



SPECIAL EDUCATION PLAN 2021-2022



Avon Maitland District School Board

Table of Contents

Table of Contents	2
1.0 Introduction	6
1.1 The Board’s Consultation Process	6
2.0 General Model for Special Education for the Avon Maitland District School Board	8
2.1 Guiding Principles	8
2.2 Approach to Special Education	10
3.0 The Identification, Placement and Review Committee (IPRC) Process and Appeals	11
3.1 IPRC Referrals, Reviews, and Appeals	11
3.2 Appeals	11
3.3 Deferral	11
4.0 Special Education Placements Provided by the Board and Ministry of Education Definitions by Exceptionality	12
4.1 Involvement of SEAC	12
4.2 Regular Class Placement and Inclusion of Exceptional Students in Regular Classes	12
4.2.1 School Team	13
4.2.2 Enhanced School Team	13
4.2.3 Central Support Team	14
4.3 Other Support	14
4.3.1 Mental Health and Well-Being	15
4.4 Curriculum Accommodations and Modifications	15
4.5 Range of Placements	15
4.6 Ministry Categories of Exceptionalities and Special Education Placements Provided by the Board	17
4.7 Education Programs in Care and Treatment Facilities	28
4.8 Cornerstones Classrooms in Avon Maitland District School Board	29
5.0 Individual Education Plan (IEP) and Transition Planning	30
5.1 Dispute Resolution	31
5.2 IEP and IEP Process Review	31
5.3 Transition Planning	31
6.0 Learning Services Staff	34
6.2 Other Support Personnel (Non-Teaching)	35
6.3 Summary of Staff and Qualifications 2021-2022	35
7.0 Specialized Equipment	38
7.1 Determination of Need	38
7.2 Budget Allocation	38
7.3 Authorization for Purchase	39
8.0 Transportation	40
8.1 Students in Special Education Programs, Including Students who are in Regular Classrooms	40

[Back to Table of Contents >>](#)

8.2 Students in Educational Programs in Education and Community Partnership Programs (ECP)	41
8.3 Students Attending Provincial and Demonstration Schools	41
8.4 Transportation Practices for Field Trips, Co-Curricular and Extra-Curricular Activities	41
8.5 Decision Making Process	42
8.6 Safety Criteria	42
9.0 Roles and Responsibilities	44
10.0 Provincial and Demonstration Schools in Ontario	47
11.0 Early Identification Procedures and Intervention Strategies	51
11.1 Guiding Principles	51
11.2 Parent and Educator Responsibilities	51
11.3 Informing Parents/Guardians	51
11.4 Procedures for Early Identification of Children’s Learning Needs	52
11.5 Assessment Tools	53
11.6 Early Intervention Strategies	53
12.0 Education and Other Assessments	54
12.1 Special Education Assessment Process	54
12.2 Timelines for Assessments	55
12.3 Parental Consent	55
12.4 Communication of Assessment Information	56
12.5 Consent for Exchange of Information	56
12.6 Protection of Privacy	56
13.0 Coordination of Services with Other Ministries or Agencies	58
13.1 Coordinated Service Planning	58
13.2 Healthy Babies, Healthy Children	58
13.3 Preschool Speech and Language Initiative/smallTALK	58
13.4 Partnerships with Other Agencies	58
13.5 Collaboration/Involvement with Other Local Initiatives	59
13.6 Collaboration/Involvement with Other Agencies/Associations	59
13.7 Transition to School for Students with Special Needs	60
13.8 Calling All Three-year Olds (CATYO) Kindergarten Registration	60
13.9 Students Coming from Other Boards	60
13.10 Students Leaving the Board for Other Boards or Care, Treatment and Correctional Facilities	60
13.11 Person Responsible	60
14.0 Specialized Health Support and/or Therapy Services in School Settings	61
14.1 Policy/Program Memorandum 81	61
14.2 School Health Services	61
14.3 Therapies	61
14.4 Service Providers	61

14.5 Eligibility for School Health Support Services	63
14.6 Dispute Resolution/Service Complaints/Appeal Process	63
15.0 Staff Development	65
15.1 Overall Goal	65
15.2 Staff and SEAC Input	65
15.3 Determining Priorities	65
15.4 Professional Development	65
15.5 Training Opportunities Related to Legislation and Ministry Policy	65
15.6 Training for New Resource Teachers and new Principals/Vice-Principals	66
15.7 Budget Allocation	66
15.8 Partnerships	66
15.9 Staff Awareness of the Special Education Plan and Training Opportunities	67
16.0 Accessibility of School Buildings	68
16.1 Summary of the Capital Expenditure Plan	68
2020-2021 Special Education Projects	68
16.2 Databased Decision Making	69
16.3 Accessibility for Ontarians with Disabilities Act	70
17.0 Parent's Guide to Special Education	72
The Identification, Placement and Review Process (IPRC)	72
17.1 IEP Template	80
18.0 Special Education Advisory Committee	81
18.1 Names, Affiliations and Contact Information for Members	81
18.2 SEAC	82
18.2.1 Meeting Times and Locations	82
18.2.2 Selection of Members	82
18.2.3 Recommendations/Motions to the Board	83
19.0 Submission and Availability of Special Education Plan	84

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, reproduced in full in Special Education in Ontario, 2017.

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:

Avon Maitland District School Board
62 Chalk Street North, Seaforth, Ontario N0K 1W0
(519) 527-0111
or info@ed.amdsb.ca

The resources, programs and services planned for the 2021-2022 school year are provided to the extent that they can be afforded with the funding allocated to the Avon Maitland District School Board 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 the 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 invited to provide specific input on the plan throughout the school year. SEAC members who represent the community organizations are invited to provide input from their organizations. The final draft is presented to SEAC as part of the annual review. Once endorsed, SEAC makes a motion for it to be recommended to the Board of Trustees for approval and submission to the Ministry of Education to fulfill the compliance standard.

The Special Education Plan also undergoes an internal review by members of the Central Learning Services Department before it is presented to SEAC. The consultation occurred with representatives from our Administrators, Educational Assistants, and Teachers. Recommended changes are considered and incorporated into the Plan if appropriate.

Copies of the Special Education Plan will be provided upon request. The Special Education Plan has been posted to the Board's website and is highlighted under Learning Services: amdsb.ca/apps/pages/special.ed.

[Back to Table of Contents >>](#)

There is opportunity for the public to provide ongoing feedback on the Plan via the Board's email address: info@ed.amdsb.ca. 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.

Parents/Guardians are also encouraged to review the Plan and provide feedback via their school Principal or by email: info@ed.amdsb.ca.

Online Community Feedback

Feedback Received During the 2020-2021 School Year

No feedback has been received.

[Back to Table of Contents >>](#)

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

Avon Maitland District School Board's approach to Special Education and its Special Education delivery system are consistent with the Board's Mission Statement: ***Engage, Inspire, Innovate... Always Learning.***

Our Strategic Plan (2020-2024) has three main areas of focus:

I am Prepared

We will provide all students and staff with the opportunities to develop the skills needed to thrive in a global world

I am Well

We will foster a collaborative culture that supports and enhances the well-being of students and staff

I am Engaged

We will create a community that respects individuals as well as the collective, and that promotes lifelong learning

[Read the full Strategic Plan on our website \(amdsb.ca\)](https://amdsb.ca)

Inclusive Education is a strength-based model that celebrates differences. The shared beliefs on inclusive education are founded in key documents such as [Learning for All: A Guide to Effective Assessment and Instruction for All Students. Kindergarten to Grade 12, 2013](#), the [United Nations Conventions on the Rights of Persons with Disabilities](#), and other current literature in the field of diversity and inclusion.

At AMDSB, 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 educators, with support from the broader educational community, are central to a student's academic and social learning; and
- Principals are essential in promoting and developing inclusive environments.

2.1 Guiding Principles

The Avon Maitland District School Board's approach to specialized 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.

[Back to Table of Contents >>](#)

At the April 12, 2017 SEAC meeting, the following 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 and creates 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 student's education is shared by the student, the student'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 students.

Parents/guardians and students, where appropriate, are the key partners in the discussions about special education programs and service delivery options. Ongoing communication between home and school regarding each student'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 in regards to their education. 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 student needs, recognizing that these may change as the student 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 and budget approvals by the Trustees.

AMDSB believes that exceptional students can and should have their needs met in regular classes in their own school community whenever possible. 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 (programs, services, resource personnel including Educational Assistants, and Child and Youth Workers, as an example). Learning Services Department staff, including the Student Support Team, START EAs, and the Applied Behaviour Analysis (ABA) Team, provide assistance to schools along with staff who support vision, hearing, and speech/language and communication needs.

