



AGENDA

Special Education Advisory Committee

Thursday, April 4, 2024

Item	Responsibility
1 Call to Order – 4:00 p.m.	L. Rashotte
2 Acknowledgement of Traditional Lands	S. Binder/K. Hambly
3 Roll Call	L. Rashotte
4 Approval of Agenda	L. Rashotte
5 Declarations of Conflict of Interest	L. Rashotte
6 Approval of Minutes from Previous Meetings a) February 22, 2024	L. Rashotte
7 Delegations/Presentations a) EQAO Grade 9 Mathematics data review b) Math Achievement Action Plan c) De-commissioned Individual Education Plans	S. Taylor-Harvey S. Cholasta S. Taylor-Harvey
8 Committee Reports Nil	
9 Staff Reports a) Special Education Plan – Part 3 b) Membership update c) Sub-committee updates <ul style="list-style-type: none"> • Mental Health • Individual Education Plans (IEPs) 	K. Dostaler L. Rashotte L. Rashotte
10 Correspondence a) SEAC Meetings – 2024-2025	L. Rashotte
11 Adjournment	

**Next scheduled meeting:
Thursday, April 25, 2024 – 4:00 p.m.**



**Special Education Advisory Committee
(SEAC) Meeting
February 22, 2024 - 4:00 p.m.**

Members present: S. Binder, S. Lewis, A. Card, L. Isenegger, R. Glenn, W. Haystead, D. Vanderkloet, J. Christie, D. Milligan, A. James, L. Solski

Absent: N. Hamilton, L. Rashotte, R. Howard, E. Cotman, J. Parker, E. Reynolds
T. Whittaker, C. Breau

Resource: K. Dostaler, S. Taylor-Harvey

Minutes: J. Kezar

1. Call to order

In the absence of Chair Rashotte, Vice-chair Card called the meeting to order at 4:00 p.m. and welcomed everyone to the Special Education Advisory Committee meeting.

2. Acknowledgement of Traditional Lands

Trustee Lewis offered the Land Acknowledgement.

3. Roll Call

Vice-chair Card requested a roll call of members.

4. Approval of the agenda

Mover: Shannon Binder

Seconder: Wendy Haystead

That the revised agenda for the February 22, 2024 Special Education Advisory Committee meeting be approved.

Carried

5. Declaration of Conflict of Interest

There was no conflict of interest declared.

6. Approval of Minutes from Previous Meetings

(a) January 25, 2024

Mover: Wendy Haystead

Seconder: Lauren Isenegger

That the minutes of the January 25, 2024 meeting be approved.

Carried

7. Delegations/Presentations

a) **EQAO data review**

Primary/Junior Mathematics

Stephanie Taylor-Harvey, System Lead, presented student achievement data from the 2022-2023 EQAO Primary and Junior Assessments of Math, for Grades 3 and 6 students. Hastings and Prince Edward District School Board (HPEDSB) student data in comparison to Provincial data was shared with members to review and discuss. Data for all students was shared, as well as for students by Special Education needs status. Suzanne Cholasta, System Lead (Curriculum Services) will attend the March meeting, to share the Math Achievement Action Plan (MAAP).

8. Committee Reports

There were no committee reports.

9. Staff Reports

a) School Year Calendar 2024-2025

Superintendent Dostaler referred members to the report contained in the agenda package, regarding the 2024-2025 school year calendar planning process.

School boards are required to establish a school year calendar which involves consultation with employee groups, parents/guardians/staff/students, senior administration, trustees, and community members. Public consultation occurred within Hastings and Prince Edward District School Board, Algonquin & Lakeshore Catholic District School Board, and Limestone District School Board from January 30 to February 12, 2024. Input regarding three calendar options specific to the start and end dates of the school year and placement of professional activity days/board holidays was gathered via an open survey.

Subsequent to the review of the survey results, the proposed 2024-2025 school year calendar option will be taken to the Public Board Meeting as a recommendation, on February 26, 2024. Three versions are quite similar this year. If members have any information to share, please reach out to Superintendent Dostaler or Julie Kezar.

b) Special Education Plan – Part 2

Superintendent Dostaler noted that members were asked to review Sections 2.3 to 2.8 of the Special Education Plan. If members have feedback they wish to provide, please email Julie Kezar at jkezar@hpedsb.on.ca by Friday, March 8, 2024. Part 3 of the Special Education Plan will be reviewed at the March meeting.

c) Sub-committee updates

Vice-chair Card requested an update from the following sub-committees:

Mental Health

- Superintendent Dostaler noted that final touches are being completed on the Student Mental Health Survey. The School Climate and Canadian Mental Health Association 14 surveys are also being distributed this year.

