



# **SPECIAL EDUCATION PLAN 2018-2019**

**Avon Maitland District School Board  
Learning Services**

# Components Included in the Special Education Plan for the Avon Maitland District School Board

## Special Education Programs and Services

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## 1.0 Introduction

This Plan has been developed in accordance with the Ministry of Education's [Standards for School Boards' Special Education Plans, Part B, Special Education in Ontario, 2017](#). The Plan is organized by section according to the order suggested by the **Standards, indicated in the April 19, 2010 Ministry Memorandum: Instructions Regarding School Boards'/School Authorities' Plans for the Provisions of Special Education Programs and Services, 2010**.

All stakeholders (students, parents/guardians, community members and organizations, and staff) are invited to respond to the elements of this Plan. Questions and suggestions for improvement may be addressed to the Superintendent of Education (Learning Services) at the following address and on the link in Section 1.1.

**Avon Maitland District School Board**  
**62 Chalk St. N., Seaforth, Ontario N0K 1W0**  
**(519) 527-0111**  
 or [info@ed.amdsb.ca](mailto:info@ed.amdsb.ca)

The resources, programs and services planned for the 2018-2019 school year are provided to the extent that they can be afforded with the funding allocated to the Avon Maitland District School Board (AMDSB) by the Ministry of Education.

This Plan has been designed in accordance with the Ministry of Education requirement that it comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act and regulations made under the Accessibility for Ontarians with Disabilities Act, and other relevant legislation. Upon request, copies of this Plan may be made available in alternate formats in compliance with Accessibility for Ontarians with Disabilities Act.

### 1.1 The Board's Consultation Process

The Board's [Special Education Advisory Committee](#) (SEAC) is consulted in the development of this Plan on an ongoing basis. SEAC members are asked to provide specific input throughout the school year. SEAC members who represent community organizations are invited to provide input from their organizations. The final draft is presented to SEAC at the final June meeting.

Each year, the Special Education Plan undergoes an internal review by members of the Central Learning Services Department. Recommended changes are shared with SEAC and incorporated into the revised Plan.

Copies of the Special Education Plan will be made available upon request. The Special Education Plan has been posted to the [Board's website and is highlighted under Learning Services](#).

There is an opportunity for the public to provide ongoing feedback on the Plan through the [comments form on the Board's website](#). The Board's website provides improved access to the report in accordance with the Accessibility for Ontarians with Disabilities Act. Suggestions on how to make the website more accessible are encouraged.

Online Community Feedback

Feedback received during 2017-2018 School Year	No feedback received
Written feedback	No feedback received

## 2.0 General Model for Special Education for the Avon Maitland District School Board

The Avon Maitland District School Board’s approaches to Special Education and its Special Education delivery system are consistent with the Board’s Mission Statement.

Engage, Inspire, Innovate ...Always Learning

The Strategic Plan states that:

- We will create positive, inclusive learning environments and maximize student outcomes.
- We will work toward that by valuing our students, our staff, our families and our communities using principles of character, equity and sustainability.

Read the entire Strategic Plan at [iamalwayslearning.ca](http://iamalwayslearning.ca).

The shared beliefs that the AMDSB espouses on inclusive education are founded in key documents such as [Learning for All K-12](#), the [United Nations Conventions on the Rights of Persons with Disabilities](#), and other current literature in the field of diversity and inclusion. Inclusive Education is a strength-based model that celebrates difference.

In Avon Maitland, we believe that:

- Inclusive Education is a fundamental human right of all learners.
- Inclusive Education focuses on the aspirations of each learner.
- All students are able to learn to a high degree in general education settings given the right supports and programming.
- Universal Design for Learning and Differentiated Instruction support all diverse learners.
- Classroom teachers, with support from the broader educational community, are central to a student’s academic and social learning.
- Principals are essential in promotion and developing inclusive environments.

### 2.1 Guiding Principles

The Avon Maitland District School Board’s approach to special(ized) education is based upon the principle of inclusion - meeting students’ learning needs within the context of the regular classroom setting, whenever possible, as deemed appropriate. Students placed in a learning environment with their age and grade-appropriate peers are provided with the necessary supports and/or services which have been determined on an individual basis to enable them to succeed.

**At the April 12, 2017 SEAC meeting the following draft definition was approved:**

*Inclusive education in the Avon Maitland District School Board values the individual, social and academic contributions of every learner. Inclusive education acknowledges that every student has unique*

*characteristics, interests, abilities and learning needs that are enriched in a common learning environment through student-centered pedagogy. Inclusive education embraces diversity, to create rich learning communities where all students are supported to learn and grow together in general education settings regardless of difference.*

The School Board recognizes that the needs of students receiving special education services are highly variable. Many students have mild or moderate needs that require some extra supports, while others may have very high needs requiring intensive supports in the classroom every day. As a result, under the Education Act, school boards have been given the responsibility and flexibility to design individual programs for each student with special education needs.

As needs of students are different, school boards identify an individual student's needs through an Individual Education Plan (IEP) and identify the special education program and services that will be provided to the student.

Responsibility for each pupil's education is shared by the pupil, the pupil's parents/guardians, educators, support staff, and trustees; therefore, all staff members in the Avon Maitland District School Board are expected to assist in the provision of appropriate programs, services and resources for exceptional pupils.

Parents/guardians and students, where appropriate, are the key partners in the discussions about special education program and service delivery decisions. Ongoing communication between home and school regarding each pupil's program and progress is essential to the success of the partnership. Parents/guardians are involved in the discussions about the placement, programming and services being provided for exceptional students. The school has the responsibility to ensure that parents/guardians and students are well-informed and understand the decisions being made. Respect, clarity, accurate information and appropriate time for answering the questions of parents/guardians must guide all discussions.

Through careful planning, AMDSB provides programs and services based on pupil needs, recognizing that these may change as the pupil progresses from year to year. Funding decisions related to the delivery of Board programs and services are directly tied to the current strategic direction of creating positive, inclusive learning environments.

The Avon Maitland District School Board believes that exceptional students can and should have their needs met in regular classes in their own school community. Meeting these needs can be accomplished using a variety of teaching strategies, accommodating and/or modifying the curriculum when appropriate, and using resources available to the school. Learning Services Department staff provide assistance to the schools and the Student Support, Start Educational Assistants and Applied Behaviour Analysis Teams, along with vision, hearing, and speech/language staff also provide some direct service to students.

In the Education Act, school boards have been given the responsibilities and flexibility to design the model for special education programs and services that will meet the individual learning needs for each student with special education needs. With recommendations provided by [SEAC](#) (Special Education Advisory Committee) and the trustees, and in compliance with other provincial policies ([Equity and Inclusive Education, Ontario Human Rights Commission](#) to note a couple), the AMDSB is developing an inclusionary model for special education.

Responsibility lies with regular classroom teachers to program for the diverse abilities within their classroom. Programming for the academic, physical, social and emotional well-being of each student is a priority. It is imperative that classroom teachers provide academic rigour for all students based on their ability and encourage students to function with the maximum independence possible. The Avon Maitland

District School Board promotes the beliefs described in [Learning for All: "A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013."](#) This guide outlines the following beliefs:

- All students can succeed.
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- Successful instructional practices are founded on evidence-based research tempered by experience.
- Classroom teachers are the key educators for a student's literacy and numeracy development.
- Each child has his or her own unique patterns of learning.
- Classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs.
- Fairness is not sameness.

## 2.2 Approach to Special Education

The following outlines the approaches utilized in our approach to Special Education in AMDSB:

- The provision of special education programming and services and the corresponding allocation of resources is based on the student profile, including strengths and needs.
- The development of literacy and numeracy skills is a focus for all students. Programming is based on the expectations of the Ontario Curriculum. Creation of alternative curriculum expectations may be developed when goals outside of the Ontario Curriculum are required.
- School Teams consult with parents/guardians and health and social agencies and coordinate the planning, delivery, and evaluation of the accommodations and program modifications for pupils as per their IEPs. Classroom teachers have the prime responsibility for the education of pupils in their classes.
- Professional development for all staff focuses on evidence-based strategies that enhance the inclusive education experience for all learners.
- Partnerships with agencies, other Ministries, and community resources continue to enhance the ability of the school system to fulfill its mandate to educate pupils in the Avon Maitland District School Board.

### 3.0 The Identification, Placement and Review Committee (IPRC) Process and Appeals

Administrative Procedures outline the process and can be found on the [Policies and Procedures page of the Board website](#).

The *Parent Guide to Special Education: The Identification, Placement and Review Process* (see Section 17.0) is a booklet provided to parents/guardians, community members, students 16 years and older, and agencies. It communicates the Avon Maitland District School Board IPRC process.

#### 3.1 IPRC Referrals, Reviews, and Appeals

The following referrals, reviews, and appeals have taken place in the Avon Maitland District School Board from May 1, 2017 – April 30, 2018:

	Behaviour	Communication	Intellectual	Physical	Multiple	Total
<b>New Referrals</b>	5	89	52	1	13	<b>160</b>
<b>New IPRCs</b>	8	130	69	8	18	<b>233</b>
<b>IPRC Reviews</b>	18	659	502	27	65	<b>1271</b>
<b>Appeals</b>	0	0	0	0	0	<b>0</b>

#### 3.2 Appeals

In the event that parents/guardians have questions about the IPRC's decision, or disagree with the decision, they may, within 15 days, make a written request to the school principal to meet with the IPRC again before the Board is notified of the decision. The Superintendent of Education (Learning Services) is available to meet with the parents/guardians to resolve any concerns.

School personnel follow the process for dealing with appeals to an IPRC as they are outlined in Regulation 181/98, Part VI. If the parents/guardians initiate an appeal to the IPRC decision, the process as outlined in Regulation 181/98, Part VI would be followed. The right to appeal is outlined in the *Parent Guide to Special Education: The Identification, Placement and Review Process* (see Section 17.0).

### 4.0 Special Education Placements Provided by the Board and Ministry of Education Definitions by Exceptionality

#### 4.1 Involvement of SEAC

Through the review of the Special Education Plan, the [Special Education Advisory Committee](#) (SEAC) provides advice regarding the programs and services offered by the Avon Maitland District School Board. In addition, the agencies represented on SEAC are consulted during the development of Board programs, placements and services.

#### 4.2 Regular Class Placement and Inclusion of Exceptional Students in Regular Classes

The Avon Maitland District School Board believes that, as a general principle, programs and services for students should be available in the most appropriate educational setting as possible, which is a regular classroom setting. The AMDSB special education model is one which supports inclusion in a regular classroom setting for all students.

Students formally identified as exceptional are placed in regular classrooms with an Individual Education Plan. Purposeful integration is the process of delivering to all pupils a quality education in the most enabling education setting, determined on the basis of identified strengths and needs and by informed parental choice. In most cases, placement in the regular classroom involves support from the Resource Teacher (SERT), and, if necessary, from other more specialized support, such as the Student Support Team, Learning for All Coaches, the Applied Behavioural Analysis Team, among others, with the program being delivered by a range of teaching professionals and paraprofessionals.

In consultation with the School Team and the parent(s)/guardian(s) regarding appropriate accommodations and/or modifications, the classroom teacher develops the IEP for each exceptional student for his/her class. The SERT coordinates the overall development of the IEP. The student's progress is reviewed and adjustments are made to the plan as required. The IEP is created and revised based on the results of continuous assessment and evaluation.

The IEP is to be created and reviewed within the first 30 instructional days of school as per the Education Act (The first IEP completed within the 30 instructional days of each new school year, will serve as the required reviewing and updating of the first reporting period of the elementary progress report). The IEP will continue to be reviewed and updated as necessary at minimum once per reporting period (January and June reports). Reference: [Ministry of Education Memorandum June 29, 2017](#).

In the Avon Maitland District School Board, the student is the focus of our actions. The teacher, working in co-operation with the parent(s)/guardian(s), has the support of colleagues in the school (School Team and Enhanced School Team) and from the Board (Central Support Staff) in providing for students with specialized education needs.

The development of an appropriate plan of action is a staged process, similar to the process used during the

assessment of a student's needs as described in Section 12. The classroom teacher has prime responsibility for analyzing and interpreting classroom performance, in order to adjust appropriately the pupil's program. For the majority of pupils, this level of intervention is sufficient.

#### 4.2.1 School Team

When planned interventions are not effectively meeting the student's learning needs, the classroom teacher solicits the support of the School Team. It is the responsibility of the principal to create an accountable School Team which can address concerns regarding individual students. This School Team meets regularly to review and update strategies for supporting the learning needs of the student.

This team will consist of:

- the Principal/Vice Principal,
- the Special Education Resource Teacher (SERT),
- classroom teacher(s),
- and other teachers or resource staff as appropriate.

The School Team supports and assists the teacher in developing an appropriate plan of intervention. This may involve programming suggestions and/or provision of resources/materials and/or further assessments.

For many pupils, this level of intervention is sufficient to support their learning needs. The School Team is responsible for ensuring accurate records are kept of each meeting.

#### 4.2.2 Enhanced School Team

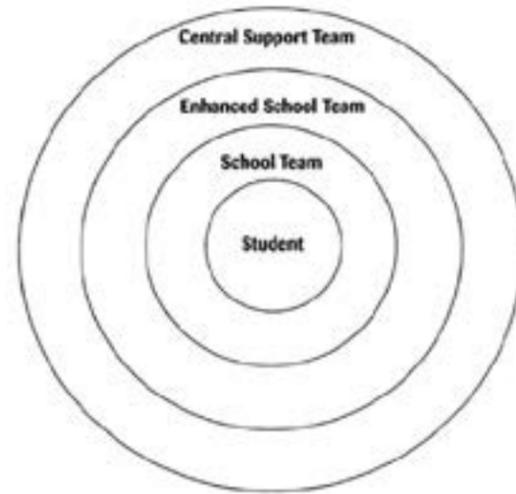
When planned School Team interventions are not effectively meeting the student's needs and/or additional programming or assessment expertise is required, the principal would convene an Enhanced School Team.

The Enhanced School Team consists of the School Team and a Learning Services Coordinator; it may include other members of the Central Learning Services Team as deemed appropriate (When parents attend Enhanced Team Meetings, it is sometimes referred to as a Case Conference).

Outcomes for the Enhanced School Team may include:

- refinement/enhancement of programming strategies,
- referral for specialized programs,
- referral to outside agency,
- referral to Central Support Team, and/or
- referral for further assessment and/or collection of information (i.e. observation).