[Back to Table of Contents >>](#)

In the Education Act, school boards have been given the responsibility and flexibility to design the model for special education programs and services that will meet the individual learning needs for each student with special needs. With recommendations provided by SEAC (Special Education Advisory Committee) and input from the trustees, and in compliance with other provincial policies, 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. AMDSB promotes the beliefs described in *Learning For All K-12*. This 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 at 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 alternate curriculum expectations may be developed when goals outside 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 students as per their IEPs. Classroom teachers have the prime responsibility for the education of students 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 students in the Avon Maitland District School Board.

[Back to Table of Contents >>](#)

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

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

The *Parent Guide to Special Education: The Identification, Placement and Review Process* (see Appendix B) is a booklet provided to parents/guardians, community members, students sixteen 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, 2020 – April 30, 2021:

	Behaviour	Communication	Intellectual	Physical	Multiple	Total
New Referrals	7	139	43	1	3	193
New IPRCs	7	139	43	1	3	193
IPRC Reviews	35	766	442	29	8	1280
Appeals	0	0	0	0	0	0

3.2 Appeals

In the event that parents/guardians have questions about the IPRC 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 an appeal is outlined in the [Parent Guide: Identification, Placement and Review Process \(Section 17.0\)](#)

3.3 Deferral

As part of the invitation sent to parents/guardians from schools for the Identification Placement Review Committee, parents/guardians have several options to select which includes the option of deferring the Annual Review of the IPRC. Without written permission of the parents/guardians to defer the Annual Review, the IPRC will meet and generate a statement of decision. For the purposes of data collection, deferrals have been counted as IPRC reviews.

[Back to Table of Contents >>](#)

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 Avon Maitland District School Board. In addition, the agencies represented on SEAC are consulted during the development of Board programs, placement and services.

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

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 for all students, as our first and most appropriate choice.

Students formally identified as exceptional are most often placed in regular classrooms with an Individual Education Plan (IEP). Placement in the regular classroom could involve support from the Resource Teacher (SERT), an Educational Assistant (EA), and/or access to Child & Youth Worker (CYW) Strive programs; and, if necessary, from other more specialized support staff, such as the Student Support Team, the Applied Behaviour Analysis Team, among others.

In consultation with the School Team and the parents/guardians regarding appropriate accommodations and/or modifications, the classroom teacher develops the IEP for each exceptional student for their 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 thirty (30) instructional days of school as per the education act. The IEP completed within the 30 instructional days of each new school year will serve as the required version for reviewing and updating during the elementary progress reporting period. 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.

At Avon Maitland District School Board, the student is the focus of our actions. The teacher, working in cooperation with parents/guardians, has the support of colleagues in the school (School Team and Enhanced School Team) and from the Board (Central 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 the prime responsibility for analyzing and interpreting classroom performance, in order to adjust appropriately the student's program. For the majority of students, this level of intervention is sufficient.

[Back to Table of Contents >>](#)

4.2.1 School Team

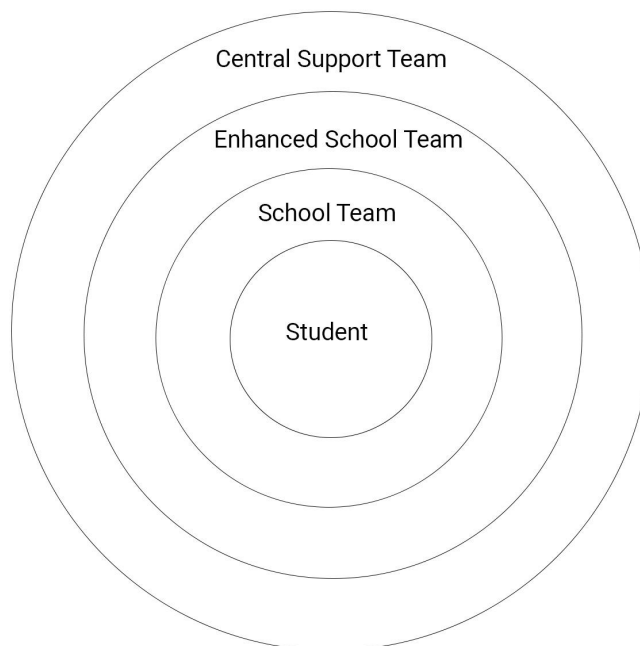
When planned classroom and school-based interventions are not effectively meeting the student’s learning needs, the classroom teacher solicits the support of the School Team. It is the responsibility of the principal to create an accountable School Team which can address concerns regarding individual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

The team will consist of:

- School Administrator,
- Resource Teacher (SERT),
- Classroom teacher(s),
- and other support staff as appropriate.

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

For many students, 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 using the Record of School Team meeting form housed on the AMDSB clevr platform.



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 meeting including the Learning Services Coordinator. A key role of the Coordinator is to promote consolidated service which is to help coordinate programs, services and resource personnel, including our community partners, in collaboration with the School Team, and support staff in understanding and responding to the individual student’s strengths and needs. The Enhanced School Team consists of the School Team and a Learning Services Coordinator. It may also include other members of the Central Learning Services Team as deemed appropriate (When parents/guardians attend Enhanced Team meetings, it is referred to as a Case Conference).

Outcomes for the Enhanced School Team may include, but are not limited to the following;

- refinement/enhancement of programming strategies or planned interventions;
- referral for specialized programs;
- referral to an outside agency;
- referral to Central Support Team; and/or

[Back to Table of Contents >>](#)

- 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 parents/guardians. School-based assessment resulting in a decision to move to an IPRC must be reviewed by members of the Learning Services department.

The school team is responsible for ensuring accurate records are kept of each enhanced team meeting using the Record of School Team meeting form on AMDSB clevr platform.

4.2.3 Central Support Team

Consultation with the Central Support Team is available and is initiated by the school principal and/or the Learning Services Coordinator.

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 Regional Superintendent, Psychological Services Team and/or Central Special Education services as required (e.g., Speech & Language, Student Support Team, ABA Support Team, Mental Health Lead, and others whose support may be appropriate).

The Central Support Team reviews and/or supports the development of next steps in collaboration with the School Team. Next steps may include but are not limited to the following:

- programming recommendations and suggestions;
- recommendations for specialized assessments;
- referral to outside agencies;
- request for further assessment and/or collection of additional information; and/or
- placement in the Cornerstones Program.

4.3 Other Support

In addition to the support of teachers, educational assistants, and CYWs, 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 Support Team, schools-based behaviour support programs, Cornerstones Program, Huron-Perth Intensive Day Treatment Program and other services as deemed necessary by the team, for example, Strive and STARTs. TheBoard has a Mental Health Lead and Mental Health & Wellness Coach/Counsellors available by referral in schools. At a secondary level, the Local Health Integration Network (LHIN) Mental Health and Addiction nurses and Huron-Perth Centre provide counselling services to some Huron and Perth County Schools. A partnership with Choices for Change offers support to secondary students who present with concerns related to substance use and addictions.

[Back to Table of Contents >>](#)

4.3.1 Mental Health and Well-Being

The Learning Services Department accesses a variety of services to support students with mental health concerns. This work is operationalized by the Student Support Services Department, Mental Health Lead, and Mental Health & Wellness Coach/Counsellors. The Learning Services Department operates the STRIVE program, run by Child and Youth Care Workers (CYWs). These services are available by referral in all schools.

External supports to the Board's Mental Health and Well-Being Strategy include: [Huron Perth Public Health](#), [Huron-Perth Centre](#), [LHIN mental health and addictions nurses](#), [Choices for Change](#), [Thames Valley Children's Centre](#) and other organizations currently support the individual student.

At AMDSB, our Mental Health Plan aligns with our Well-Being Strategy and Strategic Plan, and is supported by the work of [School Mental Health Ontario](#).

4.4 Curriculum Accommodations and Modifications

The following statement has been prepared for school use in describing the program for students identified with an exceptionality.

An **accommodation** is used to refer to the special instruction 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 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

AMDSB 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.

For students requiring more support than the differentiated instructional strategies and assessments provided by the classroom teacher through the provision of accommodations and/or modifications to the Ontario curriculum, a range of placement options may be available.