Individual Education Plans (IEPs)

- The Accessing Supports for Students in HPEDSB document contained in the agenda package has been posted on the Board website and will be shared with learning support coordinators and learning support teachers, administrators, and teachers via school group meetings.
- System Lead Taylor-Harvey will share the document with Highland Shores Children's Aid Society. Members can share this information with agency staff as well.
- The next sub-committee meeting will focus on parent/guardian understanding of their child's IEP.

10. Correspondence

The following correspondence was reviewed:

- a) Community Transition to Kindergarten for Children with Special Education Needs Form
- b) Welcome to Kindergarten Questionnaire

- c) Waterloo Region District School Board letter – February 14, 2024
Superintendent Dostaler shared that he was pleased to receive this letter, as Waterloo Region DSB supported our advocacy letter.

11. **Adjournment**

The meeting was adjourned at 4:50 p.m.



To: Special Education Advisory Committee

From: Suzanne Cholasta, System Lead, Curriculum Services

Re: Math Achievement Action Plan (MAAP)

Purpose

To provide members of the Special Education Advisory Committee (SEAC) with information on system mathematics achievement and practices as evidence of progress toward the 2020-2025 Strategic Plan and compliance with the ministry developed Math Achievement Action Plan (MAAP).

Link to Strategic Plan

4.1 *Improve Student Success and Achievement*: Annual increase in the percentage of students meeting the provincial standards in Grades 3, 6, 9, and 10.

Background

The Ministry of Education has developed a Math Achievement Action Plan whereby Hastings and Prince Edward District School Board (HPEDSB) priority schools were identified based upon 2021-2022 EQAO math assessment results (Appendix A). To improve math achievement in these schools, the Ministry has provided funding for math facilitators to work directly with students and teachers in the identified Grades 3, 6 and 9 classrooms. The Ministry funding has also been provided for HPEDSB to purchase digital math tools and to provide an incentive for educators to complete math additional qualifications courses.

Current Situation

The [HPE MAAP](#) and priority school MAAPs include targeted needs (informed by multiple data sources, including EQAO) and contain targeted strategies at the board, school, and classroom levels from each of the three priorities found in [Taking Action in Mathematics](#) document.

Taking Action in Mathematics Priorities	Initial HPEDSB actions to progress the priority
Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.	Math Facilitators are supporting improved teacher practices through the collaborative implementation of high impact instructional practices and the analysis of classroom mathematics data to determine next steps.
Engaging in ongoing learning to strengthen mathematics content knowledge for teaching.	Differentiated professional learning for teachers and principals through PA days, staff meetings, professional learning, webinars and system provided resources.
Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.	Providing a digital math tool to support mathematics learning at home or at school for teachers to understand current learning levels and provide targeted support for learning and achievement.

Key performance indicators (KPI) are provided as tools to measure results toward improvement in mathematics achievement for each of the nine targeted strategies. Boards are also required to provide a separate Priority School Provincial KPI report to the Ministry which includes data related to level of achievement on math report cards, individual attendance rates equal or greater to 90 percent, and students attitudes and confidence about math.

Next Steps

HPEDSB submitted progress measures for each targeted strategy in the MAAP on March 28, 2024 to the Ministry with the final reporting happening in early July 2024. Review and monitoring of our MAAP actions and KPIs continue as part of the strategic planning sessions with the Ministry Math Action Team and Provincial Math Lead.