Typically, further assessment would be completed by the Resource Teacher (SERT) in consultation with the Learning Services Coordinator. This assessment would constitute an Educational Assessment which may



be sufficient for IPRC purposes and would involve communication with the parent(s)/guardian(s). School-based assessment resulting in a decision to convene the IPRC must be reviewed by members of the Learning Services department.

#### 4.2.3 Central Support Team

Consultation with the Central Support Team is available and is initiated by the school principal. Consultation includes the Learning Services Coordinator and other members of the Central Support Team, as appropriate.

The Central Support Team may include members of the Huron Perth Centre and Children's Aid Society. In these cases, these meetings are sometimes referred to as Integrated Children's Services.

The Central Support Team must include the Superintendent of Education (Learning Services) or a System Administrator--Learning Services, and a Learning Services Coordinator.

The Central Support Team may include the Psychological Services Team and/or the central special education services as required (e.g., Speech and Language, Student Support Team, ABA Support Team, Mental Health Lead, Learning for All Coordinator/Coach, and others whose support may be appropriate).

The Central Support Team reviews and/or supports the development of an action plan which will be shared with the School Team. The action plan may include:

- programming recommendations and suggestions,
- recommendations for specialized assessments,
- referral to outside agencies, and/or
- request for further assessment and/or collection of additional information.

### 4.3 Other Support

In addition to the support of teachers and educational assistants, there are other programs available to support students. Peer mentors and volunteers provide individual support to students under the direction of the classroom teacher. Support available to schools for students with behaviour challenges include the Central Student Support Team, school-based behaviour support programs, and services, for example, Strive, Start, Positive Behaviour Support (PBS), and Collaborative Proactive Solutions. As well, the Board has a Mental Health Counsellor available by referral in some Huron County schools. The Board also has a partnership with the Health Unit in Perth County to provide school-based public health nurses to most Perth County schools. A partnership with [Choices for Change](#) will offer support to students who present with behaviours related to addictions.

#### 4.3.1 Mental Health and Well-Being

The Learning Services Department supports a variety of services intended to raise awareness, create positive environments and deliver supports for students with mental health concerns. This work is supported by the Board's Mental Health Lead, a Mental Health Counsellor, Mental Health Coaches, & Strive CYWs.

External supports to the Board's Mental Health and Well-being Strategy include: [Perth County District Health](#)

[Unit](#), [Huron County District Health Unit](#), [Huron Perth Centre](#), [Choices for Change](#), and other organizations currently supporting the individual student.

The Board Mental Health Plan aligns with the Board Well-Being Strategy and is supported by the work of School Mental Health Assist ([smh-assist.ca](#)).

#### 4.3.2 STAR (Students with Technology Achieving Results) Program

The STAR Program offered through the Learning Services Department provides a variety of services to students (Grades 4-9) and staff of AMDSB, which may include, but are not limited to the following:

- Direct small group support for students with learning disabilities assists students to gain an understanding of personal learning styles, strengths and needs, goal-setting skills, self-advocacy skills, organizational skills, and to make effective use of technology to support their learning.
- In-class support for students with learning disabilities assists students to become independent in using their technology to access curriculum and maximize their potential to create high quality products through the use of their technology.
- In-class support for teachers with co-planning and co-teaching lessons is offered using differentiated instruction and technology using iPads, computers, and Board and Ministry licensed software is offered and promotes Universal Design for Learning.

#### 4.4 Curriculum Accommodations and Modifications

The following statement has been prepared for school use in describing the program for exceptional pupils:

An **accommodation** is used to refer to the special instructional and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

A **modification** to the curriculum is a change made in the age-appropriate grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations with an increase or decrease to the number and/or complexity of the regular grade level curriculum expectations, and/or with a change in the grade level curriculum expectations.

The IPRC process identifies the strengths and needs of the student. The IEP identifies the areas of the curriculum which need to be accommodated and/or modified based upon the student's strengths and needs.

#### 4.5 Range of Placements

The Avon Maitland District School Board provides an inclusive model of special education for students with exceptional learning needs. Programs and services which build on the strengths and needs of students are provided in the regular classroom setting. The diagram in Section 4.6 illustrates the range of programs and services which are considered when placing students.

For those students requiring more support than the differentiated instruction strategies and assessments provided by the classroom teacher (Regular Class - Ontario curriculum with Accommodations and/or Regular

Class - Modifications to the Ontario Curriculum), a range of placement options may be available.

In-Board placement options may include:

- Regular Class - Consultative support to the classroom teacher by school and/or system support staff
- Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group
- Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day

For students at the secondary level who have a Developmental Disability, the following placement options may be available (when needs cannot be met in the regular classroom):

- Special Education Class with Partial Integration
- Special Education Class Full Time (class size as per Reg. 298, s.31)

Other placement options may include:

- Education Programs in Care and/or Treatment, Custody and Correctional (CTCC) Facilities
- Provincial and Demonstration Schools (see Section 10.0)

**4.6 Ministry Categories of Exceptionalities and Special Education Placements Provided by the Board**

Category	Ministry of Education Definition	AMDSB Definition
<b>BEHAVIOUR</b>		
<b>Behaviour</b>	A learning disorder characterized by specific behaviour problems over 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: <ul style="list-style-type: none"> <li>An inability to build or maintain interpersonal relationships</li> <li>Excessive fears or anxieties</li> <li>A tendency to compulsive reaction</li> <li>An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof</li> </ul>	As stated in the Ministry definition  A written statement by a regulated, qualified professional is required
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	If safety of student and/or others is at risk
		<b>Supports/Program</b>
		<ul style="list-style-type: none"> <li>Access Student Support Team</li> <li>Strive Program (support from CYW)</li> <li>Start Educational Assistants</li> <li>Referral to Care and Treatment program (CTCC elementary classroom)</li> <li>Referral to residential Care and Treatment program (CTCC- e.g. CPRI)</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>COMMUNICATION - AUTISM</b>		
<b>Communication - Autism</b>	A severe learning disorder that is characterized by disturbances in: <ul style="list-style-type: none"> <li>rate of educational development</li> <li>ability to relate to the environment</li> <li>mobility</li> <li>perception, speech and language</li> <li>lack of the representational symbolic behaviour that precedes language</li> </ul>	As stated in the Ministry definition - and - A written statement of diagnosis by a regulated, qualified professional
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	<ul style="list-style-type: none"> <li>If safety of student and/or others is at risk</li> <li>If the student's mode of communication is other than verbal to access curriculum</li> </ul>
		<b>Supports/Program</b>
		<ul style="list-style-type: none"> <li>Access Applied Behaviour Analysis Team supports as necessary</li> <li>Support from Board Speech &amp; Language Pathologist, as required</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>COMMUNICATION - DEAF AND HARD OF HEARING</b>		
<b>Communication - Deaf and Hard of Hearing</b>	An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound	As stated in the Ministry definition - and - A written statement by a regulated, qualified professional confirming the student is deaf or hard of hearing
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support if means of communication is other than verbal to access curriculum</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	Consultation with Board Teacher of the Deaf and Hard of Hearing  <div style="text-align: center;"><b>Supports/Program</b></div> <ul style="list-style-type: none"> <li>Access to support Teacher of the Deaf and Hard of Hearing</li> <li>Access to support staff from Provincial School for the Deaf</li> <li>Consideration of and application to Provincial School for the Deaf (e.g. Robarts)</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>COMMUNICATION - SPEECH IMPAIRMENT</b>		
<b>Communication - Speech Impairment</b>	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.	As stated in the Ministry definition  A written statement by a regulated, qualified professional (Speech Language Pathologist) confirming the presence of a speech impairment  A speech assessment that indicates a severe articulation, fluency or voice disorder with significantly reduced intelligibility
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	If multiple means of assistive technology are required for student to access the curriculum  <div style="text-align: center;"><b>Supports/Program</b></div> <ul style="list-style-type: none"> <li>Access to support from Board Speech Language Pathologist</li> <li>Access to specialized augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0.)</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>COMMUNICATION - LANGUAGE IMPAIRMENT</b>		
<b>Communication - Language Impairment</b>	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: <ul style="list-style-type: none"> <li>involve one or more of the form, content, and function of language in communication; and</li> <li>include one or more of the following: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.</li> </ul>	As stated in the Ministry definition  A written statement by a regulated, qualified professional (Speech Language Pathologist) confirming the presence of a language impairment
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	If multiple means of assistive technology are required for student to access the curriculum  <div style="text-align: center;"><b>Supports/Program</b></div> <ul style="list-style-type: none"> <li>Access to support from Board Speech Language Pathologist</li> <li>Access to specialized augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0)</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>COMMUNICATION - LEARNING DISABILITY</b>		
<b>Communication - Learning Disability</b>	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 that: <ul style="list-style-type: none"> <li>affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range</li> <li>results in (an) 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</li> <li>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</li> <li>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 behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making)</li> <li>may be associated with difficulties in social interaction (e.g., difficulty understanding social norms or the point of view of others); with various conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities</li> </ul>	As stated in the Ministry definition <ul style="list-style-type: none"> <li>Findings must be reviewed by a Learning Services Coordinator prior to proceeding with an IPRC</li> <li>A written statement by a regulated, qualified professional is required</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
	<ul style="list-style-type: none"> <li>is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; social-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</li> </ul>	
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	<p>For Special Equipment Amount (SEA) allocation, the technology is specified by a qualified professional as being essential for the student to benefit from instruction and that the disorder and/or disability the technology ameliorates is clearly identified</p>
		<b>Supports/Program</b>
		<ul style="list-style-type: none"> <li>Consideration of access to "Students with Technology Achieving Results" (STAR Program) support for students in Grades 4-9</li> <li>Consideration of and application to Provincial Demonstration School for Students with Learning Disabilities</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>INTELLECTUAL - GIFTEDNESS</b>		
<b>Intellectual - Giftedness</b>	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	<p>As stated in the Ministry definition</p> <p>A written statement by a regulated, qualified professional is required</p>
	<b>Range of Placements</b>	<b>Criteria for Admission to Out-of-School Gifted Withdrawal program: SOAR (grades 4-5-6), Gifted modules (grades 7-10)</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul> <p>** Parent(s)/Guardian(s) will be consulted regarding a possible out of school resource program before an application is made for this program.</p>	<p>Cognitive ability and achievement assessment by Resource Teacher, (SERT) and/or Psychologist</p>
		<b>Supports/Program</b>
		<ul style="list-style-type: none"> <li>Access to out-of-school Gifted Withdrawal Program (Grades 4-6, one day per week), modules (Grades 7-10, usually offered every 6-8 weeks) provided by Teachers of Gifted Learners</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>INTELLECTUAL - MILD INTELLECTUAL DISABILITY</b>		
<b>Mild Intellectual Disability</b>	A learning disorder characterized by: <ul style="list-style-type: none"> <li>• an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services;</li> <li>• an inability to profit educationally within a regular class because of slow intellectual development; and</li> <li>• a potential for academic learning, independent social adjustment, and economic self support.</li> </ul>	As stated in the Ministry definition  A written statement by a regulated, qualified professional is required
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>• Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>• Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>• Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	<ul style="list-style-type: none"> <li>• If student's mode of communication is other than verbal to access curriculum</li> <li>• If personal care requires assistance</li> <li>• If safety of student and/or others is at risk</li> <li>• For Special Equipment Amount (SEA) allocation, the technology is specified by a qualified professional as being essential for the student to benefit from instruction and that the disorder and/or disability the technology ameliorates is clearly identified</li> </ul>
		<b>Supports/Program</b>
		<ul style="list-style-type: none"> <li>• Modified curriculum, as appropriate</li> <li>• Access to specialized augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0)</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>INTELLECTUAL - DEVELOPMENTAL DISABILITY</b>		
<b>Intellectual - Developmental Disability</b>	A severe learning disorder characterized by: <ul style="list-style-type: none"> <li>• an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;</li> <li>• an ability to profit from a special education program that is designed to accommodate slow intellectual development; and</li> <li>• a limited potential for academic learning, independent social adjustment, and economic self-support.</li> </ul>	As stated in the Ministry definition  A written statement by a regulated, qualified professional is required
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>• Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>• Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>• Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul> <p>For students at the secondary level who have a Developmental Disability Exceptionality the following placement options may be available (when needs cannot be met in the regular classroom):</p> <ul style="list-style-type: none"> <li>• Special Education Class with Partial Integration</li> <li>• Special Education Class Full Time (class size as per Reg. 298, s.31)</li> </ul> <p>** These alternative placement options would be discussed with the parent(s) / guardian(s) at a Case Conference</p>	<ul style="list-style-type: none"> <li>• If student's mode of communication is other than verbal to access curriculum</li> <li>• If personal care requires assistance</li> <li>• If safety of student and/or others is at risk</li> <li>• For Special Equipment Amount (SEA) allocation, the technology is specified by a qualified professional as being essential for the student to benefit from instruction and that the disorder and/or disability the technology ameliorates is clearly identified</li> </ul>
		<b>Supports/Program</b>
		<ul style="list-style-type: none"> <li>• Modified alternative and/or curriculum</li> <li>• Access to specialized augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0)</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>PHYSICAL</b>		
<b>Physical</b>	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 pupils without exceptionalities who are of the same age or developmental level	As stated in the Ministry definition  A written statement by a regulated, qualified professional is required
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	<ul style="list-style-type: none"> <li>If means of communication is other than verbal to access curriculum</li> <li>If personal care requires assistance</li> <li>If safety of student and/or others is at risk</li> <li>For Special Equipment Amount (SEA) allocation, the technology is specified by a qualified professional as being essential for the student to benefit from instruction and that the disorder and/or disability the technology ameliorates is clearly identified</li> </ul>
	<b>Supports/Program</b>	
		<ul style="list-style-type: none"> <li>Access to support from Board Speech Language Pathologist, if required</li> <li>Access to Occupational and/or Physical Therapy from community partner</li> <li>Access to specialized equipment and/or augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0)</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>PHYSICAL - BLIND-LOW VISION</b>		
<b>Physical - Blind-Low Vision</b>	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely	As stated in the Ministry definition  A written statement by a regulated, qualified professional confirming that the student is blind or low vision
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	<ul style="list-style-type: none"> <li>If safety of student and/or others is at risk</li> <li>If Braille is the means of communication to access curriculum</li> <li>If personal care requires assistance</li> </ul>
	<b>Supports/Program</b>	
		<ul style="list-style-type: none"> <li>Access to support from a Teacher of the Blind and Low Vision</li> <li>Access to support staff from Provincial School for the Blind</li> <li>Consideration of and application to Provincial School for the Blind (W. Ross Macdonald)</li> </ul>

Category	Ministry of Education Definition	AMDSB Definition
<b>MULTIPLE - MULTIPLE EXCEPTIONALITIES</b>		
<b>Multiple - Multiple Exceptionalities</b>	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	As stated in the Ministry definition  A written statement by a regulated, qualified professional is required
	<b>Range of Placements</b>	<b>Criteria for Assigning Intensive Support</b>
	<ul style="list-style-type: none"> <li>Regular Class - Consultative support to the classroom teacher by school and/or system support staff</li> <li>Regular Class - With resource assistance from a qualified special education teacher, within the classroom, individually or in a small group</li> <li>Regular Class - With withdrawal assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</li> </ul>	<ul style="list-style-type: none"> <li>If safety of student and/or others is at risk</li> <li>If personal care requires assistance</li> </ul>
	<p>For students at the secondary level who have a Developmental Disability Exceptionality the following placement options may be available (when needs cannot be met in the regular classroom):</p> <ul style="list-style-type: none"> <li>Special Education Class with Partial Integration</li> <li>Special Education Class Full Time (class size as per Reg. 298, s.31)</li> </ul> <p>** These alternative placement options would be discussed with the parent(s) / guardian(s) at a Case Conference, which would precede an IPRC</p>	<b>Supports/Program</b>

### 4.7 Education Programs in Care & Treatment Facilities

When a child's/youth's need for treatment is so severe that a day school program or special education services/program cannot meet his/her needs, the student may be considered to be a candidate for a Care and Treatment program.