In-Board placement options may include:

- **Regular Class with Indirect Support** – Consultative support to the classroom teacher by school and/or system support staff

[Back to Table of Contents >>](#)

- **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 elementary students who have needs in self-regulation and social skills, such that they are currently unable to function in a regular classroom with additional supports;

- **Special Education Class with Partial Integration** (Cornerstones Program)

In addition, 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) in some schools;

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

Other placement options may include;

- Education Programs in Education and Community Partnership Program (ECP) 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
BEHAVIOUR		
Behaviour	<p>A learning disorder characterized by specific behaviour problems over a period of time, and to such a marked degree, and of such a nature, so as to adversely affect educational performance, and that may be accompanied by one or more of the following:</p> <ul style="list-style-type: none"> • An inability to build or maintain interpersonal relationships • Excessive fears or anxieties • A tendency to compulsive reaction • An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof 	<p>As stated in the Ministry definition</p> <p>A written statement by a regulated, qualified professional is required</p>
	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> • Regular Class with Indirect Support - 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 • Special Education Class with partial Integration (Cornerstones) with a qualified special education teacher, Child & Youth Care Worker and Education Assistants 	<p>If the safety of the student and/or others is at risk</p> <div style="text-align: center;">Supports/Program</div> <ul style="list-style-type: none"> • Accommodations (IEP) • Access Student Support Team • Strive Program (support from CYW) • Short Term Assistance Response Team (START) • Access to Cornerstones Program • Referral to Care and Treatment program (CTCC elementary classroom) • Referral to residential Care and Treatment program (CTCC- e.g. CPRI)

[Back to Table of Contents >>](#)

Category	Ministry of Education Definition	AMDSB Definition
COMMUNICATION - AUTISM		
Communication - Autism	<p>A severe learning disorder that is characterized by disturbances in:</p> <ul style="list-style-type: none"> • Rate of educational development • Ability to relate to the environment • mobility • Perception, speech and language • Lack of the representational • Symbolic behaviour that precedes language. 	<p>As stated in the Ministry definition</p> <p>- and -</p> <p>A written statement of diagnosis by a regulated, qualified professional</p>
	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> • Regular Class with Indirect Support - 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 	<ul style="list-style-type: none"> • If the safety of the student and/or others is at risk • If the student's mode of communication is other than verbal to access curriculum
		Supports/Program
Category	Ministry of Education Definition	AMDSB Definition
COMMUNICATION - DEAF AND HARD OF HEARING		
Communication - Deaf and Hard of Hearing	<p>An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound</p>	<p>As stated in the Ministry definition</p> <p>- and -</p> <p>A written statement by a regulated, qualified professional confirming the student is deaf or hard of hearing</p>

[Back to Table of Contents >>](#)

	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> Regular Class with Indirect Support - 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 for less than 50 per cent of the school day 	<p>If means of communication is other than verbal to access curriculum in consultation with the Board Teacher of the Deaf and Hard of Hearing.</p> <p style="text-align: center;">Supports/Program</p> <ul style="list-style-type: none"> Accommodations and/or Modifications (IEP) Access to Teacher of the Deaf and Hard of Hearing Access to support staff from Provincial School for the Deaf and Hard of Hearing Consideration of and application to Provincial School for the Deaf (e.g. Robarts)
Category	Ministry of Education Definition	AMDSB Definition
COMMUNICATION - SPEECH IMPAIRMENT		
Communication - Speech Impairment	<p>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</p>	<p>As stated in the Ministry definition</p> <p>A written statement by a regulated, qualified professional (Speech Language Pathologist) confirming the presence of a speech impairment</p> <p>A speech assessment that indicates a severe articulation, fluency or voice disorder with significantly reduced intelligibility</p>
	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> Regular Class with Indirect Support - 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 	<p>If multiple means of assistive technology are required for the student to access the curriculum</p>

	<p>classroom, individually or in a small group</p> <ul style="list-style-type: none"> ● 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 	<p style="text-align: center;">Supports/Program</p> <ul style="list-style-type: none"> ● Accommodations (IEP) ● Access to support from Board Speech Language Pathologist ● Access to specialized augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0.)
Category	Ministry of Education Definition	AMDSB Definition
COMMUNICATION - LANGUAGE IMPAIRMENT		
Communication - Language Impairment	<p>A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or of the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ul style="list-style-type: none"> ● involve one or more of the form, content, and function of language in communication; and ● include one or more of the following: <ul style="list-style-type: none"> ○ Language delay; ○ Dysfluency; ○ Voice and articulation development, which may or may not be organically or functionally based. 	<p>As stated in the Ministry definition</p> <p>A written statement by a regulated, qualified professional (Speech Language Pathologist) confirming the presence of a language impairment</p>
	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> ● Regular Class with Indirect Support - 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 	<p>If multiple means of assistive technology are required for the student to access the curriculum</p> <p style="text-align: center;">Supports/Program</p> <ul style="list-style-type: none"> ● Accommodations (IEP) ● Access to support from Board Speech Language Pathologist

	<p>assistance from a qualified special education teacher, outside of the classroom for less than 50 per cent of the school day</p>	<ul style="list-style-type: none"> • Access to specialized augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0.)
Category	Ministry of Education Definition	AMDSB Definition
COMMUNICATION - LEARNING DISABILITY		
<p>Communication - Learning Disability</p>	<p>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:</p> <ul style="list-style-type: none"> • 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 • 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 • Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills; • May typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making) • May be associated with difficulties in social interaction (e.g., difficulty 	<p>As stated in the Ministry definition</p> <ul style="list-style-type: none"> • Findings must be reviewed by a Learning Services Coordinator prior to proceeding with an IPRC • A written statement by a regulated, qualified professional is required

	<p>understanding social norms or the point of view of others); with various conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities</p> <ul style="list-style-type: none"> • 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 	
	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> • Regular Class with Indirect Support - 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 	<p>Cognitive ability and achievement assessment by Resource Teacher, (SERT) and/or Psychologist</p> <p style="text-align: center;">Supports/Program</p> <ul style="list-style-type: none"> • Accommodations and/or Modifications (IEP) • Consideration of and application to Provincial Demonstration School for Students with Learning Disabilities • SEA
Category	Ministry of Education Definition	AMDSB Definition
INTELLECTUAL - GIFTEDNESS		
Intellectual - Giftedness	<p>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</p>	<ul style="list-style-type: none"> • As stated in the Ministry definition • Findings must be reviewed by a Learning Services Coordinator prior to proceeding with an IPRC • A written statement by a regulated, qualified professional may be required

	Range of Placements	Criteria for Admission to Out-of-School Gifted Withdrawal program: SOAR (grades 4-5-6), Gifted Modules (grades 7-10)
	<ul style="list-style-type: none"> • Regular Class with Indirect Support - 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 <p>** Parents/Guardians 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> <p style="text-align: center;">Supports/Program</p> <ul style="list-style-type: none"> • Modifications (IEP) • 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.
Category	Ministry of Education Definition	AMDSB Definition
INTELLECTUAL - MILD INTELLECTUAL DISABILITY		
Intellectual - Mild Intellectual Disability	<p>A learning disorder characterized by:</p> <ul style="list-style-type: none"> • An ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services • An inability to profit educationally within a regular class because of slow intellectual development • A potential for academic learning, independent social adjustment, and economic self support. 	<p>As stated in the Ministry definition</p> <p>A written statement by a regulated, qualified professional is required</p>

	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> • Regular Class with Indirect Support - 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 	<ul style="list-style-type: none"> • If student's mode of communication is other than verbal to access curriculum • If personal care requires assistance • If safety of student and/or others is at risk • 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 <div data-bbox="933 724 1521 808" style="background-color: #c6e0b4; text-align: center;">Supports/Program</div> <ul style="list-style-type: none"> • Accommodations and/or Modifications (IEP) • Access to specialized augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0.)
Category	Ministry of Education Definition	AMDSB Definition
INTELLECTUAL - DEVELOPMENTAL DISABILITY		
Intellectual - Developmental Disability	<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> • An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development • An ability to profit from a special education program that is designed to accommodate slow intellectual development • A limited potential for academic learning, independent social adjustment, and economic self-support 	<p>As stated in the Ministry definition</p> <p>A written statement by a regulated, qualified professional is required</p>

	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> Regular Class with Indirect Support - 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 <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"> Special Education Class with Partial Integration Special Education Class Full Time (class size as per Reg. 298, s.31) <p>** These alternative placement options would be discussed with the parents/guardians at a case conference</p>	<ul style="list-style-type: none"> If student's mode of communication is other than verbal to access curriculum If personal care requires assistance If safety of student and/or others is at risk 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
Category	Ministry of Education Definition	AMDSB Definition
INTELLECTUAL - MILD INTELLECTUAL DISABILITY		
Intellectual - Mild Intellectual Disability	<p>A learning disorder characterized by:</p> <ul style="list-style-type: none"> An ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services An inability to profit educationally within a regular class because of slow intellectual development A potential for academic 	<p>As stated in the Ministry definition</p> <p>A written statement by a regulated, qualified professional is required</p>

	learning, independent social adjustment, and economic self support.	
	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> Regular Class with Indirect Support - 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 	<p>If student's mode of communication is other than verbal to access curriculum If personal care requires assistance If safety of student and/or others is at risk</p> <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>
		Supports/Program
		<ul style="list-style-type: none"> Accommodations and/or Modifications (IEP) Access to specialized augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0.)
Category	Ministry of Education Definition	AMDSB Definition
PHYSICAL		
Physical	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or developmental level.	<p>As stated in the Ministry definition</p> <p>A written statement by a regulated, qualified professional is required</p>