Appendix A: Overview of HPEDSB Priority Schools

School Group	Priority Schools	Grade 3				Grade 6				Grade 9 (1W&1L)	
		1/2/3	2/3	3	3/4	4/5/6	5/6	6	6/7	Sem 1	Sem 2
Bayside	Frankford						✓		✓		
Centennial	PCB					✓	✓	✓			
	Parkdale							✓	✓		
Central	Marmora						✓		✓		
	Madoc Twp								✓		
	CHS						✓✓		✓		
Eastside	POW		✓		✓		✓		✓		
	QE								✓		
	Q Vic		✓	✓				✓			
	Deseronto		✓		✓				✓		
	Tyendinaga						✓	✓	✓		
North Hastings	BCPS						✓				
	Coe Hill	✓			✓		✓				
	Herman		✓			✓					
	York River		✓		✓						
	NHSS									5 sec	2 sec

Trenton	NTPS		✓								
	Trent River		✓	✓✓	✓		✓✓	✓			
	PCT						✓	✓			
	THS									4 sec	3 sec
20 Priority Schools		8 with priority gr 3 classes			16 with priority gr 6 classes				2 with priority gr 9		
Educator #s by Grade		16			29				2	2	
Student #s by Grade		321			725				151	106	



SPECIAL EDUCATION PLAN – PART 3

JUNE 2024

(September 2023 to June 2024)

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LEARNING TOGETHER

2.9 Individual Education Plans

The Draft Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide describes province-wide standards for developing, implementing, and monitoring Individual Education Plans (IEPs) for students with special education needs and for students not identified as exceptional who are receiving special education programs and services. HPEDSB has developed and implemented an IEP template in compliance with *Ontario Regulation 181/98* and the expectations outlined in the IEP Standards 2000 for use with students with special education needs in both the elementary and secondary panels. The board currently uses the Aspen Student Information System to facilitate the completion of IEPs and the sharing of information among schools and programs. In 2012, a Ministry lead IEP Review was conducted to review board IEPs. Results from the review were uploaded to the Ministry of Education. Following this review, the Ministry released a document outlining the provincial trends. Student Services system staff updated Board support documents to continue to support schools in meeting Ministry standards.

Appendices

- Appendix E – Sample Individual Education Plan

2.10 Student Services Staff

The delivery of special education programs and services for students requires parents/guardians, community, and board participation. Hastings and Prince Edward District School Board employs a wide range of specialized personnel at the school and system level.

Student Services Mandate

Student Services supports school teams and teachers in the implementation of effective programming and appropriate placements for students with special education needs. The schools' and system's responses are based on the Ministry of Education's requirements for special education as outlined in the *Education Act* and Regulations.

Board/System-Level Student Services Staff

- Superintendent of Education
- System Lead
- Executive Assistant
- Mental Health Lead
- Social Workers – Secondary Schools
- Social Service Workers – Education and Community Partnership Programs, Elementary Schools
- Child and Youth Workers – Elementary Schools
- Student Services Learning Support Coordinators (K-12)
- Attendance Counsellor
- Speech and Language Pathologists
- Communicative Disorders Assistants
- Board Lead Psychologist
- Psychoeducational Consultant(s)
- Student Services Resource & Safe Workplace Officer
- Blind/Low-Vision Itinerant Resource Teacher
- Deaf and Hard of Hearing Itinerant Resource Teacher
- Board Certified Behaviour Analyst (BCBA)
- Applied Behaviour Analysis (ABA) Coordinators
- Secretarial staff

School-Based Special Education Staff

- Learning Support Teachers (LSTs) – Elementary and Secondary
- Special Education Teachers
- Educational Assistants - Elementary and Secondary

Appendices

- Appendix D – Student Services Staff

2.11 Staff Development Priorities

The [2020-2025 Strategic Plan](#) Mission: Inspire curiosity, display compassion and empathy, nurture individuality, and foster a sense of community on our journey to higher achievement.

Ministry of Education, Learning for All, 2013

Using the seven beliefs first identified in the *Education for All* Ministry of Education document, the following shared beliefs are identified in *Learning for All*:

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

The board, through the [2020-2025 Strategic Plan](#) affirms commitment to provide programs and services to help all students and staff reach their full potential.

Consultation with the Special Education Advisory Committee (SEAC)

Mission: SEAC advises, advocates and supports processes that meet the educational needs of children with special needs in the community. SEAC also works collaboratively with other SEACs and the Ministry of Education to advocate for effective policies, practices and procedures across Ontario. Learning opportunities are also offered on a regular basis at SEAC meetings and members are invited to participate in staff development opportunities such as parent/guardian awareness programs and professional development opportunities offered by HPEDSB and community agencies.

Ministry of Education Funded Professional Learning Experiences

Professional learning experiences for student services staff are tied to Ministry funding and the [2020-2025 Strategic Plan](#) which includes the HPEDSB 2019-2022 [Board Improvement Plan](#) for Student Achievement and Well-Being priorities.