There are three Care and Treatment programs operated by the Avon Maitland District School Board in partnership with local agencies. These Care and Treatment programs are elementary day treatment programs. Anne Hathaway Public School and Clinton Public School sites are joint programs among the Huron Perth Centre for Children and Youth, the Huron Perth Catholic District School Board and the Avon Maitland District School Board. Romeo Public School site is a joint program among Stratford Children's Services, Huron Perth Catholic District School Board and the Avon Maitland District School Board.

These programs provide an educational setting for students whose identified treatment needs would not allow them to progress in a regular classroom. Students in a Care and Treatment program are not students of the Board but a client of the agency, and the funding for the staffing costs are done through a separate annual application process to the Ministry of Education. All students have a Plan of Care identifying the treatment supports in place, and all students have an Education Plan identifying the student's learning goals.

Entrance into the program requires that the student be involved in treatment and have a mental health provider, psychologist or psychiatrist recommending the admission. A formal application process is usually initiated by the school team in consultation with the lead agency. Admission meetings are coordinated by the Huron Perth Centre for Children and Youth or Stratford Children's Services. Treatment may be provided by the Huron Perth Centre, the Huron-Perth Children's Aid Society or other agencies, services or professionals, provided that the treatment plan of the student is shared with the Huron Perth Centre or Stratford Children's Services, depending on the site.

A pre-admission/transition planning meeting is set and includes the following stakeholders: parent/youth as appropriate, referring school, receiving school, designated Clinical Lead, assigned counselor/Mental Health professional. The purpose of this meeting is information exchange and transition planning for entry. It is possible, if sufficient information is known, that this meeting also serves as the initial Plan of Care. If a Plan of Care does not occur at this meeting, a date will be set to convene the Plan of Care meeting no later than 30 days after entry date.

Students in a Care and Treatment program must be receiving treatment in order to remain in the program. If there is a lack of commitment to participation in treatment as agreed in the Plan of Care, discharge from the program may be an option, and other academic arrangements may be put in place.

Discharge from the program will involve a case conference of the admissions-discharge committee and school officials. A discharge plan with treatment and follow up recommendations will be completed.

## 5.0 Individual Education Plan (IEP) and Transition Planning

An Individual Education Plan (IEP) is a written plan describing the special education program and/or service and supports required by a student with special needs. It is a working document that describes the strengths and needs of an individual pupil, the special education program (i.e., accommodation and/or modifications) and services established to meet that student's needs, and how the program and services will be delivered. A student does not need to be declared exceptional to have an IEP or a transition plan.

An IEP is based on a thorough assessment of the student's strengths, interests, and needs. It must identify specific goals and expectations for the student, and must explain how the special education program will help the student achieve the goals and expectations set out in the plan.

A student's IEP must be developed, implemented, and reviewed in a collaborative manner. The educational growth of a student is best accomplished through the mutual efforts of, and close communication among, the student, the student's parent(s)/guardian(s), and the school. In addition, input from the community and other professionals involved with the student may be solicited. A transition plan must be included as part of every IEP. The IEP provides an opportunity for all those involved with the student to work together to provide a program that will foster student achievement and success. The Board provides all parents/guardians with a copy of A Parent's Guide to Individual Education Plans (IEPs), for the purpose of clarifying the process

### An IEP is:

- a summary of the student's strengths and needs and of the expectations for a student's learning during a school year;
- a written plan of action prepared for a student who requires program accommodations and/or modifications, and/or alternative programming;
- a tool to help teachers monitor and communicate the student's programming;
- a plan developed, implemented, and reviewed by the School Team in conjunction with the student and the student's parent(s)/guardian(s) (and others as appropriate);
- a flexible, working document that can be adjusted as necessary;
- an ongoing record that ensures continuity in programming;
- a document that includes a transition plan
- a document to be used in conjunction with the provincial report card.

### Resources

- Individual Education Plans: Standard for Development, Program Planning and Implementation (Ministry of Education, 2000)
- [The Individual Education Plan \(IEP\), A Resource Guide \(Ministry of Education, 2004\)](#)

### 5.1 Dispute Resolution

Effective communication is essential to clarifying information, resolving disagreements, and solving

problems.

The principal of the school is responsible for working with the parent(s)/guardian(s) and teachers to determine the most appropriate solutions in the event of disagreements. A parent(s)/guardian(s) may choose to have an advocate present when problem-solving meetings take place.

It may be appropriate to expand a School Team meeting to include relevant community agency/partners/ personnel to assist in developing the action plan. Often, they bring a valuable perspective to the process. The Learning Services Coordinator should be included to aid in the deliberations or data gathering process if system resources must be accessed. The Superintendent of Education (Learning Services) or designate may also be consulted and/or be invited to attend.

The Special Education Transformation Report recommended that the Ministry of Education require school boards to develop informal dispute resolution processes for issues regarding programs and services for students with special education needs. The Ministry resource guide [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs \(2007\)](#), provides parents and educators with recommended approaches to prevent and resolve conflicts using informal means.

Informal dispute resolution should begin at the school level. Discussions with the classroom teacher, Resource Teacher and the Administration of the school to resolve issues regarding programs and services for student with special education needs should take place to initiate the process. If the issue is unresolved, contact can be made with the Superintendent of Education (Learning Services).

### 5.2 IEP and IEP Process Review

The AMDSB is committed to ongoing annual internal review of representative samples of IEPs for compliance with AMDSB and Ministry standards. These informal reviews are usually scheduled in the spring of each year. Feedback from the most recent provincial review and internal review will continue to inform next steps in a cycle of continuous improvement.

### 5.3 Transition Planning

The Avon Maitland District School Board operates in compliance with all provincial regulatory and policy regarding transitions for students with special education needs. [Policy & Program Memorandum 156, Supporting Transitions for Students with Special Needs](#) requires transition plans for all students with special education needs from Kindergarten to Grade 12. The student (as required or deemed appropriate), the student's parent(s)/guardian(s), the School Team as well as input from relevant community and other professionals involved with the student should be involved in the transition process. The transition plan should be reviewed with the IEP.

There have been several local procedures and documents developed to support schools and parents in the varied planning processes where transition plans play a key, supportive role for students:

- entry to school
- transition from [IBI to ABA](#)
- transitions between settings or activities
- transitions between grades

- transition from elementary to secondary school
- transition from secondary school to post-secondary pathway
- transition for students in care and/or treatment settings to home school setting
- transition from self-contained to regular class placements

Transition planning is incorporated into our IEP template so that it becomes, and remains, an integral part of the ongoing assessment, evaluation and planning processes fundamental to the IEP document.

Policy Program Memorandum (PPM) 156 states that it is the responsibility of the school principal to ensure that student transition plans are developed, implemented, and maintained for **all students** who have Individual Education Plans (IEPs), whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC), and including those identified as exceptional solely on the basis of giftedness. The transition plan must be developed and reviewed as part of the IEP process.

The IEP is to be created and reviewed within the first 30 instructional days of school as per the Education Act (The first IEP completed within the 30 instructional days of each new school year, will serve as the required reviewing and updating of the first reporting period of the elementary progress report). The IEP will continue to be reviewed and updated as necessary at minimum once per reporting period (January and June reports). Reference: [Ministry of Education Memorandum June 29, 2017](#).

**Key points in PPM 156:**

The principal is responsible for the development, implementation and maintenance of all transition plans; transition plans must be developed collaboratively among the School Team, parent/guardian, student and community supports; and transition plans must support a variety of transitions (i.e. between activities and classes, coming to school, changing schools, post-secondary, school to work, etc.).

**Transition planning must:**

- be student-centred and promote independence and self-advocacy,
- reflect inclusive practices,
- identify clear goals and specific actions,
- identify roles and responsibilities,
- include a timeline for the completion of each action, and
- lead to a prepared student, a prepared parent/guardian, a prepared teacher and a prepared environment.

To help with the development of effective transition plans, the following resources have been developed (These documents can be found in the Learning Services Handbook for internal staff of the Board and can be made available upon request by the public):

- **AMDSB Transition Plans: A Guide to Writing Effective Plans;** a guide developed by SERTs for SERTs to use when writing action plans on the transition plan
- **Transition Planning for Students with a Developmental Disability;** this checklist will provide general guidelines to secondary school teams
- **Sample Transition Plan Goals for Secondary Dual Credits;** this resource provides examples of transition goals

**Ministry of Education Resource Documents:**

- [PPM156](#) (Ministry of Education, 2013)
- [Planning Entry to School: A Resource Guide](#) (Ministry of Education, 2005)
- [Transition Planning: A Resource Guide](#) (Ministry of Education 2002)
- [Educator Support Guide for Transition Planning, EduGAINS Special Education website](#)

## 6.0 Learning Services Staff

In addition to school-based resources, there is a range of professional supports, summarized below.

Position	Full Time Equivalent (F.T.E.) 2018-2019
Autism Resource Support Specialist	1.0
Autism Resource Support Teacher (Temp)	1.0
Autism Resource Education Assistant	1.0
Teacher of the Gifted Program (SOAR)	2.0
Student Support Teacher	2.0
Student Support Team Educational Assistants (1.0 temp?)	5.0
Start Educational Assistants	5.5
Psychologist	0.5
Psychometrists	2.0
Learning Services Coordinators	4.0
Speech-Language Pathologist	5.0
Strive Child & Youth Worker (CYW) **	30
Teacher of the Blind	0.5
Teacher of Deaf and Hard of Hearing	2.0
Hardware Technician	1.5
System Trainer	1.0
Teacher of the STAR Program **	3.0
Learning for All Coaches	9.8
Early Intervention Teacher	1.0
System Administration	2.0
Job Coaches (Educational Assistants)	3.0

\*\* Strive (description of program)

\*\* STAR – Students with Technology Achieving Results

### 6.2 Other Support Personnel (Non-Teaching)

School year educational assistants are assigned for special education purposes. Temporary educational assistant positions may be added to respond to exceptional needs over the course of the school year for varying lengths of time. The allocation to each school is based on identification of intensive support needs.

The minimum educational requirement for an educational assistant is a one year post-secondary certificate program such as the Educational Assistant Certificate program available through recognized College programs. Some situations require specific additional qualifications; these situations typically involve provision of support to a deaf, blind or deaf-blind student. Personnel supporting students in a Strive program require Child and Youth Worker (CYW) qualifications. Other qualifications might include Child and Youth Worker (CYW), Interpreter Program, etc.

The Board provides opportunities for training in many areas, including:

- First Aid
- CPR
- Behaviour Management System (BMS)
- Autism Spectrum Disorder
- Accessible Customer Service
- Equity & Inclusive Education
- Violence in the Workplace
- Mental Health Awareness
- Mental Health & Well-Being
- Safety Culture
- Ross Greene, Collaborative and Proactive Solutions

### 6.3 Summary of Staff and Qualifications 2018-2019

#### Elementary Panel

Learning Services Staff	FTEs	Staff Qualifications
<b>1. Teachers of Exceptional Students</b>		
1.1 Teachers for resource	37.5	Minimum – Spec. Ed. Part 1
1.2 Teachers for self-contained classes	0	Minimum – Spec. Ed. Part 1
1.3 Teachers of CT (Care and Treatment)	3.0	Minimum – Spec. Ed. Part 1
<b>2. Other special education teachers</b>		
2.1 Itinerant teachers/coaches	7.05	Special Ed. Specialist
2.2 Teacher diagnosticians	0	Minimum – Spec. Ed. Part 1
2.3 Coordinators	2.0	

Learning Services Staff	FTEs	Staff Qualifications
<b>3. Educational assistants in special education</b>		
3.1 Educational Assistants	154.5	Educational Assistant Certificate, CYW or equivalent (FTE projected)
3.2 Educational Assistants: Central Staff	8.0	
<b>4. Other professional resource staff</b>		
4.1 Psychologists	0.25	Ph.D. registered with College of Psychologists
4.2 Psychometrists	1.0	M.A.
4.3 Psychiatrists	0	
4.4 Speech-Language Pathologists	2.5	Master’s Degree in Speech-Language Pathology Member of Ontario Speech/Language Association
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	
4.9 Mental Health Lead	0.5	Ph.D. registered with College of Psychology
<b>4.10 Subtotal</b>	<b>216.30</b>	
<b>4. Other professional resource staff</b>		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	(2 Teachers of the Deaf trained in AV teaching)
<b>5.7 Subtotal</b>	<b>0</b>	

Secondary Panel

Learning Services Staff	FTEs	Staff Qualifications
<b>1. Teachers of Exceptional Students</b>		
1.1 Teachers for resource	14.83	Minimum – Spec. Ed. Part 1
1.2 Teachers for self-contained classes (sections)	11.667	Minimum – Spec. Ed. Part 1
<b>2. Other special education teachers</b>		
2.1 Itinerant teachers/coaches	8.25	Special Ed. Specialist
2.2 Teacher diagnosticians	0	
2.3 Coordinators	2.0	Minimum – Spec. Ed. Part 1
<b>3. Educational assistants in special education</b>		
3.1 Educational Assistants	79	Educational Assistant Certificate, CYW or equivalent (FTE projected)
3.2 Educational Assistants: Central Staff	7.5	
3.3 Job Coach Educational Assistants	3.0	
3.4 Mental Health EA	1.0	
<b>4. Other professional resource staff</b>		
4.1 Psychologists	0.25	Ph.D. registered with College of Psychologists
4.2 Psychometrists	1.0	M.A.
4.3 Psychiatrists	0	
4.4 Speech-Language Pathologists	2.5	Master’s Degree in Speech-Language Pathology, Member of Ontario Speech/ Language Association
4.5 Audiologists	0	
4.6 Occupational therapists	0	
4.7 Physiotherapists	0	
4.8 Social workers	0	

Learning Services Staff	FTEs	Staff Qualifications
4.9 Mental Health Lead	0.5	Ph.D. registered with College of Psychology
<b>4.10 Subtotal</b>	<b>131.497</b>	
<b>4. Paraprofessional resource staff</b>		
5.1 Orientation and mobility personnel	0	
5.2 Oral interpreters (for deaf students)	0	
5.3 Sign interpreters (for deaf students)	0	
5.4 Transcribers (for blind students)	0	
5.5 Interveners (for deaf-blind students)	0	
5.6 Auditory-verbal therapists	0	
<b>5.7 Subtotal</b>	<b>0</b>	

## 7.0 Equipment

During the last three school years, the following personalized equipment was acquired for specific students, upon the recommendation of an appropriately qualified practitioner. The chart below summarizes many of the acquisitions funded through the Special Equipment Amount (SEA) Per Pupil Amount process.