	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> Regular Class with Indirect Support - 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 	<ul style="list-style-type: none"> If means of communication is other than verbal to access curriculum If personal care requires assistance If safety of student and/or others is at risk 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.
		Supports/Program
		<ul style="list-style-type: none"> Accommodations and/or Modifications (IEP) Access to support from Board Speech Language Pathologist, if required Access to Occupational and/or Physical Therapy from community partner Access to specialized equipment and/or augmented technology (See section on Special Equipment Amount (SEA) in Section 7.0.)
Category	Ministry of Education Definition	AMDSB Definition
PHYSICAL - BLIND-LOW VISION		
Physical - Blind-Low Vision	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
	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> Regular Class with Indirect Support - Consultative support to the classroom teacher by school and/or 	<ul style="list-style-type: none"> If safety of student and/or others is at risk If Braille is the means of

[Back to Table of Contents >>](#)

	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> communication to access curriculum If personal care requires assistance
Supports/Program		
		<ul style="list-style-type: none"> Accommodations and/or Modifications (IEP) Access to support from a Teacher of the Blind and Low Vision Access to support staff from Provincial School for the Blind Consideration of and application to Provincial School for the Blind (W. Ross Macdonald)
Category	Ministry of Education Definition	AMDSB Definition
MULTIPLE - MULTIPLE EXCEPTIONALITIES		
Multiple - Multiple Exceptionalities	<p>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</p>	<p>As stated in the Ministry definition</p> <p>A written statement by a regulated, qualified professional is required</p>
	Range of Placements	Criteria for Assigning Intensive Support
	<ul style="list-style-type: none"> Regular Class with Indirect Support - 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 	<ul style="list-style-type: none"> If safety of student and/or others is at risk If personal care requires assistance

	<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"> • Special Education Class with Partial Integration • Special Education Class Full Time (class size as per Reg. 298, s.31) <p>** These alternative placement options would be discussed with the parents /guardians at a case conference, which would precede an IPRC</p>	<p style="text-align: center;">Supports/Program</p> <ul style="list-style-type: none"> • Accommodations and/or Modifications (IEP) • Central Team supports as appropriate
--	---	--

4.7 Education Programs in Care and 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 their needs, the student may be considered to be a candidate for a Care and Treatment program.

There is one Education and Community Partnership Program hosted at AMDSB. The AMDSB day treatment program is housed at Romeo Public School and is a partnership between AMDSB, Stratford Children’s Services and the Huron Perth Catholic District School Board.

This program provides 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 rather clients of the agency, and the funding for 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 or the lead agency. Admission meetings are coordinated by the Stratford Children’s Services.

[Back to Table of Contents >>](#)

A transition meeting is set and includes the following stakeholders: parent/guardian and youth as appropriate, referral school, receiving school, designated Clinical Lead, and 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.

Students in an Education and Community Partnership Program must be receiving treatment in order to remain in the program. If there is a lack of commitment to participate 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.

4.8 Cornerstones Classrooms in Avon Maitland District School Board

We believe that students should attend their regular school. Cornerstones ensures equity and focuses on providing the best possible learning opportunities. It provides specific supports for students who may be at risk of not succeeding because of lagging self-regulation skills.

Cornerstones Classrooms:

- Intensively support the strengths and needs of students who demonstrate needs in self-regulation who have been unable to be successful in a regular classroom placement;
- Provide differentiated instruction and personalized support for student self-regulation development, with the aim for students to experience greater academic and social/emotional growth;
- Identifying protective factors (e.g. skills, strengths, resources, supports and strategies) and developing resiliency, student self-advocacy and independent skills necessary for success in the regular classroom setting; and

Support graduated integration into the regular classroom setting. The following outlines the eligibility requirements for placement in a Cornerstones classroom:

- The student is elementary school age and/or appropriate for grade level available at each site. Students in Kindergarten will not be considered.
- The student does not have a diagnosis of Autism Spectrum Disorder (ASD), Fetal Alcohol Disorder (FASD), Developmental Disability (DD), Acquired Brain Injury (ABO) and/or Traumatic Brain Injury (TBI) as the prevalent cause for dysregulation. For students with a diagnosis of Mild Intellectual Disability (MID), individual profiles will be considered.
- In most cases, the student will have an exceptionality of Behaviour, recognizing that in some cases the identification may not have occurred prior to admission.
- The students' needs align with the mandate and focus of the program.
- Consistent attendance to the program is essential in order for the placement to be maintained.

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 student, 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 between, the student, the student's parent/guardian, 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 the 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.

What is an IEP?

- 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 educators 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/guardian (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; and
- 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)
- [Special Education in Ontario. Kindergarten to Grade 12](#) (Ministry of Education, 2017)

[Back to Table of Contents >>](#)

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 parents/guardians and teachers to determine the most appropriate solutions in the event of disagreements. A parent/guardian 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 consolidated service, 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 invited to attend.

The Special Education Transformation Report recommended that the Ministry of Education requires 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)*, is for parents/guardians 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 a 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

AMDSB is committed to ongoing and 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 and internal reviews will continue to inform next steps in a cycle of continuous improvement.

Note: Due to the additional responsibilities and competing demands of COVID -19 pandemic procedures, a formal IEP Review was not held in 2020-2021.

5.3 Transition Planning

The Avon Maitland District School Board operates in compliance with all provincial regulatory and policy documents 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 parents/guardians, 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.

[Back to Table of Contents >>](#)

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
- Special education class to regular class placement

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 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.

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 amongst the school team, parents/guardians, 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-centered 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:

[Back to Table of Contents >>](#)

Avon Maitland District School Board Documents:

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:

- [PPM 156](#) (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](#)

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.) 2021-2022
Autism Resource Support Specialist (BEA)	1.0
Board Certified Behaviour Analyst	1.0
Autism Resource Education Assistant	2.0
Teacher of the Gifted Program (SOAR)	1.0
Student Support Coordinator	2.0
Student Support Team Educational Assistant	6.0
START* Educational Assistant	4.0
Psychologist (Contracted)	0.5
Psychometrists	2.0
Learning Services Coordinator	4.0
Speech-Language Pathologist	5.0
Child & Youth Worker (CYW) (Autism)	1.0
Child & Youth Worker/School-Based	34.0
Teacher of the Blind	1.0
Teacher of the Deaf and Hard of Hearing	2.0
Hardware Technician	1.5
System Trainer	1.0
System Administrator	2.0
Experiential Learning Educational Assistants (EA)	3.0

* START (Short term assistance response team)

[Back to Table of Contents >>](#)

6.2 Other Support Personnel (Non-Teaching)

An allocation of EAs assigned to schools at the beginning of the school year 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 EA is a one-year post-secondary certificate program such as the EA Certificate program available through recognized College programs. Some situations require specific additional qualifications; these situations typically involve provision of support to a student who is deaf, blind or deaf-blind. Personnel supporting students in the Strive program require Child & Youth Worker (CYW) qualifications.

The Board provides the opportunity for training in many areas, including but not limited to:

- First Aid
- CPR
- Behaviour Management Systems (BMS)
- Autism Spectrum Disorder
- Accessible Customer Service
- Equity & Inclusive Education
- Violence in the Workplace
- Mental Health Awareness
- Mental Health & Well-Being
- Safety Culture
- Anti-Racism and Anti-Oppression
- Augmentative and alternative communication
- Supporting students in Remote Learning

6.3 Summary of Staff and Qualifications 2021-2022

Learning Services Staff	FTEs	Staff Qualifications
1. Teachers of Exceptional Students		
1.1 Teachers for Resource	51.05	Minimum – Spec. Ed. Part 1
1.2 Teachers for self contained classes/Cornerstones	11.02	Minimum – Spec. Ed. Part 1

[Back to Table of Contents >>](#)

1.3 Teacher of Education and Community Partnership Program (ECP)	1.0	Minimum – Spec. Ed. Part 1
2. Other special education teachers		
2.1 Itinerant teachers/coaches	0	
2.2 Teachers diagnosticians	0	Minimum – Spec. Ed. Part 1
2.3 Coordinators	4.0	Minimum – Spec. Ed. Part 1
3. Educational assistants in special education		
3.1 Educational Assistants	217	Educational Assistant Certificate, CYW or equivalent
3.2 Educational Assistants: Central Staff (SST, ABA, START)	15.0	Educational Assistant Certificate, CYW or equivalent
3.3 Job Coach Educational Assistants	3.0	Educational Assistant Certificate, CYW or equivalent
3.4 Mental Health Educational Assistants	0	
4. Other professional resource staff		
4.1 Psychologists	.5	Ph.D. registered with College of Psychologists (Contracted)
4.2 Psychometrists	2.0	Masters in Psychology or equivalent
4.3 Psychiatrists	0	
4.4 Speech-Language Pathologists	5.0	Master’s Degree in Speech-Language
4.5 Audiologists	0	
4.6 Occupational Therapists	0	
4.7 Physiotherapists	0	

[Back to Table of Contents >>](#)

4.8 Social Workers	0	
4.9 Mental Health Leads (School Operations) - Consultation Services	0.5	Ph.D. registered with College of Psychology
4.10 Subtotal	8.0	
5. Paraprofessional Resource Staff		
5.1 Orientation & 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	
5.7 Subtotal	0	

7.0 Specialized Equipment

During 2020-2021 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	2020-2021
FM Systems & Soundfield Systems	35
Computers/Laptops/Chromebooks	371
Change Tables, Tilt Tables, Height Adjustable Tables	1
Frames (Standing/Swing/Learning/Walkers/Lifts)	10
Google Read & Write, Snapverter District Licence	2 (District Licenses)
Ceiling Track Lift Systems	0
iPads	73

In addition to SEA approved expenditures, a variety of smaller items were purchased for the dedicated use of specific students (for example: therapy equipment, handheld keyboards, & repairs to existing equipment).