Professional learning experiences facilitated by Student Services personnel have focused on:

Agas and Stages Questionnaire (ASQ) - training was provided to child and youth workers, speech and language pathologists, behaviour support services, learning support coordinator, system lead, and mental health lead. ASQ is a developmental screening tool designed for use by early educators and health care professionals. The ASQ-3 pinpoints developmental progress in children between the ages of one month to 5 ½ years and measures development in five domains: communication, gross motor, fine motor, problem solving, and personal-social. The ASQ-3 helps identify children's strengths and areas where they may need additional support. [It's a valuable tool for monitoring development and ensuring children reach their full potential](#)

Assistive Technology – With a focus on universal design for learning, Student Services staff facilitate and co-plan learning with staff building capacity around how to pair assistive tools to meet the needs of students' with IEPs. Staff are encouraged to use assistive tools with students as part of their normal daily routines and class instruction in order to promote effective learning for all students.

ASIST Suicide Intervention Training

Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. Training was provided to educators, school based public health nurses, child and youth workers, social service workers and social workers.

Autism Spectrum Disorder Training (online)

The Ministry of Education provided funding to Sonderly Training (a division of the Geneva Centre) to offer online ASD training to publicly-funded school boards. This voluntary professional development opportunity was offered to all educators throughout the board, including administrators, teachers, learning support coordinators, educational assistants, designated early childhood educators, ABA coordinators, and board certified behaviour analyst. The online training helped further enhance staff capacity in implementing Policy/Program Memorandum (PPM) No. 140 – Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with ASD. In addition, the training objective was to increase understanding of ASD and ABA methods to enhance the delivery of programming to students with ASD, and improve student's educational, social, communication and behavioural outcomes.

As a board, we have enrolled 100 educators in a variety of training courses using the training units provided by the Ministry of Education and continue to enroll educators as needs are presented. The courses included ABA for Educators Level 1 and 2, Core Teaching Strategies for Autistic Students, ADHD in the classroom, Supporting Play-Based Learning for Students with ASD, Introduction to Autism, and Understanding and Supporting Students with Autism.

Further to the online training opportunity offered to board educators, the Behavioural Support Service team was able to deliver training to educators regarding the functions of behaviours, data collection, and functional based behavioural strategies.

Crisis and Trauma Resource Institute (CTRI) web-based modules

The CTRI webinars support social workers, social service workers, and child and youth workers, to build on frontline skills for social services on demand, regulation strategies for children and youth in crisis, trauma informed care, building culture of strength, vicarious trauma strategies for supporting resilience, adolescent brain development, self-injury in youth, anxiety in children and youth, and practical intervention strategies. CTRI webinars further supported regulated mental health staff to build on essential skills to counselling on demand.

Educational assistant training

The following mandatory professional learning sessions were provided to all educational assistants over five professional activity days:

- Introduction to Google – Queen's University
- Autism Spectrum Disorder – Queen's University
- Occupational Therapy (Interoception & Polyvagal Theory, Lifts and Transfers) – Quinte Health Care – School-Based Rehabilitation Services
- Fetal Alcohol Spectrum Disorder (FASD)/Ergonomics/Hygienic practices – Virtual module – Wellness Office, HPEDSB
- Therapeutic Crisis Intervention (TCI) Recertification – Resource Officer and Learning Support Coordinator, HPEDSB
- Crisis and Trauma Resource Institute (CTRI) web-based modules.

In addition, board-wide sessions were provided to educational assistants and other HPEDSB staff on the following:

- Trauma Informed Practice – Part 1
- Trauma Informed Practice – Part 2
- Health and Safety.

Fetal Alcohol Syndrome Disorder

Fetal Alcohol Syndrome Disorder (FASD) training has been made available to any interested staff through the CanFASD (Canadian FASD Research Network) and FASD Success. Foundations in FASD is an on-line course provided on the CanFASD website focusing on the basics of FASD, the impact it has on children and youth with information to support the shifting of our lens through which we view this brain based neurodevelopmental disability that is organic, permanent and often invisible. Currently, LSCs and community partners from Quinte Children's Treatment Centre (QCTC) are working to write a training course that will be available to all teachers and educational assistants on the HPEDSB virtual learning environment.