Type of Equipment	2017-2018
FM Systems & Soundfield Systems	50
Computers/Laptops/Chromebooks	95
Change Tables, Tilt Tables, Height Adjustable Tables	15
Frames (Standing/Swing/Learning/Walker/Lifts)	9
Google Read & Write, Snapverter District Licence	1
Scanners	0
Ceiling Track Lift Systems	3
iPads	97

In addition to SEA approved expenditures, a variety of smaller items were purchased for the dedicated use of specific pupils (for example: therapy equipment, hand held keyboards, and repairs to existing equipment). The Board pays the first \$800 for SEA Claims for non-computer based equipment with the remainder being submitted through a Claims-based process to the Ministry for reimbursement. This \$800 deductible is budgeted each year through the special education budget based on the number of SEA claims from the previous year. Any purchases that are less than \$800 are solely covered by the Board. All training and technician costs for all SEA equipment (including equipment purchased through the claims-based process) is funded through the Special Equipment Amount (SEA) Per Pupil Amount process.

### 7.1 Determination of Need

Determination of need is completed by a relevant, qualified professional in accordance with Ministry of Education and Avon Maitland District School Board guidelines, in conjunction with the school-based team. Outside agencies may also assist with identifying equipment required by a student. Students with an Individual Education Plan may qualify for assistive technology and/or equipment. Where possible, trials are conducted to see whether the technology will help the student to meet their particular goals. Where two or

more students qualify for special equipment, shared claims are submitted. There are dedicated staff, through the IT Branch of Information Services, who are able to support technical and training needs for computer technology. Other training supports may be funded through SEA.

### 7.2 Budget Allocation

There is an allocation within the Special Education Budget to provide the necessary funds to pay the \$800 deductible for the number of SEA per-pupil claims estimated within a school year. In addition, extra capital is budgeted for equipment needs not met by SEA and for the ongoing maintenance of equipment.

### 7.3 Criteria for Purchase

Criteria for purchase are determined by an internal audit team, which reviews all claims prior to approving for purchase. An inventory of unused or surplus equipment is maintained and wherever possible, this equipment is reassigned to qualifying students. Cost sharing with the [Assistive Devices Program](#) administered by the Ontario Ministry of Health is possible. Specifications for equipment are provided to either the purchasing department or the IT department. All purchases are in accordance with current operating procedures for these two departments.

## 8.0 Transportation

### 8.1 Students in Special Education Programs, Including Students who are in Regular Classrooms

Most exceptional students are able to travel on regular bus routes to and from school. Special transportation to and from school may be provided to identified pupils upon approval of the Director of Education or designate provided that their exceptionality prevents them from using regular transportation as provided by the Board. Students who require specialized vehicles to accommodate their wheelchairs are transported together whenever possible to reduce travel costs. In addition, some larger vehicles with both wheelchair and ambulatory spaces have been added to school bus fleets to support full inclusion, both for home to school transportation and for field trips.

When arrangements for transporting exceptional students to and from school are being made, consideration must be given to:

- safety (for them and for others);
- the physical capability of the student (including any students (exceptional or not) who have a temporary physical disability as a result of an injury suffered at school or on a school-sanctioned event)(We will try to accommodate transportation requirements due to injuries resulting from non-school events upon request);
- behavioural or developmental capability of the student;
- distance to the school;
- length of time the student is on the bus or school purposes vehicle;
- specialized equipment required, i.e., wheelchair, child safety seat, booster seat, E-Z-On vest, lap belt, etc.;
- use of existing bus routes;
- sharing bus routes with the co-terminus board;
- extra personnel that may be needed to ensure their safety and that of other students;
- parent/guardian support at pick-up/drop-off to fasten/unfasten equipment, if an EA or Nurse does not ride the bus with the student(s).

Principals will ensure that the bus company is made aware of the physical, medical and safety issues necessary to ensure the safe transportation of students, through completion of the Transportation Individual Medical Management Plan poster Transportation Support Plan and/or Transportation Behaviour Intervention Plan. The bus company will advise the regular driver, spare driver, and bus monitors as required.

(See [Administrative Procedure 314 Supporting Children & Youth with Prevalent Medical/Other Conditions](#) and [315 Medication: Oral Administration](#))

School Principals shall ensure that all School Staff, Bus Drivers, etc., who come into contact with students on a regular basis are made aware of **medically high-risk students** on Buses as per Huron Perth Student Transportation Services (HPSTS) Policy No. 5 and HPSTS Procedure M-1 – Medically-At-Risk Students on Buses.

### 8.2 Students in Educational Programs in Care and Treatment

Exceptional students in these programs accompany peers on regular bus routes where possible. Some students require that special accommodations be made to routes and/or that specialized vehicles are used in order to ensure their ride to and from school is successful. In addition, extra personnel may be needed to ensure their safety and that of other students.

### 8.3 Students Attending Provincial and Demonstration Schools

Pupils residing within a 70-minute radius\* of the provincial schools are transported daily; those residing outside this radius are residential students Monday morning to Friday noon. For pupils attending the demonstration school, participation in the residential program is an essential, mandatory component of their education.

\* Certain schools have different perspectives on the “70 minute” rule and consider this to mean the time it would take to travel straight without stopping. However, travel time is usually longer than this due to multiple stops along the way. A decision about the “70-minute radius” is made by the Huron Perth Student Transportation Services (HPSTS).

### 8.4 Transportation Practices for Field Trips, Co-Curricular and Extra-Curricular Activities

In planning for field trips and excursions including co-curricular and extra-curricular activities and where transportation is required, the following shall be considered:

(a) The principal will ensure that the activity has sound educational value, relates to learning expectations of the curriculum, and is appropriate for the students’ age, and physical status.

(b) The destination ensures all students, staff and volunteers can fully participate and includes accessible features (e.g. entrances, washrooms, pathways, etc.). The Board has a portable change table and lift available for schools to borrow. When the need arises, school staff may contact the Executive Assistant to Learning Services, who will arrange for the equipment to be loaned. In the event that this equipment is unavailable, the Executive Assistant will help to arrange rental.

(c) The safety and health of students and staff must be given primary consideration in the planning and implementation of field trips and excursions. The organizers of each field trip or excursion must incorporate appropriate safety practices that consider factors such as the nature of the activity, the skill level of the students, the number of students, the mental physical and medical capacity of the students. All staff are required to follow [Administrative Procedure 266: Field Trips and Excursions](#).

(d) The field trip supervisor must carry a copy of the Transportation Individual Medical Management Plan Poster, Transportation Support Plan or Transportation Behaviour Intervention Plan if required.

(e) Planning special activities and food while on the trip or excursion also considers the needs of students, staff, and volunteers with food allergies, and medical conditions as needed. All staff are required to follow [AP 314: Prevalent Medical Conditions in Schools](#).

(f) Appropriate adult supervision will be adhered to and additional supervision will be included where necessary to support students with special education needs

(g) The organizers of the field trip or excursion must plan for the special transportation needs for those students for whom regular transportation is not an option.

(h) The organizers of the field trip or excursion must also plan for special requirements during transportation, including but not limited to, child safety seats, lap belts, EZON vests, service animals, etc., as all of these accommodations reduce vehicle capacity.

(i) For the safety, well-being, comfort, and inclusivity of students on field trips, important consideration shall be given when out-of-classroom excursions are planned, as per HPSTS Procedure F-1 Field Trips/Excursions (See [ourschoolbuses.ca](http://ourschoolbuses.ca)):

- These events are an extension of the classroom, and as such, all regular requirements shall be met for supervision of our students.
- All supervising individuals must remain with the students during the trip until they are returned to the school and disbanded appropriately.
- Only bus contractors who are regular operators for the Board should be used. If another contractor is to be considered, the contractor will be required to give the same proof of liability insurance and abide by the same rules and regulations that the Board requires for the regular operators. It is important to contact the HPSTS General Manager in these instances. Sufficient lead-time is required to investigate an operator. This operating procedure also applies to the use of highway coaches.

## 8.5 Decision Making Process

Students are considered for specialized transportation based on their individual needs, as discussed during the IPRC process and in consultation with the school, the parents, the school bus company and the HPSTS. Schools must complete a Request for Transportation for Students with Special Needs form and submit it to the Superintendent of Education (Learning Services), or designate, for approval. The request is then forwarded to the HPSTS.

## 8.6 Safety Criteria

Transportation providers for exceptional students will be determined by the area and direction of existing Special Education routes as well as price and service parameters as determined by the General Manager of Transportation. The providers in conjunction with the HPSTS will ensure that the drivers of these vehicles have had:

- a criminal record check, in accordance with the M.T.O.
- training in the securing of wheelchairs
- training in emergency use of two-way radios on buses
- training evacuating passengers with specialized needs from school vehicles
- review of circle check items with particular attention on specialized transportation vehicles
- training on accident preparedness procedure
- training in reporting of alleged child abuse
- training on anaphylaxis and allergies
- training in the use of Epi-pen
- training strategies for students with emotional/behavioural challenges

- communication with school on specific student needs.
- training on Ryan's Law (Ensuring Asthma Friendly Schools)

**Resources** (see [yourschools.ca/school-board/policies-and-procedures](http://yourschools.ca/school-board/policies-and-procedures)):

- AP 586 Transportation for Students with Specialized Needs
- AP 314 Supporting Children and Youth with Prevalent Medical Conditions
- AP 315 Medication: Oral Administration

## 9.0 Roles and Responsibilities

It is important that all stakeholders involved in special education understand their roles and responsibilities, defined by the Ministry of Education Part B in Special Education in Ontario 2017:

### 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 appropriate 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 (SEACs);
- establishes Special Education Tribunals to hear disputes between parents 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; and
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

### The district school board or school authority:

- 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 and submits amendments to the Minister of Education;
- provides statistical reports to the Ministry as required and as requested;
- prepares a Parent Guide to provide parents with information about special education programs, services and procedures;
- establishes one or more Identification Placement and Review Committees (IPRCs) to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

### 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 & 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; and
- provides information to parents, as requested.

### The school principal:

- carries out duties as outlined in the Education Act, regulations, 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 parents;
- 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 parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents are 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; and
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

### The teacher:

- carries out duties as outlined in the Education Act, regulations and policy/program memoranda;
- carries out duties as required by the Ontario College of Teachers;
- follows Board policies and procedures regarding special education;
- maintains up-to-date knowledge of special education practices;
- where appropriate, works with Learning Services staff and parents to develop the IEP;
- provides the program for the pupil in the regular class, as outlined in the IEP;
- communicates the student's progress to parents; and
- works with other school board staff to review and update the student's IEP.

### The special education/resource 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 accommodates and/or modifies the program as necessary; and
- assists in providing educational assessments for pupils.

### The parents/guardians:

- become familiar with and informed about Board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-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; and
- 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; and
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

**9.1 Accountability**

Accountability for providing special education programs resources and services in the Avon Maitland District School Board rests with everyone in the system. All employees of the Avon Maitland District School Board are expected to support this Plan.

Role	Responsibilities
Trustees	<ul style="list-style-type: none"> <li>• approve the Special Education Budget</li> <li>• approve the Special Education Plan</li> </ul>
Special Education Advisory Committee	<ul style="list-style-type: none"> <li>• make recommendations to the Board respecting matters affecting the establishment</li> <li>• take the opportunity to participate in the annual review of the Special Education Plan</li> <li>• recommend the Special Education Plan to the Board</li> <li>• participate in the Board’s annual budget process as it relates to special education</li> <li>• review the financial statements of the Board as they relate to special education</li> <li>• recommend approval of the Special Education Budget to the Board</li> </ul>
Principals	<ul style="list-style-type: none"> <li>• responsible for the coordination and implementation of special education programs and services in the schools</li> </ul>
Classroom Teachers	<ul style="list-style-type: none"> <li>• responsible for teaching all pupils in their classes and for developing and implementing Individual Education Plans</li> <li>• follow the Board’s procedures</li> <li>• follow the Ontario College of Teachers (OCT) ethics of practice &amp; care</li> </ul>
Parents/Guardians	<ul style="list-style-type: none"> <li>• responsible for becoming familiar with and informed about Board policies and procedures in areas that affect their child</li> <li>• responsible for participating in IPRCs, parent-teacher conferences, and other relevant school-related activities</li> <li>• responsible for consultation on the development of the Individual Education Plan (IEP) and transition plan where required</li> <li>• responsible for supporting the student at home</li> <li>• responsible for working with the school principal and staff to solve problems</li> <li>• responsible for the student’s attendance at school</li> </ul>

Role	Responsibilities
Learning Services Department	<ul style="list-style-type: none"> <li>• plans and coordinates the system resources</li> <li>• works with the schools, the community, SEAC and Board to develop the Special Education Plan for the system</li> <li>• provides, with Human Resources and Business, resources at the system level to support the direction, philosophy and needs of the schools</li> <li>• provides up-to-date information and in-service to administrators, resource teachers, and classroom teachers re: special education issues</li> <li>• liaises with community service providers to prevent duplication of services &amp; to create pathways to service for schools and to ensure specific actions are taken for individual pupils</li> <li>• liaises with the pre-school programs &amp; service providers to plan for school entry of the pre-school children with specialized learning needs</li> <li>• provides direct service to schools and some pupils on a diagnostic, therapy or resource basis</li> <li>• establishes a coordinated model of resource support to the schools within the funding parameters</li> <li>• provides professional development for teachers and educational assistants.</li> </ul>
Program - Elementary and Secondary	<ul style="list-style-type: none"> <li>• ensures all program deliberations, planning and support materials address the needs of pupils requiring special education programs &amp; services</li> <li>• maintains the focus of special education as an integral part of all education programs in the district</li> <li>• provides professional development for teachers who support the principle of Learning for All.</li> </ul>

## 10.0 Provincial and Demonstration Schools in Ontario

Provincial Schools and Provincial Demonstration Schools:

- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centres for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf 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.