7.1 Determination of Need

Determination of need is completed by a relevant, qualified professional in accordance with AMDSB guidelines, and in conjunction with the school-based team. Outside agencies may also assist with identifying equipment required by a student. Students must have an Individual Education Plan (IEP) to qualify for assistive technology and/or equipment through SEA funding. Where appropriate, trials are conducted to see whether the technology will help the student to meet their particular goals. Where two or more students qualify for the same special equipment, shared claims are submitted. There are dedicated staff, through the IT Branch of Information Services, who are able to support technical training and training needs for computer technology. Specialized training supports may also 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 estimated within a school year. 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. The \$800 deductible is budgeted each year through the Special Education Budget based on a review of the number of SEA claims from previous years. Any purchases that

[Back to Table of Contents >>](#)

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. In addition, extra capital is budgeted for equipment needs not met by SEA and for the ongoing maintenance of equipment.

7.3 Authorization for Purchase

Authorization for purchase is determined by a Central SEA Committee, which reviews all claims prior to approving the 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. Specialized transportation to and from school may be provided to identified students upon approval of the Director of Education or designate, provided that their needs prevent them from using regular transportation as provided by the Board. 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 field trips.

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

- Safety (for them and others);
- The physical capability of the student;
- Behavioural or developmental capability of the student;
- Distance to the school;
- Length of the time the student is on the bus or school purposes vehicle;
- Specialized equipment required, i.e., wheelchair, child safety seat, EZON vest, Integrated Seat, 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; and
- 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.

Principals will ensure that Huron Perth Student Transportation Services (HPSTS) and Educational Assistants (as required) are made aware of the physical, medical and safety issue 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. HPSTS will advise the bus company and the bus company will advise the regular driver, and spare driver, as required.

See the following AMDSB Administrative Procedures:

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

School Principals shall ensure that all School Staff, HPSTS Bus Drivers, etc., who come into contact with students are made aware of students with Prevalent Medical/Other Conditions on buses as per [HPSTS Policy No. 5](#) and [HPSTS Procedure M-1](#).

[Back to Table of Contents >>](#)

8.2 Students in Educational Programs in Education and Community Partnership Programs (ECP)

Students in these programs accompany peers on regular bus routes where possible. Some students require that special accommodations be made 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

Students residing within a 70-minute* radius of the Provincial schools are transported daily; those residing outside this radius are residential students transported Monday morning & Friday at noon. For students 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 Provincial School Transportation Coordinator.

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

In planning for field trips & 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 students’ age, and physical status.
- b. The destination ensures all students, staff & 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 arrange for rental of equipment.
- c. The safety and health of students & staff must be given primary consideration in the planning and implementation of field trips & 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 \(AP\) 266: Field Trips and Excursions](#)
- d. The field trip supervisor or designate must carry a copy of the Transportation Individual Medical Management Plan Poster, Transportation Support Plan or Transportation Behaviour Intervention Plan if required.

[Back to Table of Contents >>](#)

- e. Planning special activities & food while on the trip or excursion must also consider the needs of students, staff, and volunteers with food allergies, and medical conditions as needed. All staff are required to follow [AP 314: Supporting Students with 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, integrated seats, 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](#).
 - i. These events are an extension of the classroom, and as such, all regular requirements shall be met for supervision of our students.
 - ii. All supervising individuals must remain with the students during the trip until they are returned to the school and disbanded appropriately.
 - iii. 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 regular operators. It is important to [contact the HPSTS General Manager](#) in these instances. Sufficient lead-time is required to investigate an operator. The 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, and in consultation with the school, parents/guardians, and HPSTS. Schools must complete a Request for Specialized Transportation and/or Accommodations form and submit it to the Huron Perth Student Transportation System. When necessary, the form is forwarded to the Superintendent of Education (Learning Services), or designate, for approval.

8.6 Safety Criteria

Transportation providers for exceptional students will be determined by the geographic area and direction of existing Specialized 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 securing of wheelchairs;
- Emergency use of two-way radios on buses;

[Back to Table of Contents >>](#)

- 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 alleged child abuse;
- Training in the use of an Epi-Pen;
- Training strategies for students with emotional/behavioural challenges;
- Communication with school on specific student needs, and
- Training on prevalent medical conditions (anaphylaxis, asthma, epilepsy, diabetes) and other health related conditions.

Resources

- Memo #38: Transportation for Students with Specialized Needs
- [AP 314: Supporting Students with Prevalent Medical Conditions](#)
- [AP 315: Medication Administration, Storage & Disposal](#)

9.0 Roles and Responsibilities

It is important that all stakeholders involved in special education understand their roles and responsibilities as defined by the Ministry of Education Part B in [Special Education in Ontario 2017](#). Avon Maitland District School Board believes that accountability for providing special education programs resources and services rests with everyone in the system. All employees of AMDSB are expected to support this Plan.

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 students;
- 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 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 students;
- 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/programs memoranda;
- Requires staff to comply with the Education Act, regulations and policy/programs memoranda;
- Provides appropriately qualified staff to provide programs and services for the exceptional students of the board;
- Obtains the appropriate funding and reports on the expenditures for special education;
- Approves the Special Education Budget;
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students of the board;
- Approves the Special Education Plan;
- Reviews the Plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the Ministry as required and as requested;

[Back to Table of Contents >>](#)

- Prepares a Parent Guide to provide parents with information about special education programs, services and procedures;
- Establishes one or more Identification Placement and Review Committee (IPRCs) to identify exceptional students and determine appropriate placement for them;
- Establishes a Special Education Advisory Committee; and
- 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 students of the board;
- Participates in the board's annual review of its special education plan;
- Participates in the board's annual budget process as it relates to special education;
- Reviews the financial statements of the board as they relate to special education;
- Provides information to parents, as requested;
- Submits a recommendation to approve the Special Education Plan to the Board; and
- Submits a recommendation to approve the Special Education Budget to the Board.

The School Principal:

- Carries out the duties as outlined in the Education Act, regulations, policy/programs 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/guardians;
- Ensures that the identification and placement of exceptional students, through IPRC is done according to the procedures outlined in the Education Act, regulations and board policies;
- Consults with parents/guardians and with school board staff to determine the most appropriate programs for exceptional students;
- 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/guardians 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;
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained; and
- Is responsible for the coordination and implementation of special education programs and services in the schools.

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;

[Back to Table of Contents >>](#)

- 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/guardians to develop the IEP;
- Provides the program for the student in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents;
- Works with other school board staff to review and update the student's IEP; and
- Is responsible for teaching all students in their classes and for developing and implementing Individual Education Plans.

The special education/resource teacher, in addition to the responsibilities listed above under “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;
- 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 students.

The designated early childhood educator, in coordination and cooperation with the classroom teacher:

- Carries out the duties as required by the College of Early Childhood Educators;
- Plans for and provides education to children in Kindergarten;
- Observes, monitors, and assesses the development of Kindergarten children;
- Maintains a healthy, physical, emotional, and social learning environment in the classroom;
- Communicates with families; and
- Performs duties assigned by the principal with respect to the Kindergarten program.

The parents/guardians:

- Become familiar with and informed about board policies and procedures in areas that affect the child;
- Participate in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participate in the development of the IEP;
- Become acquainted with the school staff working with the child;
- Support the child at home;
- Work with the school principal and teachers to solve problems; and
- Are responsible for the child'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.

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; and
- 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 or deaf-blind;
- Support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audio-tapes, and large-print textbooks; and
- 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; and
- Provide through home visiting for parents/guardians 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 & Northern Ontario)
- [Robarts School for the Deaf](#) in London (serving Western Ontario)
- [Centre Jules-Leger](#) in Ottawa (serving francophone students and families throughout Ontario)

[Back to Table of Contents >>](#)

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in [Regulation 296](#). These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his/her learning needs met as set out in his/her IEP.

