the strengths and needs of the student that includes:

- General education classroom with Universal Design for Learning, Culturally Relevant, Responsive and Sustainable Pedagogy, instruction and assessment and accommodations
- Self-contained special education classroom, partially integrated or fully contained
- Wrap-around supports and services.

An inclusive model supports student placement in a general education classroom in their home school. A self-contained placement may be considered and confirmed by an Identification, Placement and Review Committee.

We value and honour your voice! Placement in self-contained programs, including integration and exit planning, is a collaborative process with parents/caregivers and students. Each year a student's placement is reviewed to ensure individual strengths and needs are being met.



Individualized
Education
Plan (IEP)



Identification,
Placement,
and Review
Committee
(IPRC)



Specialized
Services
Plan

**YOU
BELONG
HERE**





Specialized Services

Pathways

Secondary school pathways prepare students for their chosen post-secondary destination.

Options:

- Apprenticeship
- College
- Community Living
- University
- Work

Pathway to: Apprenticeship, College, University, Work

Ontario Secondary School Diploma (OSSD): Students must earn 30 credits, successfully complete the Ontario Secondary School Literacy Test and complete 40 hours of community service.

Pathway to: Work

Ontario Secondary School Certificate (OSSC): Students must earn a minimum of 14 credits.

Pathway to: Community Living

Certificate of Accomplishment (COA): Students do not earn credits.

Students with Special Education needs can stay in school until June 30th of the calendar year they turn 21, working toward their individual goals.

**YOU
BELONG
HERE**





Specialized Services

Transition Timelines

September-November

Grand Erie District School Board Specialized Services staff receive names of students who may require special education supports and services. Grand Erie staff meet with Six Nations staff (Classroom teacher, SERT, Special Education Advisor) to discuss student strengths and needs and make recommendations for Grade 9 program that will support both immediate and long-term student success. Parent/caregiver preference of secondary school is always considered.

December-February

Pathway to Apprenticeship, College, University or Work: Students select courses and register in a Grand Erie secondary school to support their chosen pathway. Pathway to Community Living meetings are held to discuss student strengths and needs and classroom programs to best support their chosen pathway. Based on discussions, some students may be considered for placement in a self-contained program. Things that are considered are available space in self-contained programs, the address of the student, the learning profile of the student.

Note: self-contained classrooms are not available in all secondary schools.

March-April

Confirmation of self-contained placement availability is shared by Grand Erie staff with parents/caregivers. Grand Erie Specialized Services staff are available to address concerns or questions of parents/caregivers. If placement is confirmed by parents/caregivers, registration forms are completed and forwarded to the secondary school. An I.P.R.C. will be scheduled to formally place the student in the self-contained program. The Learning Resource Teacher at the secondary school may attend the I.P.R.C.

May/June

Grand Erie Learning Resource Teachers will facilitate transition activities that include, but are not limited to, case conferences to share information, visits to secondary classrooms, shadow days, etc.

**YOU
BELONG
HERE**



January 15, 2024

Hon. Stephen Lecce, Minister of Education
Ministry of Education
15th Floor, 438 University Ave.
Toronto, Ontario M5G 2K8

delivered by email: Minister.edu@ontario.ca

RE: Supporting Students with Special Education Needs

Dear Minister Lecce,

The special education budgets in many school boards across the province are overspent year after year, yet the needs of students are not always being fully met. This is not because school-based personnel fail to recognize the needs of these students. It is because there is insufficient staff in the schools to implement programming effectively. This leads to growing gaps and frustration for the students as they try to deal with individualized challenges without the support they need. Increased levels of support would most certainly decrease acute behavioural and mental health struggles. Moreover, consistent levels of support for our students early in their schooling would potentially avert later, more significant struggles.