### 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 parents and families of preschool deaf-blind children to assist in preparing these children for future education.

### 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 or her learning needs met as set out in his or her Individual Education Plan (IEP).

Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environments 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.

Transportation to Provincial and Demonstration Schools for students is provided by school boards. (See page 37, Section 8.3)

Each Provincial school has a Resource Services Department which provides:

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

### 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

255 Ontario Street South  
Milton, Ontario L9T 2M5  
Tel: 905-878-2851  
TTY: 905-878-7195  
Toll Free: 866-906-1192  
TTY: 866-906-1193  
[psbnet.ca](http://psbnet.ca)

#### Schools for the Deaf

##### The Ernest C. Drury School for the Deaf

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

##### The Robarts School for the Deaf

1515 Cheapside Street  
London, Ontario N5V 3N9  
TTY & Tel: 519-453-4400

#### The Sir James Whitney School for the Deaf

350 Dundas Street West  
Belleville, Ontario K8P 1B2  
TTY & Tel: 613-967-2823  
Fax: 613-967-2857

#### Provincial Demonstration Schools

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

##### Amethyst School

1515 Cheapside Street  
London, Ontario N5V 3N9  
Tel: 519-453-4408

##### Centre Jules-Léger

281 rue Lanark  
Ottawa, Ontario K1Z 6R8  
Tel: 613-761-9300  
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: 905-878-2851  
 TTY: 905-878-7195

**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

**Schools for Students with Learning Disabilities**

- Amethyst Demonstration School
- Trillium Demonstration School

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 parental 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 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.

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 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.

The following chart summarizes the involvement of pupils of the Avon Maitland District School Board in these placements during the 2017-2018 school year.

School	2016-2017	2017-2018
W. Ross MacDonald	2	1
Robarts	1	2
Amethyst	8	5
Ernest C. Drury	0	0

## 11.0 Early Identification Procedures and Intervention Strategies

### 11.1 Guiding Principles

The Avon Maitland District School Board believes that the early and ongoing identification of learning difficulties, and the provision of appropriate intervention strategies for those students requiring them, are essential to success in school. The Avon Maitland District School Board has a process in place to ensure that learning needs are identified and programs are developed to accommodate each child's growth and development.

This process includes the use of early identification, ongoing assessment, collaboration with community partners, communication with families and support that is provided by all stakeholders which may include the student, classroom teacher, family, principal, Resource Teachers (SERT) and other people.

### 11.2 Parent and Educator Responsibilities

The role of the classroom educator is key to the process of early identification by maintaining communication with parents/guardians about students' growth and development in the Early Years. The process at the school level includes the use of ongoing assessment and documentation of observations at the classroom level as well as screening tools. Classroom teachers implement the strategies and processes that support the learning needs of students in the classroom. In addition, teachers follow Board assessment procedures by completing formal communication of learning reports (Kindergarten, report cards (grade 1 and beyond)) and informal contact with parents. The role of parents/guardians is key to the early identification process from the moment at which they register their children for school. Parents have the opportunity to share information from a physician or other professionals with school personnel, as well as any other information about their child they feel is relevant to their child's success in school.

As the child proceeds through school, regular communication takes place between school and home in order to ensure that parents and school personnel are kept well informed of the child's programming and progress.

### 11.3 Informing Parents/Guardians

Sharing of information regarding a child's programming is regular and ongoing between families and classroom teachers, SERTs and the principal. Avon Maitland District School Board follows the protocols outlined by the Ministry of Education in the Education Act amendment Bill 82 to inform parents of IPRC meetings, and to facilitate their contribution to the development of the IEP. In addition, the Parents' Guide to Special Education: The Identification, Placement and Review Process is provided at the time of notification of the IPRC meeting.

Parents/guardians are informed by the school about services relevant to their child's programming. Schools work closely with other service providers and assist them to maintain close communication with parents/guardians.

### 11.4 Procedures for Early Identification of Children's Learning Needs

#### Calling all Three-Year Olds (CATYO)

Kindergarten registration takes place at each local school at a Calling All Three-Year Olds (CATYO) event. CATYO is a system-wide early identification process that facilitates collaboration with community agencies and provides an opportunity for direct referrals for community services prior to the start of school. A developmental screen is completed in consultation with the parent/guardian. The screen can help inform parents of their child's development and may provide suggestions for supports and/or intervention programs prior to school entry. Parents are also invited to complete a questionnaire for the purpose of providing the school with information about their child.

#### Early and Ongoing Identification Review (EOID)

The Early and Ongoing Identification Review (EOID) is a system-wide process that involves a cyclical class review of all students enrolled in kindergarten through grade three to determine each child's strengths and learning needs, and to track the success of interventions. The process:

- considers the child's personal and social, literacy, numeracy, and physical development;
- enables participants to identify resources available to support students, classroom teachers and the parent(s)/guardian(s);
- provides support for collaborative program planning and ongoing assessment; and
- ensures communication with families regarding outcomes of the EOID meetings.

#### School Team Meetings

Anyone who is part of the School Team can request a School Team Meeting to discuss the concern, strategies that have been tried, and to report on the progress. The principal is responsible for making sure that the meeting occurs. A decision may be made to conduct further assessments to gather data to assist in developing an appropriate school program. A range of assessments are available and the appropriately trained person can be designated to carry out the assessments. The principal decides when and how the results of the assessment are communicated to the parents/guardians.

At any point in the process the principal can decide to call an Enhanced Team Meeting where appropriate personnel from the Learning Services Department are asked to attend the School Team Meeting. Parents may be invited to attend a Case Conference that would include school and Learning Services personnel. Following one or more of these steps, the school, in consultation with the parents/guardians may consider the child for a special education program and related services. Provision of such a program and services may or may not require referral to an IPRC. Generally, the Board takes the approach that younger children do not require formal identification in order to receive program or service. Referral to an IPRC in most cases occurs in late Primary, with the exception of students who enter the system with very clear needs. At the request of the parents/guardians and/or as recommended by the principal, the Identification, Placement and Review Committee (IPRC) process begins. Notice that a child is being considered for referral to an IPRC is conveyed both in writing to the parents/guardians and during meetings with them.

### 11.5 Assessment Tools

The Board uses a cascading model of assessment tools for the identification of students' needs. This model begins with the formal and informal assessments used by the classroom educators. These include, but are not limited to the Literacy Assessment Portfolio (LAP) and the Numeracy Assessment Portfolio (NAP). These contain diagnostic activities that can be done as a regular part of classroom assessment to inform next steps for instruction. Should these not provide sufficient information to successfully provide programming for the student, then more formal assessment tools may be recommended by the Learning Services Coordinators to be completed by the Special Education Resource teacher (SERT). If further information is required in order to provide success for the student, then the Board's psychological services may be employed. In addition, the child may be referred to specialized services in the community. All assessments conducted by personnel other than the classroom teacher require informed written parental permission.

### 11.6 Early Intervention Strategies

A variety of Early Intervention strategies are used by the classroom teacher prior to referral to an IPRC. Personalized classroom-based intervention strategies may be developed by the classroom teacher in conjunction with the SERT and are differentiated to meet the child's needs. "Kindergarten Language and Literacy in the Classroom (KLLIC) is an example of an early intervention program". Other such strategies are, but not limited to guided reading, Empower, Speech-Language Pathologists, ESL support, and Levelled Literacy Intervention (LLI).

Based on assessment and collaboration with the school team, AMDSB also supports current evidence-based practices that target specific learning needs.

School teams may access school board and/or community agencies for specialized consultation and support.

## 12.0 Educational and Other Assessments

### 12.1 Special Education Assessment Processes

The Special Education Assessment processes provide direction and materials that will assist the classroom teacher, Special Education Resource Teacher, Learning Services Coordinators and School Team in gathering information to assist with program planning and for making appropriate educational decisions which will result in improved student achievement.

A model of the assessment process has been developed (see table below as well as the Pyramid of Interventions at the end of this section). Within the model, assessments are grouped into levels to illustrate the usual progression for gathering information. The model identifies the purposes of assessments, the various strategies used during the assessment process, the roles of various personnel, and the record keeping or tracking system.

Assessment for Program Planning			
Tier from the Pyramid of Interventions	What	Who	Recording and Reporting
Tier 1: Early Intervention	Tier 2: Ongoing Intervention	Level 1: screens, checklists, observation of academic performance and classroom behaviour	Classroom Teacher  Recording, cumulatively, on *Early and Ongoing Intervention Review (EOID) form and/or **Record of School Team Meeting; reporting to parent(s)/guardian(s)/student 18 and over
		Level 2: screens, checklists, observation informal tests, diagnostic tests, criterion-referenced tests (e.g., EQAO, Brigance)	Classroom Teacher, Special Education Resource Teacher  Recording on EOID form and/or Record of School Team Meeting: reporting to parent(s)/guardian(s)/student 18 and over
	Tier 3: Intensive Intervention	Level 3: comprehensive, norm-referenced tests of aptitude (e.g., Detroit Tests of Learning Aptitude (DTLA), Ravens) and achievement (e.g., Woodcock Johnson IV (WJIV))	Resource Teacher (SERT), Learning Services Coordinator (consulted as needed) - conducted under the supervision of AMDSB Psychological Services  Recording on Record of School Team Meeting: reporting results to parent(s)/guardian(s)/student 18 and over and providing Educational Assessment Report – Report filed in student OSR
		Level 4: standardized questionnaires (e.g., Vinelands, Connors', Achenbach), and formal psychological tests (e.g., Weschler Intellectual Scale for Children (WISC-V))	Psychological services staff  Reporting results to parent(s)/guardian(s)/student 18 and over and providing a Psycho-educational or Psychological Report – Report filed in student OSR

\* Early and Ongoing Intervention Review – The Early and Ongoing Identification Review (EOID) is a system-wide process that involves a cyclical class review of all students enrolled in kindergarten through grade three to determine each child’s strengths and learning needs, and to track the success of interventions.

\*\* Record of School Team Meeting – A School Team Meeting will include a school administrator, the classroom teacher(s), and the SERT and consideration of support staff attending is highly recommended (EAs, Designated Early Childhood Educators (DECE)s, & CYWs).

### 12.2 Timelines for Assessments

Timelines for assessments are dependent on the level and type of assessment taking place. Referrals for assessments are processed in order of receipt. Assessments at Level 1 are completed by the classroom teacher as a part of programming. Timelines for Level 2 and 3 assessments completed by the Special Education Resource Teacher (SERT) are managed at the school level. Level 4 assessments are completed within one (1) year from referral to feedback. Wait lists are rarely necessary.

### 12.3 Parental Consent

All assessment that is not a part of regular classroom programming requires informed consent. When consent is requested, the parent(s)/guardian(s)/student 18 and over must be informed of the purpose and intent of the assessment, as well as the nature of the assessment (e.g., assessment tools to be used, expectations within the assessment, and time-frame for the assessment). The type of consent required depends on the Level of assessment being undertaken as follows:

- Level 1 assessment conducted by the classroom teacher is for the purpose of program planning - therefore, no additional consent is required
- Level 2 assessment requires the verbal consent of the parent(s)/guardian(s)/student 18 and over – consent is obtained prior to the assessment
- Level 3 and level 4 assessment requires the written consent of the parent(s)/guardian(s)/student 18 and over – consent must be obtained prior to conducting the assessment – signed consent for the specified Level 3 assessment is valid for the school year in which it is issued – consent for Level 4 assessment includes a written explanation regarding the process and nature of the assessment
- A copy of all consent forms is given to the parent(s)/guardian(s)/student 18 and over.

### 12.4 Communication of Assessment Information

**Level 1:** Assessment for Program Planning (Assessment for Learning). Feedback is provided by the classroom teacher to parents(s)/guardian(s) at regular reporting periods or as needed.

**Level 2:** Assessments are described as informal tests, diagnostic tests, criterion-referenced tests (e.g., EQAO, Brigance) intended to gather additional information about a learner’s strengths and needs for purposes of programming and/or assessment (Assessment for Learning). Feedback is provided to the parents(s)/guardian(s) by the School Team. This may be verbal or written feedback depending upon the assessment tools utilized. A summary of the results should be noted on a Record of School Team meeting form.

**Level 3:** Assessments are comprehensive, norm-referenced tests of aptitude (e.g., PPVT, DTLA) and achievement (e.g., WJ Tests of Achievement). An Education Assessment report written by the assessor is

required, and feedback is provided to the parents(s)/guardian(s) regarding the results of the assessment. A summary of the results should be noted on a Record of School Team Meeting.

**Level 4:** Assessments include formal tests, psychological tests (i.e. WISC) which may lead to an identification of a student as an exceptional learner. Results require feedback with parents(s)/guardian(s) and should be summarized on a Record of School Team Meeting form.