Schools for the deaf:

- Provide rich and supportive bilingual/bicultural educational environments with facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- Operate primarily as day schools; and
- 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 Section 8.3: Students Attending Provincial and Demonstration Schools](#))

Each Provincial school has a Resource Service 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; and
- 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 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
www.psbnet.ca

Schools for the Deaf

<p>The Ernest C. Drury School for the Deaf 255 Ontario Street South Milton, Ontario L9T 2M5 Tel: 905-878-2851 TTY: 905-878-7195 pdsbnet.ca/en/schools/ernest-c-drury</p>	<p>The Robarts School for the Deaf 1515 Cheapside Street London, Ontario N5V 3N9 TTY & Tel: 519-453-4400</p>	<p>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 pdsbnet.ca/en/schools/sir-james-whitney</p>
--	--	--

Provincial Demonstration Schools

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

<p>Amethyst School 1515 Cheapside Street London, ON N5V 3N9 Tel: 519-453-4408</p>	<p>Centre Jules-Leger 281 rue Lanark Ottawa, Ontario K1Z 6R8 Tel: 613-761-9300 Fax: 613-761-9301 TTY: 613-761-9302</p>	<p>Sagonaska School 350 Dundas Street West Belleville, Ontario K8P 1B2 Tel: 613-967-2830 Fax: 613-967-2482</p>	<p>Trillium School 347 Ontario Street South Milton, Ontario L9T 3X9 Tel: 905-878-2851 TTY: 905-878-7195</p>
---	--	--	--

School for the Blind & Deaf-Blind

<p>W. Ross MacDonald School 350 Brant Avenue Brantford, Ontario N3T 3J9 Tel: 519-759-0730 Fax: 519-759-4741</p>
--

[Back to Table of Contents >>](#)

Schools for Students with Learning Disabilities

- Amethyst Demonstration School
- Trillium Demonstration School

Each Provincial Demonstration School has an enrollment of forty (40) students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Leger, 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; and
- 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 (2) 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.

An in-service teacher education program is provided at each Demonstration School. This program is designed to share the 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 students of the Avon Maitland District School Board in these placements during the past two (2) school years.

School	2019-2020	2020-2021
W. Ross MacDonald	1	2
Robarts	2	0
Amethyst	6	10
Ernest C. Drury	0	0

11.0 Early Identification Procedures and Intervention Strategies

11.1 Guiding Principles

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. AMDSB has a process in place to ensure that learning needs are identified and programs are developed to accommodate each child's growth and development.

The 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 Teacher (SERT) and other people.

11.2 Parent and Educator Responsibilities

The role of the classroom teacher 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 (Kindergarten report cards 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/guardians 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 Principal. AMDSB 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 \(Section 17.0\)](#) 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.

[Back to Table of Contents >>](#)

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 for vulnerable children prior to the start of school. Community Service Providers consult with each family regarding their child's development and as a result, may provide suggestions or direct referrals for supports and/or intervention programs prior to school entry.

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. This process:

- Considers the child's personal and social, literacy, numeracy, and fine and gross motor development;
- Enables participants to identify resources available to support students, classroom teachers and parents/guardians;
- 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 concerns, 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. Assessment decisions and results are communicated with parents/guardians in accordance with our assessment process. [See Section 12.0.](#)

At any point in the process, the Principal can decide to call an Enhanced Team Meeting where the appropriate personnel from the Learning Services Department are asked to attend the School Team Meeting. Parents/guardians may be invited to attend a Case Conference that would include school and Learning Service 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 program and/or service may or may not require a referral to an IPRC. 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 and Review Committee (IPRC) process begins. Notice that a child being considered for referral to an IPRC is conveyed both in writing to the parent/guardian and during these meetings with them.

[Back to Table of Contents >>](#)

11.5 Assessment Tools

The board uses a cascading model of assessment tools for the identification of students' needs. This model begins with formal and informal assessments used by the classroom teacher. 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 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 in literacy include, but are not limited to guided reading, Lexia, Empower, Levelled Literacy Intervention (LLI) and/or referral to Speech-Language Pathologists, or ESL supports.

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 Education and Other Assessments

12.1 Special Education Assessment Process

The Special Education Assessment process provides direction and materials that will assist the classroom teacher, Special Education Resource Teacher, Learning Services Coordinator 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 record keeping or tracking system. The qualifications of the personnel responsible for each level of assessment can be found in [Section 6.3](#) of the Special Education Plan.

Method of Assessment Process

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 parents/guardians/student 18 and over
		Level 2: screens, checklists, observation informal tests, diagnostic tests, criterion-referenced tests (e.g., EQAO, Brigrance)	Classroom Teacher, Special Education Resource Teacher	Recording on EOID form and/or Record of School Team Meeting; reporting to parents/guardians/student 18 and over

[Back to Table of Contents >>](#)

		Tier 3: Intensive Inter-vention	Level 3: comprehensive, norm-referenced tests of aptitude (e.g., Detroit Tests of Learning Aptitude (DTLA)) 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 parents/guardians/students 18 and over and providing Educational Assessment Report – Report filed in student OSR.
			Level 4: standardized questionnaires (e.g., Connors', BRIEF), and formal psychological tests (e.g., Weschler Intellectual Scale for Children (WISC-V))	Psychological services staff	Reporting results to parents/guardians/students 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 (3) 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, DECEs, & 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 part of programming. Timelines for Level 2 and 3 assessments completed by the 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 assessments that are not part of the regular classroom programming require informed consent. When consent is requested, parents/guardians/students 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:

[Back to Table of Contents >>](#)

- 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/guardian/student 18 and over – consent is obtained prior to the assessment.
- Level 3 and Level 4 assessment requires the written consent of the parent/guardian/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 to 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/guardian/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 parent/guardian at regular report 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 parent/guardian 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 parent/guardian 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 parent/guardian 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/guardian/student 18 and over is obtained when there is need to receive information from, or convey information, to a health, social service, or other agency. The informed consent must be specific to each parent/guardian/student 18 and over, and the original signed consent filed in the student’s Ontario Student Record (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](#).

[Back to Table of Contents >>](#)

Pyramid of Interventions

A Tiered Approach to Intervention and Accessing Supports and Services

Tier 3 - Intensive Intervention

- For students who require intense support to achieve learning goals, even more precise and personalized assessment and instruction are planned, often with the help of the in-school team and/or other available resources. Monitoring of progress continues." Learning For All
- This tier continues to focus on student readiness for learning – utilizing assessment for learning for individual student challenges with the curriculum.
- These students continue to struggle meeting curriculum demands despite previous interventions and remediation strategies. Student specific reviews of skill development are conducted in consultation with the School Team.
- Programming interventions and supports are provided by the classroom teacher with support from the School Team, and from the Enhanced Team as needed. Interventions are planned specific to the challenges of the individual learner.
- Focus of support comes from within the School Team utilizing existing resources. These may be supplemented by supports from the Enhanced Team.

Tier 2 - Ongoing Intervention

- "On the basis of assessment results, differentiated instruction and interventions are planned for students who are facing learning challenges in a particular area, or in general. Student progress in response to these interventions is closely monitored, and instruction is adjusted as needed." Learning For All
- This tier continues to focus on student readiness for learning – utilizing assessment for learning for individual student challenges within the curriculum.
- These students continue to struggle meeting curriculum demands despite previous interventions and remediation strategies. Student specific reviews of skill development are conducted in consultation with the School Team.
- Programming interventions and supports are provided by the classroom teacher with support from the School Team. Interventions are planned specific to the challenges of the individual learner.
- Focus of support comes from within the School Team utilizing existing resources. These may be supplemented by supports from the Enhanced Team.

Tier 1 - Early Intervention

- "Assessment and instruction are planned in relation to the curriculum for all students, applying principles of UDL and DI. The teacher observes, monitors student progress, and notes which students may be experiencing difficulty." Learning For All
- This tier focuses on student readiness for learning – using diagnostic assessment to determine next steps for programming and service for all students = assessment for learning. The focus is on programming interventions.
- These students exhibit areas of challenge, specifically or overall, that require remediation. These students flow in and out of intervention service based upon their response to intervention and any new needs (eg. new skill deficits).
- The School Team access list of strategies, resources and interventions that target each area of delay impacting student success in school (eg. reading, math, social skills, etc.).
- Programming interventions and supports are provided by the classroom teacher in consultation with the School Team. Interventions are planned for each appropriate grade/age grouping (eg. K, K-3, 4-6, 7-12, etc.). School Teams are encouraged to add school specific interventions in place.

[Back to Table of Contents >>](#)

13.0 Coordination of Services with Other Ministries or Agencies

13.1 Coordinated Service Planning

The goal of Coordinated Service Planning is to support children/youth with multiple and/or complex special needs and their families through a dedicated Service Planning Coordinator who will connect them to the multiple, cross-sectoral services they need, as early as possible, and monitor their needs and progress through a single Coordinated Service Plan.

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.*

13.2 Healthy Babies, Healthy Children

This is a voluntary program for 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 Huron Perth Public Health in partnership with community-based health and social services providers.

This group is involved with the Early Kindergarten Registration Initiative also known as Calling All Three-Year Olds (CATYO). CATYO facilitates connections between Huron and Perth Community Service Providers and families. The connections made at CATYO support access to early childhood development programs and services for families in Huron and Perth counties prior to school entry where required.