Learning Support Teachers (LSTs)

Ongoing professional development and capacity building regarding the continuous assessment process, assistive technology programs, and special education legislation/procedures is provided.

Mentoring support for new LSTs

Implemented a mentoring program for new LSTs to support them through the development of Individual Education Plans (IEPs), Special Equipment Amount (SEA) referrals/applications and management of the IPRC process.

Ontario Autism Program (OAP): Connections for Students

Professional development to support teachers and educational assistants who work with students identified as having ASD has been designed based upon Ministry of Education funding. This has included: ABA training for staff involved, release time provided for planning time for school teams involved in Connections for Students with ASD, release time to support teacher and/or educational assistants attending Connections Meetings.

Professional Assessments

Ministry funding has been provided to conduct professional assessments for students and/or to develop and/or enhance an information system to track data, to reduce wait times for professional assessments.

Professional training in the applied use of Mindfulness for 7 to 11 and 12 to 18-year-olds

A program designed to train staff in incorporating mindfulness into elementary and secondary schools. This course was provided to child and youth workers, and prepares participants to teach mindfulness to 7 to 11-year-olds. It has a strong emphasis on experiential learning both in the games and fun activities introduced while also focusing on participants' personal understanding of mindfulness and the development of their own personal mindfulness practice. Each lesson is divided into two distinct parts: the exploration of various facets of mindfulness from a personal perspective and from the viewpoint of the child.

This course was provided to social workers, and prepares participants to teach mindfulness to 12 to 18-year-olds. It is an experiential and practical course which focuses on participants' personal understanding of mindfulness and the development of their own personal mindfulness practice. Alongside this, it introduces experiential mindfulness activities specifically developed for teenagers.

Rainbows for all children grief programming

Child and youth workers, took part in the Rainbows Train the Trainer Facilitator Program, which is an evidenced-based social emotional learning program for kids. The five core elements of crisis intervention present across all programming include calming (mindfulness and breathing exercises), self-efficacy (tools to empower, coping and problem-solving skills), connectedness (community-building, supporting self and others), hope (focus on positive), and sense of safety.

Special Equipment Amount (SEA)

Professional development and training continues through partnership support of Information Technology and Student Services staff. When students receive SEA equipment (e.g., Chromebooks/laptops with use of the Read & Write toolbar, iPads with student specific applications and goals) training may be provided for individual students, parents, as well as teachers and educational assistants who work with the student. Equipment purchased through SEA is documented on the students' IEP and integrated into programming goals in alignment with Instructional, Environmental and Assessment accommodation sections.

Special Education Additional Qualification Courses

Ministry funding has been provided to increase capacity for teachers to support students with special education needs, to take an approved Special Education AQ course. The outcome is to increase teacher knowledge and understanding of special education and students with special education needs, and improved services and supports for students with special education needs.

Transportation and Stability Supports for Children and Youth in Care

Ministry funding has been provided to improve educational expertise and outcomes for children and youth in care. The funding promotes mental health, well-being and positive educational experiences by providing transportation to support a stable school and learning experience/educational supports. Stability supports enable all children and youth in care to receive supports that will provide additional stability for their educational experience and support a positive connection to education and learning.

Trauma Informed Practice Training - Therapeutic Family Care Program

Trauma informed practice training was provided to educators, child and youth workers, social service workers, educational assistants, and administrators. Training included challenging behaviours in youth - strategies for intervention, mental health concerns in children and youth, social emotional learning - a whole school approach, wellness strategies - stress, compassion fatigue and resilience, gender and sexual identity in youth.

Trauma Informed Counselling in an Educational Setting Part 1 and 2 – Julie Gowthorpe

Professional learning and training to support social workers and social service workers, to build on trauma informed counselling in an educational setting, including how to create trauma informed safe environments using positive, trauma-informed positive psychology practices, holistic well-being, case note writing, and strength-based role playing.

Tiered Reading Intervention - Lexia and Empower

Professional development and training on the use of evidence-based reading interventions to close gaps for struggling readers. This includes four days of Empower training with the Hospital for Sick Children (SickKids) for teachers who are new to the program, and refresher training for teachers who have been trained in previous years. A Virtual Learning Environment was created to support administrators and teachers with the use of Lexia.