**12.5 Consent for Exchange of Information**

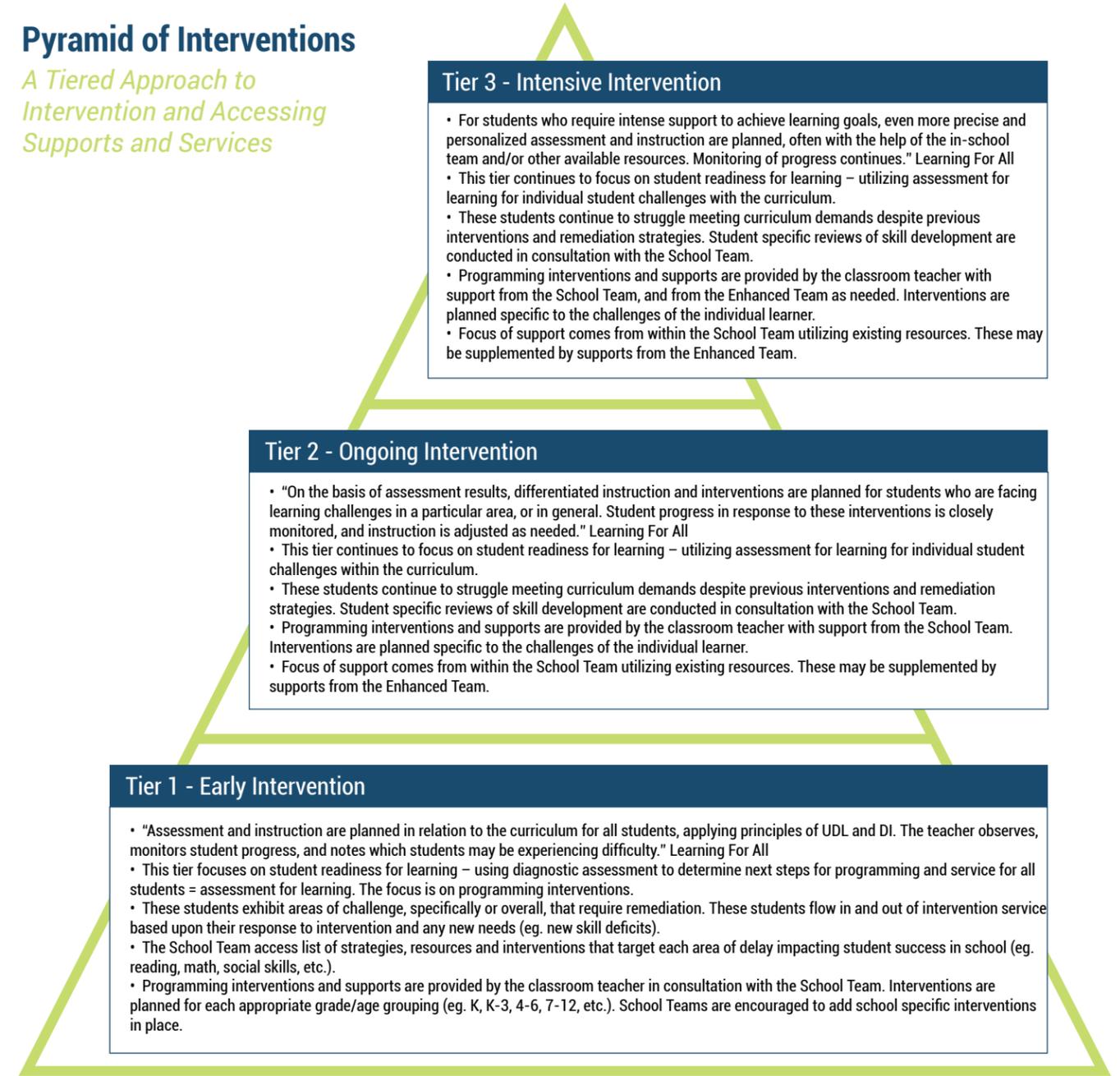
In accordance with the Freedom of Information and Protection of Privacy Act, written consent of the parent(s)/guardian(s)/student 18 and over is obtained when there is a need to receive information from, or convey information to, a health, social service, or other agency. The informed consent must be specific to each agency, and is valid for the school year in which it is issued. A copy of the signed consent is given to the parent(s)/guardian(s)/student 18 and over, and the original signed consent filed in the student’s OSR.

**12.6 Protection of Privacy**

Information collected by the Board through assessments is protected by the Municipal Freedom of Information and Protection of Privacy Act. School records are held in secure areas of schools. Board records are held in a secure area of the Administration Office. Personnel permitted access to records are defined in [Administrative Procedure 370: Ontario Student Record](#).

**Pyramid of Interventions**

*A Tiered Approach to Intervention and Accessing Supports and Services*



## 13.0 Coordination of Services with Other Ministries or Agencies

### 13.1 Special Needs Strategy

Ontario is moving ahead with a Special Needs Strategy. This will help children and youth get timely and effective services they need at home, at school, in the community, and as they transition to adulthood. The goal is to connect these children and youth to the services they need as early as possible and improve the service experience of families in three key areas:

#### Identifying kids earlier and getting them the right help sooner

Trained providers will have a new developmental screen for children in the preschool years. They will screen for potential risks to the child's development as early as possible.

#### Coordinating service planning

New service planning coordinators for children and youth with multiple or complex special needs with connect families to the right services and supports.

#### Making supports and service delivery seamless.

Integrating the delivery of rehabilitation services, such as speech-language therapy, occupational therapy and physiotherapy. Services will be easier to access and seamless from birth through the school years.

\*\* Taken from the Ministry of Education website

In the Board, we are continuing to work with relevant community and school board partners to align practices to better meet the needs of students and their families.

### 13.2 Healthy Babies, Healthy Children Initiative

This is an initiative from Integrated Services for Children (tri-Ministry group: Ministry of Community and Social Services, Ministry of Health, Ministry of Education and Training). It is designed to ensure that all Ontario families with children (prenatal to age 6) who are at risk for physical, cognitive, communicative and/or psychosocial problems have access to effective, consistent early intervention services. This program is delivered through local health units in partnership with community based health and social services providers.

At the present time, the Board has representation on the Healthy Babies, Healthy Children Early ID Working group. This group is involved with the Early Kindergarten Registration Initiative also known as Calling All Three-Year-Olds (CATYO). This project was designed to offer universal screening of three-year-old children and referral to services for those identified with potential delays so that children would enter the school system at their optimal developmental level.

### 13.3 Preschool Speech and Language Initiative/smallTALK

This initiative was launched to ensure that every preschool-aged child who requires speech and language services will receive them and acquire the communication skills needed for personal and social sufficiency at home and at school. There has been Board involvement throughout the term of this initiative, dating from the launch and response to the Request for Proposal (RFP) process, to the selection of the local provider and membership on the advisory committee.

Locally the initiative has adopted the name smallTALK. The initiative has had the impact of imposing uniformity across the district with respect to eligibility for hospital-based services. The initiative has provided resources to the Board by way of two brochures, a parent's guide to speech and language development and working with parents; these materials have been distributed to parents by Early Years' teachers.

### 13.4 Partnerships with Other Agencies

The Board works in partnership with the Perth District Health Unit to place school-based public health nurses (PHNs) in selected schools in the district and Huron-Perth Centre for Children and Youth, Huron Perth Catholic District School Board and Stratford Children's Services to operate Care and Treatment programs. The AMDSB also has a partnership agreement with Choices for Change.

### 13.5 Collaboration/Involvement with Other Local Initiatives

One or more representatives have participated, on an ongoing basis, in the following local community initiatives:

- Local Resolution Team, in both Huron and Perth counties (access to residential treatment services);
- Early Years Centres;
- Cooperative Case Management Committee, Perth County;
- planning groups for children and youth in each county;
- Integrated Children's Services Review Team.

### 13.6 Collaboration/Involvement with Other Agencies/Associations

The Board collaborates with various agencies and associations, both generally and specifically in relation to selected pupils. A listing of the community partners would include, but are not limited to:

- local hospitals, particularly Rehabilitative Services;
- Community Care Access Centres;
- District Health Units;
- District Health Council of Bruce Grey Huron Perth;
- Family Services Perth-Huron;
- Community Support for Families – Huron County;
- Huron Perth Centres for Children and Youth;
- Huron-Perth Children's Aid Society;

- Probation Services;
- Huron Addictions Services;
- Safe Homes/Youth Emergency Services;
- Partners in Employment;
- daycare and nursery providers;
- Thames Valley Children’s Centre;
- Choices for Change;
- Foundations Huron.

**13.7 Transition to School for Students with Special Needs**

The Board collaborates with daycares and Early Years centres, nursery schools, Community Care Access Centres, and a variety of other agencies to facilitate a seamless entry into school. Transition planning is undertaken in consultation with families, outside agencies and support service providers, and board and school staff. Recommendations are made with regard to placement, supports and services, and programming.

**13.8 Calling All Three-Year Olds (CATYO) Kindergarten Registration**

Calling all Three-Year Olds kindergarten registration is designed so that all children can enter school at their optimal level of development. It includes registration for school and connections with early child development programs and services in Huron and Perth Counties. It is expected that all Avon Maitland District School Board’s Elementary schools take part in a CATYO event. Events occur in the district each November and support the ongoing collaboration with the Huron and Perth County Community Partners. These partners include: Huron County Health Unit, Perth District Health Unit, smallTalk, EarlyON Centres, Resource Consultants, Kids First Steering Committee and Working Group.

**13.9 Students Coming From Other Boards**

In most cases, the Board accepts previous assessments accompanying students coming from other Boards. However, if after a period of time, the school is finding discrepancies then the school will commence re-assessment, which may include a referral to the Board’s psychological services department.

**13.10 Students Leaving the Board for Other Boards or Care, Treatment and Correctional Facilities**

Information necessary for the improvement of instruction is included in the Ontario Student Record (OSR) when a student leaves the Board for other Boards, Care and Treatment programs or Correctional facilities.

**13.11 Person Responsible**

The Superintendent of Education (Learning Services) is responsible for ensuring the successful admission or transfer of students from one program to another.

**14.0 Specialized Health Support Services in School Settings**

**14.1 Policy/Program Memorandum 81**

Policy/Program Memorandum 81, issued July 1984, outlines the responsibilities of the Ministries of Education and Training, Health, and Community and Social Services with respect to the provision of health support services in school settings. As of April 1, 2018, Interim School Therapy Services are transitioning from the Southwest Local Health Integration Network (LHIN) to Thames Valley Children’s Centre (TVCC).

**14.2 School Health Services**

School health services may be requested by school personnel, with the support of the student’s parent(s)/guardian(s). Tracking of all referrals for school health services is maintained at the Education Centre.

**14.3 Therapies**

The following therapies may be requested: occupational therapy, physiotherapy, speech/language therapy, nutritional counselling and nursing.

The following chart summarizes the referrals received directly from schools this year:

	May 2017 - April 2018	
Therapy Requested	Huron CCAC	Perth CCAC
Occupational Therapy	58	58
Physiotherapy	16	9
Speech/Language Therapy	13	31
Mental Health (ages 11 & under)	114	17

**14.4 Service Providers**

Service providers are integral to the process of acquiring specialized equipment for students with specialized needs; and may also make recommendations with respect to issues of accessibility. Service providers may also train educational support staff on lifting and positioning, supporting a sensory diet and the use

of specialized equipment. School staff does not complete any therapy services, however we endeavor to integrate opportunities to support OT, PT and SLP goals into student programming.

Referrals for school therapy services are prioritized according to a Prioritization Tool. There continues to be a significant waitlist for service for students who have been placed at Level 2 and Level 3 priority.

Specialized Health Support Service	Agency or position of person who performs the service (e.g., CCAC, board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Nursing	Southwest LHIN	Medical assessment	CCAC Case Manager	Functional assessment by CCAC	N/A
Occupational therapy	TVCC	OT Prioritization Tool	TVCC	Functional assessment by Service Provider	N/A
Physiotherapy	CCAC	PT Prioritization Tool	TVCC	Functional assessment by CCAC	N/A
Nutrition	Health Unit		CCAC Manager	Functional assessment by CCAC	N/A
Speech and language therapy	AMDSB Speech-Language Pathologists TVCC	Assessment	Speech/ Language Pathologist	Functional assessment by Speech Pathologist	N/A
Speech correction and remediation	TVCC		Speech/ Language Pathologist	Functional assessment by Speech Pathologist	N/A
Administering of prescribed medications	Board Staff	Doctor	School Principal	Doctor determines – criteria unknown	N/A

Specialized Health Support Service	Agency or position of person who performs the service (e.g., CCAC, 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)
Catheterization	Board Staff	Doctor referral	Doctor	Doctor determines – criteria unknown	N/A
Suctioning	Southwest LHIN	Doctor referral	Doctor	Doctor determines – criteria unknown	N/A
Lifting and positioning	Board Staff	PT/OT recommendation		Doctor determines – criteria unknown	N/A
Orientation & Mobility	Board Staff/ CNIB	CNIB	CNIB Staff	CNIB – criteria unknown	N/A
Feeding	Board Staff	N/A	N/A		N/A
Toileting	Board Staff	N/A	N/A	Student is toilet trained	N/A
Other - Tube Feeding	Southwest LHIN		Medical Doctor		N/A

### 14.5 Assessment/Eligibility for School Health Support Services

Any child or youth is eligible to receive care through the School Health Support Services program if he or she:

- has a valid Ontario Health Card;
- is registered as a student at a school as defined under the Education Act;
- has assessed needs for nursing, occupational therapy, physiotherapy, speech language pathology, or dietetic services and requires those to be able to attend school, receive instruction and participate in school routines; and

- would experience a significant disruption in his or her attendance, instruction or participation without the support of the program.

The program is funded by Ontario's Ministry of Health and Long-Term Care through the Local Health Integration Network, and governed by joint agreements and service guidelines shared among the Ministry of Health and Long-Term Care, the Ministry of Education, and the Ministry of Community and Social Services.

#### 14.6 Service Complaints/Appeal Process

The Patient Ombudsman ([patientombudsman.ca](http://patientombudsman.ca)) is responsible for receiving, attempting to resolve and investigating complaints related to Ontario's public hospitals, long-term care homes and home and community care services coordinated by the Local Health Integrated Network (LHIN), formerly CCAC. If you weren't satisfied with your care or health care experience, you have the right to complain to the Patient Ombudsman after you've already attempted to resolve your complaint with the relevant health sector organization(s).

## 15.0 Staff Development

### 15.1 Overall Goal

The overall goal of the Learning Services Staff Development plan is to assist all staff with the understanding of current legislation, teaching strategies, technology and to develop a further awareness of the needs of students with exceptionalities.