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

AMDSB works in partnership with Huron Perth Public Health to place school-based health nurses (PHNs) in selected schools in the district. The Board partners with the Huron Perth Catholic District School Board and

[Back to Table of Contents >>](#)

Stratford Children’s Services to operate and/or have access to Care and Treatment programs. 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; and
- 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 students. A listing of the community partners would include, but are not limited to:

- Local hospitals, particularly Rehabilitative Services;
- Local Health Integration Network (LHIN);
- Huron Perth Public Health;
- Family Services Perth-Huron;
- Community Supports for Families – Huron County;
- Huron-Perth Centre for Children and Youth;
- Community Service Coordination Network (CSCN);
- Huron-Perth Children’s Aid Society;
- Probation Services;
- Huron Addiction Services;
- Safe Homes/Youth Emergency Services;
- Partners in Employment;
- Daycare and nursery providers;
- Thames Valley Children’s Centre;
- Choices for Change and;
- Foundations Huron.
- Thames Valley Children’s Centre

Using [AP 120 – External Collaboration Protocol](#), some agencies may be required to form a yearly partnership agreement in order to provide service in our school system.

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, Thames Valley Children's Centre and a variety of other agencies to facilitate and 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 AMDSB elementary schools take part in a CATYO event. Events occur in the district each November and support ongoing collaboration with the Huron and Perth County Community Partners. These partners include: Huron Perth Public Health, smallTALK, EarlyOn Centres, Resource Consultants, Kids First Steering Committee and Working Group.

13.9 Students Coming from Other Boards

In some cases, previous assessments accompanying students coming from other Boards will be shared with the relevant professionals within the Board for interpretation and recommendations with parental consent. If, after a period of time, the school is finding discrepancies between the previous assessment and the achievement of the student, the school will commence re-assessment which may include a referral to the Board's psychological services department after working through the School Team Meeting process.

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 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 and/or Therapy 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 January 1st, 2019, School Therapy Services transitioned 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/guardian. 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, and nursing care.

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

	May 2020 - April 2021	
Therapy Requested	Huron County Thames Valley Children’s Centre	Perth County Thames Valley Children’s Centre
Occupational Therapy	37	58
Physiotherapy	3	0
Speech/Language Therapy	24	35

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 and lifting and positioning, supporting a sensory diet and the use of specialized equipment. School staff members do not complete 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 waitlist for service for students who have been placed at Level 2 and Level 3 priority.

[Back to Table of Contents >>](#)

Specialized Health Support Service	Agency or position of person who performs the service (e.g., LHIN, TVCC, 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	LHIN Case Manager	Functional assessment by LHIN	See 14.6
Occupational therapy (OT)	TVCC	OT Prioritization Tool	TVCC	Functional assessment by Service Provider	See 14.6
Physiotherapy (PT)	TVCC	PT Prioritization Tool	TVCC	Functional assessment by TVCC Provider	See 14.6
Nutrition	Public Health		Public Health	Public Health	See 14.6
Speech and language therapy	AMDSB Speech-Language Pathologists, TVCC	Assessment SLP Prioritization Tool	Speech/ Language Pathologist	Functional assessment by Speech Pathologist	See 14.6
Speech correction and remediation	TVCC	SLP Prioritization Tool	Speech/ Language Pathologist	Functional assessment by Speech Pathologist	See 14.6
Administration of prescribed medications	Board Staff	Prescription	Doctor, School Principal	Doctor determined	See 14.6
Catheterization	Board Staff	Doctor	Doctor, School Principal	Doctor determined	See 14.6
Suction	Southwest LHIN	Doctor	Doctor, School Principal	Doctor determined	See 14.6
Lifting and positioning	Board Staff	Doctor or PT/OT recommendation	Physiotherapist /Occupational Therapist School Principal	Doctor/PT/OT determined	See 14.6

[Back to Table of Contents >>](#)

Orientation & Mobility	Board Staff/CNIB	CNIB	CNIB Staff	CNIB determined	See 14.6
Feeding	Board Staff	Nutritionist SLP	Doctor	Doctor determined	See 14.6
Toileting	Board Staff	PT/OT recommendation	School Principal	Student is toilet trained	See 14.6
Other - Tube Feeding	Southwest LHIN	Medical Assessment	Doctor	Doctor determined	See 14.6

14.5 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, or diabetic services and requires those to be able to attend school, receive instruction and participate in school routines;
- Would experience a significant disruption in his or her attendance, instruction or participation without the support of the program.

Eligibility for School Therapy Services

- A valid Ontario Health Card is NOT required;
- Is registered as a student at a school as defined under the Education Act;
- Has identified needs for Occupational Therapy, Physical Therapy and/or Speech Language Services shared through the TVCC referral process.

14.6 Dispute Resolution/Service Complaints/Appeal Process

In accordance with [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs](#), the following protocol is our practice:

When a conflict arises about a student's special education programs and services, it is essential that parents first speak to the person most involved in the student's education: the classroom teacher or the special education (resource) teacher. If the conflict cannot be resolved at this level, it may be necessary for the school principal to become involved. School board officials may also be called upon at this stage, as they bring an additional board-wide perspective to the issues in dispute.

The [Patient Ombudsman](#) 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

[Back to Table of Contents >>](#)

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).

Complaints regarding School Therapy Services are to be taken to the School and/or Service Provider for resolution. If the issue continues, TVCC may be contacted to mediate the complaint.

15.0 Staff Development

15.1 Overall Goal

The overall goal of the Learning Service Staff Development plan is to assist all staff with the understanding and implementation of current legislation requirements, policy and program memorandum (e.g., [PPM 140 Incorporating ABA Methods into Programs for Students with ASD](#), [PPM 159 Collaborative Professionalism](#)), Ministry policy and support documents such as Learning for All K-12, board administered procedures and guidelines, and department strategies and protocols in the service of students with special needs.

15.2 Staff and SEAC Input

Ideas for possible staff development topics are gathered through discussions with SEAC, staff, (administrators, teachers, educational assistants, CYWs, 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 to be shared to interested school level educators.

15.3 Determining Priorities

Priorities for staff training are determined by the Superintendent of Education (Learning Services) in line with the Board Improvement Plan for Student Achievement and Well-Being and the Department Improvement Plan. Evidence for decision making is sought from the Learning Services Data collection and in collaboration with the Learning Services Central Team and representatives from school teams. Priorities are also determined according to budget.

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. Online 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 that have been provided to staff:

- ABA training for EAs
- First Aid/AED training for EAs
- Empower
- New SERT workshop
- Learning Services Consolidated Services workshop for SERTs
- Hearing Loss Awareness workshop
- Secondary Learning Services Transition workshops
- Assessment Training for SERTs

[Back to Table of Contents >>](#)

- Lexia Core 5 Training
- Indigenous Education Learning Series workshops
- ABA Training for School Teams
- Making Connections Day
- UDL in the Health and PE Learning Space
- Behaviour Management Systems
- Trauma Informed Resilient Schools
- Autism Training through Sonderly

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 when budget allows. Safety Culture, Health & Wellness, and Mental Health sessions are often provided to educational assistants. Behaviour Management Systems (BMS) training is provided for Educational Assistants on Professional Development days in early fall and, if necessary, in late January. School Administrators are also trained in BMS. The Learning Services Department also supports the New Teacher Induction Program (NTIP).

15.7 Budget Allocation

Enhancement to the budget for staff and student development is allocated within the Special Education envelope, based on availability of monies after staffing costs are considered. In 2020-2021, \$40,045 was allocated to staff development within the Special Education budget. In addition, teachers have access to other sources of Professional Development monies through their contract. Additional professional development in a variety of formats was provided through one-time funding from the Ministry of Education (MOE) in the amount of approximately \$82,438 to support job-embedded learning for staff who have students diagnosed with Autism Spectrum Disorder (ASD). This amount consists of \$45,022 for this year's allocation, plus \$37,415 carried over from the 2019-2020 school year.

15.8 Partnerships

The Board supports partnerships to enhance the level of staff development available. All union groups (ETFO, OSSTF, OSSTF-EES, PSST) 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 the Special Education Plan and any upcoming professional learning opportunities, whether internal or external.

16.0 Accessibility of School Buildings

16.1 Summary of the Capital Expenditure Plan

The following table reflects the expenses and commitments as at March 31, 2021 of this fiscal year 2020-2021. Also included is a list of other projects currently planned for completion post March 31, 2021.