Therapeutic Crisis Intervention (TCI)

TCI training is to provide a crisis prevention and intervention model to assist in preventing, de-escalating, managing and reducing potential crises from occurring as well as reducing potential injury to students and staff. This four-day training has been offered to a variety of staff including administrators, teachers, child and youth workers, educational assistants, and system staff.

Communication with Staff

All staff can learn about professional development opportunities through the board web page at www.HPEschools.ca and communication to the school via e-mail and flyers or from student services staff. The board is committed to ongoing learning experiences for all staff, as referenced in priorities of the [2020-2025 Strategic Plan](#).

2.12 Specialized Equipment

Hastings and Prince Edward District School Board recognizes that specialized equipment is essential for some students to achieve their full potential and benefit from instruction. A variety of equipment is provided for students with special education needs through a collaborative approach among community agencies, parents/guardians, the board, and the Ministry of Education. The board reserves the right to determine the type of equipment that is purchased and whether the need is warranted. The equipment remains the property of HPEDSB. There are two components to SEA funding:

- 1. SEA Per Pupil Amount** – is for purchases of all computers, software, robotics, computing related devices, including routers and required supporting furniture identified for use by students with special education needs, as well as all training and technician costs for all SEA equipment (includes equipment purchased through the Claims-Based Funding).
- 2. SEA Claims-Based Funding** – for other non-computer based equipment to be utilized by students with special education needs including sensory support, hearing support, vision support (including vision support equipment that has a computer interface and is required by a student when the primary function of the equipment is to address the vision support needs of the student), personal care support and physical assists support equipment which will cover the cost of an individual student's

equipment needs in excess of \$800 in the year of purchase. Boards are responsible for the first \$800 in cost for any student per year.

Protocols, coordination, management, and maintenance of SEA equipment and training requirements are the responsibility of the board. Equipment purchased with SEA funding is portable and may move with the student as outlined in the Ministry of Education, Special Education Guidelines. Processes are in place to monitor the movement of students with specialized equipment. The LST in each school tracks the student's equipment, usage, and ensures that documentation is noted in the IEP.

Additional information is available under:

- Procedure 215 as follows: [Procedure 215 - Special Equipment Amount](#)

2.13 Accessibility (AODA)

The *Accessibility for Ontarians with Disabilities Act* (AODA) became law on June 13, 2005. The purpose of the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) and the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the Acts require school boards to prepare an annual accessibility plan to consult with persons with disabilities in the preparation of this plan and to make the plan public.

Hastings and Prince Edward District School Board serves approximately 15,400 students each day at 39 in-person schools (32 elementary, two K-12; four 7-12, one secondary). Supporting student achievement is the goal of approximately 1,750 teaching and support staff who, in addition to the contributions of caring volunteers and community partners, share their passion for teaching and learning.

The district covers a wide geographic area of 7,221 square kilometers bordered by Maynooth to the north, Deseronto to the east, Prince Edward County to the south and Quinte West to the west. All students regardless of special talents or challenging needs have the opportunity to become successful when attending schools which offer accessible programs, settings and services.

Hastings and Prince Edward District School Board prepares a [Multi-year Annual Accessibility Plan](#) that describes the on-going measures the board takes to identify, remove and prevent barriers for persons with disabilities.

The board through its Special Education Plan has addressed access for students with disabilities through on-going modification and accommodation of programs and services. Automatic door openers have been installed in a number of school interior and exterior doorways, wider exterior doors to allow wheelchair access have been installed, elevators installed in most secondary schools with multiple stories, ramps for school front and rear access points, accessible washrooms, audio and visual emergency alarm systems, and tactile and high contrast signage, etc., have been fitted in most schools.

Attitudinal barriers for persons with disabilities are being addressed through staff and student in-service about diversity, inclusive schools, re-writing diversity policy/procedures and examining other policies and procedures for barriers to accessibility. Architectural features that incorporate principles of universal design have been incorporated into new building design and construction. As well, recent renovations to existing buildings have accessibility for persons with disabilities addressed in the plans.

As part of the planning process for students with physical disabilities, the receiving school's accessibility is reviewed by school and board personnel to determine the accommodations required to meet the students' needs. Input is requested from parents/guardians and appropriate community partners/professionals. Requests and recommendations, such as occupational therapy, are sent from agencies such as the Quinte Children's Treatment Centre, the Child Development Centre of Hotel Dieu Hospital, or the Local Health Integration Network.