### 15.2 Staff and SEAC Input

Ideas for possible staff development topics are gathered through discussions with SEAC, staff, (administrators, teachers, educational assistants, CYWs, Designated Early Childhood Educators (DECEs)) parents and the unions. This occurs through formal and informal discussions. SEAC members share upcoming professional development opportunities from their respective associations with Learning Services staff.

### 15.3 Determining Priorities

Priorities for staff training are determined by the Superintendent of Education (Learning Services) in conjunction with the Learning Services Central Team.

In 2008, the Ministry released Policy and Program Memorandum 140 which mandated school boards to implement principles of Applied Behaviour Analysis in professional practice and to support transitional needs of students with Autism Spectrum Disorders. Continued staff development and provision of resources will remain a priority.

In 2013, the Ministry released a revised copy of Learning for All K-12. It is an expectation that classroom teachers will embed the principles of universal design and differentiated instruction in their instructional practice. Learning for All Coaches will provide support to classroom teachers on all aspects of Learning for All.

### 15.4 Professional Development

Throughout the school year, professional development and training is accomplished through a combination of after-school workshops, training sessions offered on Professional Activity Days for staff to attend training opportunities. On-line training modules are available to all staff. A variety of learning opportunities and resources are available through the Learning Services Central Team. An emphasis on utilizing web-based technology to provide accessible professional learning has been undertaken.

### 15.5 Training Opportunities Related to Legislation and Ministry Policy

The following is a list of some of the professional development opportunities provided to staff:

- Behaviour Management Systems
- Emergent Literacy
- Cooperative Learning
- Empower Reading Program
- Lexia Reading Program
- Supporting Numeracy for Students with a Learning Disability
- Woodcock Johnson WJ-V
- Safety Culture
- New to the Role of Resource Teacher
- Collaborative and Proactive Solutions
- Individual Education Plans
- Reinforcing Positive Behaviours
- Student Voice
- Developing Social Awareness and Competency for Students with Autism
- Mental Health and Well Being

### 15.6 Training for New Resource Teachers and New Principals/Vice-Principals

Workshops are planned throughout the year to familiarize staff with legislation and Ministry policy on Special Education. Staff are also encouraged to attend conferences, workshops and seminars offered externally for the purpose of making them aware of teaching strategies and technology, and to develop a further awareness to include students with specialized learning needs in all aspects of the school day. Safety Culture, Health & Wellness, and Mental Health sessions were provided for educational assistants on the September, November, and January Professional Development days. Behaviour Management Systems (BMS) training is provided for Educational Assistants on Professional Development days in the early fall and, if necessary, in late January. Principals and Vice Principals are also trained in Behaviour Management Systems. The Learning Services Department also supports the New Teacher Induction Process (NTIP).

### 15.7 Budget Allocation

Enhancement to the budget for staff & student development is allocated within the Special Education envelope, based on availability of monies after staffing costs are taken into account. In 2018-2019, \$257,000 has been allocated to staff development within the Special Education budget. This does not include enveloped money received for providing professional development for central and school staff who serve students diagnosed with Autism Spectrum Disorder. In addition, teachers have access to other sources of Professional Development monies through their contracts and unions. Additional professional development in a variety of formats was provided through one-time funding from the Ministry of Education in the amount of \$42,307 along with additional funding to support job-embedded learning for staff who have students diagnosed with Autism Spectrum Disorder.

### 15.8 Partnerships

The Board supports partnerships to enhance the level of staff development available. All the union groups

(ETFO, OSSTF, OSSTF-EES, PSSP) share in the planning and in some cases financial support for Professional Development days. In-service sessions are sometimes shared with the Huron-Perth Children's Aid Society, Huron-Perth Centre for Children and Youth, Women's Shelter of Huron and Optimism Place of Perth as well as other one-time opportunities with agencies and organizations.

### 15.9 Staff Awareness of the Special Education Plan and Training Opportunities

Staff are notified electronically through the weekly System Memo about upcoming professional learning opportunities both internally or externally.

## 16.0 Accessibility of School Buildings

### 16.1 Summary of the Capital Expenditure Plan

The following spreadsheet reflects expenses and commitments as at April 30, 2018 of this fiscal year 2017-2018. Also included is a list of other projects currently planned for completion post April 30, 2018.

School	Description	Projected Expenditure (Allocation)
<b>Expensed or Committed as of April 30th, 2018</b>		
Anne Hathaway	Renovations in classroom and quiet room for special needs	\$4,665.83
Bedford	Conversion of storage room to sensory space	\$2,715.02
Bedford	Classroom renovations for hearing impairment	\$2,235.87
Bluewater Coast	Lower washroom sink	\$1,259.06
Clinton	Windows installed in two doors	\$944.31
Downie	Barrier Free Washroom	\$67,000.00
Downie	Strive room renovations	\$922.20
Goderich	Strive room renovations	\$2,550.15
Listowel Eastdale	Door replacement including Power Door Operator	\$23,000.00
Little Falls	Strive room renovations	\$821.32
Maitland River	Millwork renovations to accommodate special needs	\$2,237.63
Maitland River	Renovations in classroom for special needs student	\$1,871.66
North Woods	Accommodations to FDK washroom	\$2,791.81

School	Description	Projected Expenditure (Allocation)
Upper Thames	Door replacement including Power Door Operator	\$23,000.00
FEMSS	Power Door Operator to Northwest Entrance Door	\$23,000.00
FEMSS	Sloped Concrete Ramp to Northwest Entrance	\$34,180.00
LDSS	Concrete work	\$49,202.46
DCVI	Accessible Washroom on 2nd floor	\$51,067.30
DCVI	Covers on pull stations	\$966.23
DCVI	Concrete work	\$62,493.12
SHDHS	Barrier Free Washroom on first floor	\$50,000.00
Various	Misc special need requests at various locations	\$5,230.66
<b>Total</b>		<b>\$412,154.63</b>
<b>Projected</b>		
Bedford	Create an accessible washroom	\$60,000
Brookside	Create an accessible washroom	\$60,000
Huron Centennial	Renovation to accessible washroom	\$40,000
Huron Centennial	Power door operator at front entrance	\$25,000
Mornington	Create an accessible washroom	\$60,000
Seaforth	Create an accessible washroom and renovation to office	\$200,000
Shakespeare	Create an accessible washroom	\$60,000
FEMSS	Lift Replacement in gymnasium	\$90,000

School	Description	Projected Expenditure (Allocation)
FEMSS	Main Elevator Control Upgrades	\$150,000
GDCI	Create an accessible washroom	\$60,000
GDCI	Sloped ramp to west entrance and power door operator	\$50,000
LDSS	Accessible washroom and renovation to change rooms	\$100,000
DCVI	Install a power door operator to exterior cafeteria door and ramp to cafeteria entrance	\$25,000
SHDHS	Accessible Washroom on 2nd Floor	\$60,000
<b>Total</b>		<b>\$1,040,000</b>

For more information about accessibility in the Avon Maitland DSB, please see [yourschools.ca/school-board/accessibility-information](https://yourschools.ca/school-board/accessibility-information).

### 16.2 Databased Decision Making

In order to define the state of repair of all school buildings across the province, the Ministry launched their Condition Assessment Program, a database initiative supported by third party auditors conducting reviews of all schools, on a 5-year cycle. Out of the first five-year cycle, the Ministry identified \$8.6 billion worth of work required across the Province. This audited data was used in the establishment and allocation of the now ceased Good Places to Learn (GPL) capital funding beginning in 2005. During the second cycle spanning 2011 through 2015, the Ministry again required third party audits, this time requesting the identification of more detail around accessibility. Approximately \$16 billion work of work provincially was identified, \$11 billion of which was deemed high and urgent, in terms of the Ministry’s classification of building elements. As of 2016, a new, third audit cycle running through 2020 is beginning, with the Ministry indicating they will follow the same pattern of assessments, and are requesting more comprehensive information on the status of accessibility (per the Ontario Building Code) in all schools.

At the local level since 1999, Board staff have conducted their own reviews, with a focus based on need, including accessibility in all schools, which has differed from the Ministry focus. The review now follows an approximate three-year cycle per the identified ‘best practice’ in the Ministry’s Operational Review summary. Our latest review cycle commenced in late 2017.

The intent of these reviews is to reassess capital related requirements at all sites to allow for comprehensive multi-year planning and budgeting. It should be noted that a lot of the work identified from previous reviews has been done, which speaks to the usefulness of the exercise.

The primary difference between the two databases is that the Board Review notes accessibility issues by

building, with cost estimates, while the Ministry database has historically ignored accessibility issues and any environmental concerns unless they are extremely noticeable (for example, asbestos abatement work is not denoted in the Ministry database).

In concert with this audited data capture, in 2005 the Ministry introduced the Capital Planning Tool, intended for use by the Ministry to help them develop a long-term picture of capital funding requirements, which may ultimately be used in determining capital grant funding policy. The Capital Plan is intended to be a living document which will constantly evolve and which boards will continually update. It is an integrated and modular database intended to capture all of the data related to enrolment, statistical information about school buildings, including square footage, site area and on-the-ground capacity, location maps and school floor plans, various programs and initiatives including Primary Class Size, Community Use of Schools, physical accessibility, Daily Physical Activity, local program needs and possibly Special Education programming. The planning process has been updated by the Ministry with the addition of the CAP-T tool which integrated Facilities and Finance capital planning work for Ministry of Education cross-department approval.

### 16.3 Accessibility for Ontarians with Disabilities Act

The purpose of the Act is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. The Act states that the plan is to be updated and published annually, and funded from within existing resources.

An Accessibility Work Group was established to act as a resource in the creation of the first Accessibility plan which was filed on September 30, 2003. Groups represented included students with disabilities, parents, employees including principals, teachers, and representatives of union groups, Education Centre staff, community and SEAC.

Following the unanimous passage of Bill 118 in 2005 and the Accessibility Standards Regulation 2011, the A.O.D.A. work group was expanded to include more representation including community representatives and more people with disabilities. A 5 year Accessibility Plan (found on the AMDSB website at [yourschools.ca/wp-content/uploads/pdf/aoda/AccessibilityPlan-2012-2017.pdf](https://yourschools.ca/wp-content/uploads/pdf/aoda/AccessibilityPlan-2012-2017.pdf)) was developed for 2012-2017 and is updated and published annually with input from the broader group. The plan describes the measures that have been taken and measures planned for future years to identify, remove and prevent barriers for people with disabilities. A new 5 year plan for 2018 – 2023 is currently being finalized.

A Management Team representing all Board departments developed procedures to enable the Avon Maitland District School Board to be compliant with the Integrated Accessibility Standards regulation passed in 2011. This Management Team worked with SEAC and the Accessibility Planning Committee in the development of these processes.

Highlights of the work to date, much of which is ongoing, include:

- building awareness/sensitivity for teaching and support staff to increase their knowledge of non-physical disabilities (e.g. messages about environmental allergies on all meeting/workshop notifications);
- a number of workshops, programs and activities for students focused on positive citizenship and attitudes (e.g. Understanding Human Diversity Peace Workshops, Character Education Programs);
- upgrading and redesigning of the Board and individual school websites of online content to make them more interactive and accessible for users with disabilities;

- seminars for Bus Drivers and EAs which included Epi-pen and inhaler training, equipment training and dealing with the needs and safety of passengers with different kinds of disabilities;
- creation of a School Accessibility Database for all school sites, identifying various accessibility components, including parking spaces, presence and location of power door operators, floor areas which are and are not accessible, accessible common areas, and accessible washrooms;
- training developed for all staff and volunteers (e.g. presentations, newsletters) in Accessible Customer Service and Information and Communication;
- development of Specialized Transportation plans specific to each student with unique needs, as identified in the ITP, Individual Transportation Plan;
- making website materials comply with the WCAG2.0 Level A standards concerning accessibility, and procurement of a new software tool to aid in meeting compliance standards. School and Board staff will be trained to meet these standards; and
- continuing to make changes to facilities as projects occur in schools so that these facilities become more accessible.

Further resource support is being provided by the Policy Advisor, Policy and Accessibility Planning, Ministry of Citizenship, the Accessibility Directorate and other provincial groups, including the Council of Directors and school business organizations.

New work this year will focus on implications for the Board under the Design of Public Spaces standard.

## 17.0 Parent's Guide to Special Education

### The Identification, Placement and Review Process (IPRC)

Revised: June 2014

#### What is an IPRC?

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parent's guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement, or appealing such decisions if you do not agree with the IPRC.

If, after reading this guide, you require more information, please see the Avon Maitland District School Board contact information at the end of the document.

#### Who is on it?

Regulation 181/98 requires that all school boards set up IPRCs. An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Avon Maitland District School Board.

#### What is the role of the IPRC?

The IPRC will:

- decide whether or not your child should be identified as an exceptional pupil;
- identify the area(s) of your child's exceptionality(ies), according to the categories and definitions of exceptionality provided by the Ministry of Education;
- decide an appropriate placement for your child; regular classroom, regular classroom with modified program, resource assistance in class, withdrawal assistance and self-contained class placement; and
- review the identification and placement at least once in each school year unless you as the parent/guardian give written notice dispensing with the review.

#### Who is identified as 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 require a special education placement. Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

#### What is a special education placement?

The Avon Maitland District School Board provides an inclusive model of Special Education for students with

exceptional learning needs. Programs and services which build on the strengths and needs of students are provided in the regular classroom setting.

Placement options may include a regular class with consultative support, a regular class with resource assistance, or a regular class with withdrawal.

For students at the secondary level who have a Developmental Disability, when needs cannot be met in the regular classroom, placement may be available in a special education class with partial Integration or a special education class full time.

In special circumstances, pupils may be placed in Provincial schools or accepted into a Care and Treatment program (CTCC).

### What is a special education program?

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

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called an Individual Education Plan or IEP) containing individual annual program goals and learning expectations, as well as an outline of special education services to meet the needs of the exceptional pupil.

### What are special education services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

The Avon Maitland District School Board provides special education services either directly (psychological and speech/language services) or through partnerships with community agencies (occupational therapy and physiotherapy, speech language therapy, social work).

### What is an IEP? (Individual Education Plan)

The IEP must be developed for your child, in consultation with you. It must include:

- annual program goals;
- specific learning expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which your child's progress will be reviewed; and
- for students 14 years and older, a plan for transition to appropriate post secondary school activities, such as work, further education, and community living.