2020-2021 Special Education Projects

School	Description	Projected Expenditure (Allocation)
Expensed or Committed as of March 31, 2021		
Avon PS	Acoustic ceiling tiles in a classroom for a student with hearing loss.	\$1,313
Hamlet PS	Renovations to sensory area and barrier free front door system.	\$74,158
Howick PS	Delineate identified areas for a student with depth perception difficulty.	\$609
Seaforth PS	Modifications to mezzanine and balcony area to reduce hazard.	\$4,840
Seaforth PS	Safety glass in door.	\$804
Sprucedale PS	Accessible washroom.	\$50,000
Stratford Intermediate School (Previous SCSS)	Accessibility including elevator, at grade entrance and interior work - work started in June 2019.	\$1,700,000
Central Huron SS	Relocation and replacement of elevator with barrier free exterior entrance and three barrier free washrooms (one on each floor).	\$1,904,767
Goderich DCI	Locker renovations for student with special needs	\$1,132
South Huron DHS	Replace lift with elevator (phase 2)	\$272,750
Various Schools	Miscellaneous special need requests at various locations.	\$3,453

[Back to Table of Contents >>](#)

		Total	\$4,013,826
Projected			
Exeter ES	Study of barrier free washroom to bring up to current standards in a future project.		\$1,500
Milverton PS	Study to access gym accessibility in a future project.		\$1,500
Romeo PS	Barrier free washroom study.		\$3,000
Seaforth PS	Study for elevator location in a future project.		\$3,000
Shakespeare PS	Study for elevator location in a future project.		\$3,000
Central Huron SS	Wayfinding for a student who is visually impaired.		\$6,000
Mitchell DHS	Upgrades to bring accessible washroom up to code.		\$80,000
		Total	\$98,000

For more information about accessibility in Avon Maitland District School Board, visit our [Accessibility Page](#).

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 five-year cycle. A third audit cycle began in 2016 through 2020, with the Ministry following the same pattern of assessments that had occurred in the past, but with 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 focus based on need, including accessibility in all schools. The review now follows an approximate three-year cycle per the identified 'best practice' in the Ministry's Operational Review summary. Since the last cycle commenced in late 2017, we had intended to commence a review in 2020 which was derailed with the pandemic.

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.

[Back to Table of Contents >>](#)

16.3 Accessibility for Ontarians with Disabilities Act

The purpose of the Act is to improve opportunities for people with disabilities and to provide 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 AODA work group was expanded to include more representation including community representatives & people with disabilities. A five (5) year Accessibility Plan (found on the AMDSB website) was developed for 2018-2023 and is updated & published annually with input from the broader group. The plan describes the measures that have been taken & measures planned for future years to identify, remove & prevent barriers for people with disabilities.

A Management Team representing all Board departments developed procedures to enable the AMDSB 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 on-going, include:

- Building awareness/sensitivity for teaching & support staff to increase their knowledge of non-physical disabilities (e.g. messages about environmental allergies on all meetings/workshop notifications).
- A number of workshops, programs & activities for students focused on positive citizenship and attitudes (e.g. Understanding Human Diversity Peace Workshop, Character Education Programs).
- Upgrading & 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 of safety of passengers with different 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 WCAG 2.0 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.
- Continue to make changes to facilities as projects occur in schools so that these facilities become more accessible.

[Back to Table of Contents >>](#)

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

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 students. 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 student as "exceptional", deciding the student'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 student;
- 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 gives written notice dispensing with the review.

Who is identified as an exceptional student?

The Education Act defines an exceptional student as a student 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.

[Back to Table of Contents >>](#)

Placement options may include a regular class with consultative support, a regular class with resource assistance, 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, students 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 student.

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.

[Back to Table of Contents >>](#)

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 students 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.
- 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.

[Back to Table of Contents >>](#)

- 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 student 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

[Back to Table of Contents >>](#)

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 a 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:

- Association for Bright Children (ABC)
- Autism Society of Ontario (ASO)
- Council for Exceptional Children

[Back to Table of Contents >>](#)

- 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 Autism Program
- 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

<p>Sagonaska School 350 Dundas Street West Belleville, Ontario K8P 3B2 Phone (613) 967-2830</p>	<p>Amethyst School 1090 Highbury Avenue London, Ontario N5Y 4V9 Phone (519) 453-4408</p>	<p>Trillium School 347 Ontario Street South Milton, Ontario L9T 3X9 Phone: (905) 878-8428</p>
--	---	--

Schools for the deaf

<p>Ernest C. Drury School 255 Ontario Street South Milton, Ontario L9T 2M5 Phone: (905) 878-2851 TTY: (905) 878-7195</p>	<p>Sir James Whitney School 350 Dundas Street West Belleville, Ontario K8P 1B2 Phone and TTY: (613) 957-2823</p>	<p>Robarts School 1090 Highbury Avenue P.O. Box 7360, Station E London, Ontario N5Y 4V9 Phone and TTY: (519) 453-4400</p>
---	---	--

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@ed.amdsb.ca
Website: amdsb.ca

17.1 IEP Template

A [PDF version of the IEP template is available on the amdsb.ca website](#). Here is a screenshot of the front page for your reference:



Individual Education Plan

Student Name:	DOB:	Gender:
Grade:	School Year: 2020-2021	OEN:
School: School	Placement:	
IEP Completion Date: 2020-10-17	Most Recent IPRC:	
Term/Semester: 1	Reason for IEP:	

Reason for IEP

Sources Consulted in the Development of the IEP

-
-
-

Reporting Dates and Format

Applies to Provincial Report Card

First Reporting Date: 2020-11-21

Second Reporting Date: 2021-02-06

Third Reporting Date: 2021-06-24

IEP Development Team

Staff Member	Position
-	Principal
-	SERT
-	Classroom Teacher
-	Speech and Language Pathologist

Assessments

Clinical Assessments

[Back to Table of Contents >>](#)

18.0 Special Education Advisory Committee

18.1 Names, Affiliations and Contact Information for Members

Committee Members 2020-2021

Voting Members	Alternate Members
Stephanie Lee – Chair <u>Community Living St. Marys & Area</u>	Jennifer Costello <u>Community Living St. Marys & Area</u>
Katie Ansley - Vice Chair <u>IEWS for Visually Impaired (OPVIC)</u>	
Lynette Geddes Trustee, <u>Avon Maitland District School Board</u>	Robert Hunking Trustee, <u>Avon Maitland District School Board</u>
Herb Klassen Trustee, <u>Avon Maitland District School Board</u>	Colleen Schenk Trustee, <u>Avon Maitland District School Board</u>
Terri Sparling <u>Huron-Perth Centre for Children and Youth</u>	Val Millson <u>Huron-Perth Centre</u>
Trevor McGregor <u>Community Living, Stratford</u>	Sarah Reid <u>Community Living Stratford & Area</u>
JoDee Jack <u>Foundations Huron</u> Jennifer Doak <u>Community Living Central Huron</u> (Note: JoDee started the year on the committee and Jennifer took over part way through the year)	Katie Fox <u>Community Living - South Huron</u>
Jan McCrea/Katrina Brindley-Ryan <u>Autism Ontario, Huron Perth Chapter</u>	Doris Barkley <u>Autism Ontario, Huron Perth Chapter</u>
Robyn Horst <u>Family Services Perth Huron</u>	
Julie Welch <u>Community Services Coordination Network (CSCN)</u>	Tanya Bechard <u>Community Services Coordination Network (CSCN)</u>
Doug Pratley Member at Large	

Non-Voting Members

Anne Copeland - Elementary Principal Representative
[Seaforth Public School](#)

Edward Havenga - Secondary Principal Representative
[South Huron District High School](#)

Jeffrey Bruce - Superintendent of Education (Learning Services)
[Avon Maitland District School Board](#)

Missy Pfaff, System Vice Principal/Debbie Green - System Principal
[Avon Maitland District School Board](#)

Jane Morris - Superintendent of Education (Leading Learning)
[Avon Maitland District School Board](#)

To contact an individual SEAC member:

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 to June (unless otherwise noted). Meetings are open to anyone wishing to attend. The agenda of every Board meeting announces dates for upcoming meetings. SEAC meetings are held at the Avon Maitland District School Board Education Centre in Seaforth. Meetings begin at 4:00 pm and conclude by approximately 6:00 pm. Meetings during COVID shut-down are conducted on Microsoft Teams.

18.2.2 Selection of Members

In an election year, members will be selected to form a new SEAC following Regulation 464/97. A list of members is approved by the Board.

At the inaugural meeting, 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. Recruitment of new members is conducted as the need arises.

[Back to Table of Contents >>](#)

18.2.3 Recommendations/Motions to the Board

January 2021: Motion to approve the 2020-2021 revised Special Education Budget as presented.
Moved by J. Welch, seconded by T. Sparling

June 2021: Motion to approve the 2021-2022 Special Education Budget as presented.
Moved by J. Welch, seconded by T. McGregor

June 2021: Motion to approve the 2021-2022 Special Education Plan as presented.
Moved by D. Pratley, seconded by K. Brindley-Ryan

19.0 Submission and Availability of Special Education Plan

The Special Education Plan is available in each school, and school principals were 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 will receive a copy of the Plan when they convene in September 2021. Additional copies will be made available to SEAC member associations.

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

AMDSB Trustees will receive a copy of the Plan at their Board meeting in September 2021.