As per our mandate, the PVNC Catholic Special Education Advisory Committee is actively making recommendations on matters impacting the establishment, development, and delivery of special education programs and services - specifically focusing on providing recommendations to update the funding formula that would help serve our students with special education needs. We would ask you to explore three recommendations specifically tied to financial resources in order to update the funding formula to better serve these students. In addition, we have provided 2 other recommendations for review, that the SEAC committee believes, if adopted, would benefit students with special education needs. Please review and consider the following recommendations:

Many students with special education needs are not able to access a school bus in the same way most children do. This could be because of self-regulation issues, anxiety, physical disabilities, etc. This is an equity issue. They deserve the same access to transportation that the students who are able to take the regular school bus have. The current funding for this issue is tied to students taking smaller buses. For boards with a large geographical area and rural components, such as ours, these small buses are

unavailable; we must rely on taxis and vans to transport these students. The 196 students in our Board with special transportation needs generates \$98,000 of funding while costing our school board \$1,256,000 - a gap of well over a million dollars.

Supervision of elementary students during lunch and recesses is largely the work of educational assistants in many school boards. In PVNC Catholic, elementary teachers complete 80 minutes of supervision per week, as well as working with students, contacting parents, preparing lessons, extracurricular activities, etc., during these scheduled student break times. This results in the bulk of the supervision completed by educational assistants. Our school board currently receives \$300,000 per year to cover all elementary supervision for the year. We encourage you to review the actual cost to school boards in this area, including the cost of covering lunch and breaks, and fund at a more realistic amount.

A portion of funding for special education is often linked to the SIP process and formal testing and diagnosis of students. This means that only students with severely unsafe behaviour or clear medical diagnoses would qualify for enhanced funding. Formal testing of students who are clearly struggling academically, behaviourally, or socially but are not a significant safety risk often takes a significant period of time to occur. There are long waiting lists in school boards for psychometric testing. This results in students with clear needs not being tested, and hence funded, until at least the junior years of elementary school. As a result, we encourage you to continue additional funding for assessments and enhance the allocation of targeted funds through SIP.

Furthermore, this lack of funding is especially apparent for children entering kindergarten. We see students arriving to ELKP with communication, toileting, behavioural and cognitive lags with little or minimal community support in place. It often takes months to work with parents/guardians to begin exploring the child's needs and development through medical and community-based professionals. With no enhanced funding for these students, personnel has to be pieced together to assist these students. This lag in funding results in insufficient personnel to meet the needs of these students during their first five to seven years of schooling. Without the appropriate level of funding for the help they require, these students often fall further behind academically and socially. We encourage you to examine this funding in order to help all students reach their potential. Though early identification of language and math issues is a step forward, it is unrealistic to believe that remediation and intervention can happen without the additional personnel to implement these programmes.

Currently, the Ministry of Education, Ministry of Community and Social Services and the Ministry of Health often operate within their own silos, with communication and collaboration of services being extremely difficult if not impossible in some cases. Increased collaboration and communication, including fostering the involvement of

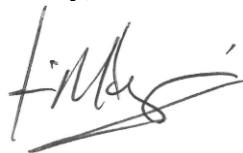
community professionals with specific expertise to support students from their respective discipline should be a priority in our system. Seamless coordination and communication between each respective Ministry would allow a more timely, comprehensive, and effective delivery model.

Students with caregivers who struggle with transportation, booking/ keeping appointments, mental health impediments, etc. would have those barriers removed. Priority care to students and families would more effectively be delivered with enhanced coordination and communication by all.

Another area where the lack of integration between ministries negatively impacts our students with special education needs is when they prepare to transition from secondary school into the workforce. Targeted funding for these students, beyond traditional school co-op placements, could lead to greater connections and training through the involvement of community organizations. Additionally, if employers were incentivized to invest in these students and retain them as employees following the completion of placements or volunteer hours, this could lead to an increase in opportunities for employment for these individuals as they transition into adulthood.

Our committee believes that updating funding and addressing gaps in coordination and communication to deal with the challenges mentioned above is crucial to the success of our students and the balancing of the special education budget. We encourage you to work to address these needs in order to allow each of our students to benefit fully from their experience in Ontario's school system.

Sincerely,



Kevin MacKenzie
Board Chairperson



Shawna Belcourt
Special Education Advisory Committee Chairperson, Peterborough Victoria
Northumberland and Clarington Catholic District School Board

cc. Chairs of Ontario School Boards' Special Education Advisory Committees