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy.

### How is an IPRC meeting requested?

The principal of your child's school:

- must request an IPRC meeting for your child, upon receiving your written request;
- may, with written notice to you, refer your child to an IPRC when the principal and the child's teacher or teachers 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 when the IPRC is scheduled to 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 decision is made.

### Who else may attend an IPRC meeting?

- 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; and
- an interpreter, if one is required (You can request the services of an interpreter through the principal of your child's school).

### Who may request that others attend?

Either you or the principal of your child's school may make a request for the attendance of others at the IPRC meeting. A student who is 16 years of age or older may make the same request.

### What information will parents receive about the IPRC meeting?

At least 10 days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time and place of the meeting, and will ask you to indicate whether you will attend.

Before the IPRC meeting occurs, you will receive a written copy of the educational assessment. This may include the results of assessments or a summary of information.

### What if parents are unable to make the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- contact the school principal to arrange an alternative date or time; or
- let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement.

### What happens at an IPRC meeting?

- The chair introduces everyone and explains the purpose of the meeting.
- The IPRC will review all available information about your child.
- The members will:
  - consider an educational assessment of your child;
  - consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision;
  - interview your child, with your consent if your child is less than 16 years of age, if they feel it would

- be useful to do so; and
- consider any information that you submit about your child or that your child submits if he or she is 16 years of age or older.
- The committee may discuss any proposal that has been made about a special education program or special education services for the child.
- Committee members will discuss any such proposal at your request, or at the request of your child if the child is 16 years of age or older. However, the IPRC determines identification and placement decisions.
- 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 decision regarding identification and placement.

### What will the IPRC consider in making its placement decision?

The IPRC first considers whether placement in a regular class with appropriate special education services will:

- meet your child's needs; and
- be consistent with your preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet your child's needs and that such a decision is consistent with your preferences, the committee will decide in favour of placement in a regular class with appropriate services as per the student's individual education plan. This must be considered before the IPRC can consider placing your child in a special education class.

### What will the IPRC's written statement of decision include?

The IPRC's written statement of decision will state:

- whether the IPRC has identified your child as exceptional and,
- if the IPRC has identified your child as exceptional:
  - the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
  - the IPRC's description of your child's strengths and needs; and
  - the IPRC's placement decision.
  - where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision.
- in addition, the IPRC may consider recommendations regarding special education services.

### What happens after the IPRC has made its decision?

- If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the principal submits the minutes of the IPRC to the Education Centre.
- If you agree with the IPRC decision to have your child identified as exceptional, the school will develop an Individual Education Plan (IEP) for your child within 30 days.

### Once a placement decision has been made, can this placement be reviewed?

- A review IPRC meeting will be held within the school year, unless you, the parent, indicate that the annual review is not required.
- You may request a review IPRC meeting any time after your child has been in a special education placement for 3 months.

### What does a review IPRC consider and decide?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

### What can parents do if they disagree with the IPRC decision?

- If you do not agree with either the identification or placement decision made by the IPRC, you may:
  - within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
  - within 30 days of receipt of the decision, file a notice of appeal with the Director of Education and Secretary of the Avon Maitland District School Board, 62 Chalk Street North, Seaforth, Ontario N0K 1W0.
- 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 IPRC decision and you do not appeal it, the Avon Maitland District School Board will instruct the principal to implement the IPRC decision.

### How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, 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 Director of Education and Secretary of the Avon Maitland District School Board, 62 Chalk Street North, Seaforth, Ontario N0K 1W0.

The notice of appeal must:

- indicate the decision with which you disagree; and
- include a statement that sets out your reasons for disagreeing.

### What happens in the appeal process?

The appeal process involves the following steps:

- The Avon Maitland District School Board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parent) who have no prior knowledge of the matter under appeal.
- Within 15 days of the selections of the parent and school board representatives, the two appeal board members will select a chair.
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but

no later than 30 days after he or she has been selected (unless parents and board both provide written consent to a later date).

- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- You, the parent, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within 3 days of the meeting ending. It may;
  - agree with the IPRC and recommend that the decision be implemented; or
  - disagree with the IPRC and make recommendation to the Avon Maitland District School Board about your child's identification, or placement, or both.
- The appeal board will report its recommendations in writing, to you and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation).
- You may accept the decision of the school board, or within 30 days, you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

#### What organizations are available to assist parents?

Many parent organizations are available to provide information and support to parents of children with exceptional needs, such as:

- Association for Bright Children (ABC)
- Autism Society of Ontario (ASO)
- Council for Exceptional Children
- Down Syndrome Association of Ontario (DSAO)
- Integration Action Group of Ontario
- Learning Disabilities Association of Ontario
- Ontario Association for Community Living (OACL)
- Ontario Association for Families of Children with Communication Disorders
- Ontario Federation for Cerebral Palsy (OFCP)
- Spina Bifida & Hydrocephalus Association of Ontario
- The Easter Seal Society (TESS)
- Views for the Visually Impaired (VIEWS)
- Voice for Hearing Impaired Children (VOICE)

These organizations may be represented on the Avon Maitland District School Board's Special Education Advisory Committee (SEAC) which advises the District School Board in matters of policy which affect children with exceptional needs.

#### What are the Ministry's provincial and demonstration schools?

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

#### Demonstration schools for English-speaking students with ADHD and severe learning disabilities:

Sagonaska School  
350 Dundas Street West  
Belleville, Ontario K8P 3B2  
Phone (613) 967-2830

Trillium School  
347 Ontario Street South  
Milton, Ontario L9T 3X9  
Phone: (905) 878-8428

Amethyst School  
1090 Highbury Avenue  
London, Ontario N5Y 4V9  
Phone (519) 453-4408

#### Schools for the deaf:

Ernest C. Drury School  
255 Ontario Street South  
Milton, Ontario L9T 2M5  
Phone: (905) 878-2851  
TTY: (905) 878-7195

Robarts School  
1090 Highbury Avenue  
P.O. Box 7360, Station E  
London, Ontario N5Y 4V9  
Phone and TTY: (519) 453-4400

Sir James Whitney School  
350 Dundas Street West  
Belleville, Ontario K8P 1B2  
Phone and TTY: (613) 957-2823

#### School for the blind and deaf-blind:

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

#### Francophone school for the deaf and for those with learning disabilities:

Centre Jules-Leger  
281 rue Lanark  
Ottawa, Ontario K1Z 6R8  
Phone: (613) 761-9300  
TTY: (613) 761-9302 and 761-9304

#### Where can parents obtain additional information?

Additional information can be obtained from:

- the school principal; or
- Superintendent of Education (Learning Services)

62 Chalk Street North  
Seaforth, Ontario NOK 1W0  
Tel: (519) 527-0111 or 1-800-592-5437  
Fax: (519) 527-0222  
E-mail: info@fc.amdsb.ca  
Website: www.yourschools.ca

## 18.0 Special Education Advisory Committee

### 18.1 Names, Affiliations and Contact Information for Members

#### Voting Members

Karen Morrison – Chair  
**Learning Disabilities Association of Ontario**

Katie Fox – Vice Chair  
**Foundations Huron**  
[foundations@clch.ca](mailto:foundations@clch.ca)

Robert Hunking  
**Trustee**  
[robert.hunking@ed.amdsb.ca](mailto:robert.hunking@ed.amdsb.ca)

Doug Pratley  
**Trustee**  
[douglas.pratley@ed.amdsb.ca](mailto:douglas.pratley@ed.amdsb.ca)

Terri Sparling  
**Huron Perth Centre**  
[terris@hpcentre.on.ca](mailto:terris@hpcentre.on.ca)

Stephanie Lee  
**Community Living, St. Marys & Area**  
[slee@clstmarys.ca](mailto:slee@clstmarys.ca)

Trevor McGregor  
**Community Living, Stratford & Area**  
[tmcgregor@clsa.ca](mailto:tmcgregor@clsa.ca)

Jan McCrea  
**Autism Ontario, Huron Perth Chapter**

Carol Bennewies  
**Member at Large**

Marty Krebs  
**Member at Large**

#### Alternate

Lynette Geddes  
**Trustee**  
[Lynette.geddes@ed.amdsb.ca](mailto:Lynette.geddes@ed.amdsb.ca)

Colleen Schenk  
**Trustee**  
[Colleen.schenk@ed.amdsb.ca](mailto:Colleen.schenk@ed.amdsb.ca)

Val Millson  
**Huron Perth Centre**

Jennifer Costello  
**Community Living, St. Marys & Area**  
[jcostello@clstmarys.ca](mailto:jcostello@clstmarys.ca)

Peg Huetlin  
**Community Living, Stratford & Area**

Doris Barkley  
**Autism Ontario, Huron Perth Chapter**  
[dbarkley@pdhu.on.ca](mailto:dbarkley@pdhu.on.ca)

Mary Lynn MacDonald

#### Non-Voting Members

**Ruth Lovell - Elementary Principal Rep.**  
Bedford Public School  
[ruth.lovell@ed.amdsb.ca](mailto:ruth.lovell@ed.amdsb.ca)

**Helena Finch – Secondary Principal Rep.**  
F.E. Madill Secondary School  
[helena.finch@ed.amdsb.ca](mailto:helena.finch@ed.amdsb.ca)

**Kim Black - Superintendent of Education (Learning Services)**  
Avon Maitland District School Board  
[kimberley.black@ed.amdsb.ca](mailto:kimberley.black@ed.amdsb.ca)

**Missy Pfaff - System Administrator for Learning Services**  
Avon Maitland District School Board  
[missy.pfaff@ed.amdsb.ca](mailto:missy.pfaff@ed.amdsb.ca)

**Jane Morris – Superintendent of Education (Program)**  
Avon Maitland District School Board  
[jane.morris@ed.amdsb.ca](mailto:jane.morris@ed.amdsb.ca)

\* Contact with individual SEAC members could be:

- E-mail (see email addresses)
- Phone: Please call the Learning Services Department at 1-800-592-5437 Ext. 114 and a message will be relayed to the SEAC member to return your call.

### 18.2 SEAC

The organization and activities are governed by Regulation 464/97.

#### 18.2.1 Meeting Times and Locations

The Special Education Advisory Committee (SEAC) meets on the first Wednesday of each month from September until June (unless otherwise noted). Meetings are open to anyone wishing to attend. The agenda of every Board meeting announces dates for the upcoming meetings. SEAC meetings are held at the Avon Maitland District School Board Education Centre in Seaforth. They begin at 4:00 p.m. and conclude by approximately 6:00 p.m.

#### 18.2.2 Selection of Members

In January of each year, an election for the positions of chair and vice-chair of the committee is conducted. Members are nominated for the positions, and the vote is conducted by secret ballot unless a member is acclaimed to the position. A list of members is approved by the Board. Recruitment of new members is conducted as the need arises.

**18.2.3 Recommendations to the Board**

In accordance with Regulation 464/97, Section 11(1), the Special Education Advisory Committee of the Avon Maitland District School Board “may make recommendations to the Board in respect of any matter affecting the establishment, development and delivery of the special education programs and services for exceptional pupils of the Board.” During the 2017-2018 school year there was 1 motion sent to the Board by SEAC and 2 recommendations.

**18.2.4 Development of the Special Education Plan**

The revised Special Education Plan has been reviewed by SEAC at SEAC meetings. Representatives were asked for suggestions for improvements to the Plan, and to share the drafts with their local associations.

**18.2.5 Development of the Special Education Budget**

The development of the budget is based on ongoing and newly identified needs. Costings for budget creation, reflective of program considerations, staffing levels, and negotiations, are developed in consultation between Learning Services and Finance staff. Estimates are filed with the Ministry of Education as part of the overall Estimates submission due the end of June annually. An overview of draft expenses for 2017-2018 as well as a report on the year-to-date figure was presented at the January 10, 2018, May 9, 2018 meetings. The proposed budget for 2018-2019 was presented to SEAC at the May 30, 2018 and June 6, 2018 meetings, and was approved by the Board of Trustees on June 12, 2018.

**18.2.6 Reviewing the Financial Statements of the Board with Respect to Special Education**

Revised Estimates and Pro Forma budgets are created throughout the course of the budget (and fiscal) year, based on updated Special Education program and financial information. The results are finalized at year-end for presentation in the audited (KPMG) financial statements.

The Special Education information is summarized in table format, comparing revenue allocation and budget expenditures throughout the year and shared through Learning Services staff and Senior Administration.

**18.2.7 Openness to the Public**

SEAC meetings are open to the public, and their dates are advertised in Board minutes and in the Board meeting highlights. The agendas are available to the public on the Board’s website. Names of SEAC members and their contact information are available to the public through this plan, and are available on the Board’s website.

**18.2.8 SEAC Webpage**

To foster improved communication for students, parents and staff, the Avon Maitland District School Board has revised the Board’s website to provide for easier access and more comprehensive information. The Board’s website now offers a web-page specific to SEAC including links to all associations represented on SEAC. The webpage may be accessed at [yourschools.ca/parents-and-community/special-education-advisory-committee](https://yourschools.ca/parents-and-community/special-education-advisory-committee)

**18.2.9 SEAC Resources**

The Ministry of Education has created the SEAC e-Learning Information Program. This is designed to provide information which will assist SEAC members to fulfil their advisory role to school boards. SEAC members are encouraged to review the material on this website to gain a better understanding of Special Education and the school system. The website can be accessed at [edu.gov.on.ca/eng/general/elemsec/speced/seac](https://edu.gov.on.ca/eng/general/elemsec/speced/seac).

## 19.0 Submission and Availability of Special Education Plan

The Special Education Plan will be available in each school, and school principals will be asked to share this information with parents in a school newsletter. The Board has posted the Plan electronically on its website. All members of SEAC have received a copy of the Plan. Additional copies will be made available to SEAC member associations.

A copy of the Plan will be available at the Board's reception area and also through the Director's Office.

### IT IS RECOMMENDED:

The Avon Maitland District School Board approve the amendments to the "Draft" Special Education Plan 2018 – 2019.

**Moved by K. Fox seconded by T. Sparling.**

**That the Special Education Plan be approved as presented.**

**CARRIED**



**Avon Maitland District School Board**  
**62 Chalk St. N.,**  
**Seaforth, Ontario N0K 1W0**  
**(519) 527-0111**  
**[info@ed.amdsb.ca](mailto:info@ed.amdsb.ca)**  
**[yourschools.ca](http://yourschools.ca)**