Within the school environment, individual protocols are established by in-school teams, in conjunction with parents/guardians and community partners/professionals, to assist students with disabilities in their day-to-day activities. The protocols include the development of safety procedures regarding fire drills/evacuations, lunch and nutrition breaks and recess, as well as the arrival to and departure from school.

The board has provided training for all staff on Customer Services as required by the customer service regulation and the AODA (2005). In addition, training has been provided to staff on Transportation, Built Environment, Information and Communications. Additional information can be found regarding the [Multi-year Annual Accessibility Plan](#).

Reference:

- *Accessibility for Ontarians with Disabilities Act (AODA) 2005*
- *Ontarians with Disabilities Act, 2001 (ODA)*

2.14 Transportation for Students with Special Education Needs

Transportation is arranged with, and provided through Tri-Board Student Transportation Services. Specialized transportation may be provided for students, as required. Schedules are planned to benefit the student and to maximize transportation efficiency.

Special transportation may be considered for:

- students with physical disabilities that prevent them from accessing a regular school bus;
- students who have been placed in a resource/regional class or in a program that is not in their home school area;
- students who have been identified with exceptionalities of Behaviour, Communication: Autism, or Intellectual: Developmental Disability, of such severity that they are unable to walk to school or to access a regular school bus;
- students with disorders where the severity is such that they are at risk to either themselves or other students, even with a bus monitor in place;
- students who are in an Education and Community Partnership Program outside of their home school area, and where transportation to such programs is feasible; and
- students attending Provincial or Demonstration Schools.

The following process is used in deciding if a special needs student may access special transportation:

- the school/program forwards a request for special transportation for a student, using the designated *Tri-Board Student Transportation Services - Special Education Request for Student Transportation Form*. This form is sent to the appropriate student services learning support coordinator responsible for the school or program. The form outlines the student's demographics and the reason for the special transportation request. The student services learning support coordinator, in consultation with the school/program, and, when warranted, with the superintendent of student services or with Tri-Board Student Transportation Services, may approve of the request.
- the approved request is forwarded to Tri-Board Student Transportation Services who arranges the transportation and contacts the student's parent(s)/guardian(s). A Student Medical Release of Information form is completed as necessary for students with a medical concern.
- the approved request is kept on file in student services for the duration of the school year.

The safety criterion that is used by Tri-Board Student Transportation Services in the tendering and the selection of transportation providers for students with special education needs includes:

- drivers must have First Aid training;
- drivers receive annual re-training on the use of Epi-Pens;
- wheelchairs must be secured during transit;
- drivers have a criminal background check;
- review of the Commercial Vehicle Automobile Registration;
- review of driver's safety record, including PMO and Highway infractions;
- review of the age of the equipment to be used.

3.0 SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Hastings and Prince Edward District School Board has established and will maintain a Special Education Advisory Committee (SEAC) in keeping with *Regulation 464/497*. The role of SEAC is to report and make recommendations to the school board regarding any matter affecting Special Education programs and services for exceptional students.

Mission: SEAC advises, advocates and supports processes that meet the educational needs of children with special needs in the community. SEAC also works collaboratively with other SEACs and the Ministry of Education to advocate for effective policies, practices and procedures across Ontario.

Appointments/meetings

All appointments to the Special Education Advisory Committee will be guided by the terms and conditions of the HPEDSB By-Laws. At the completion of the term of office of SEAC members, the board will advertise for representation from associations and for members-at-large for the next term of the Board of Trustees. A local association will write to the Director of Education to request representation on the Special Education Advisory Committee. The letter should include the nomination and qualifications of the nominee. Each recognized association is entitled to one member. Where there are more than 12 associations in the areas of the jurisdiction of the board, the board shall select the 12 local associations that shall be represented. The Board may appoint to the membership of the SEAC only those persons who qualify. The Special Education Advisory Committee shall consist of:

- 1) Two members and one alternate member for each, appointed by the Board from among its own members;
- 2) One representative of the Mohawks of the Bay of Quinte in accordance with the legislation;
- 3) One representative from each of the local associations not to exceed 12, in the area of jurisdiction of the Board, as nominated by the local association and appointed by the Board;
- 4) One alternate for each representative of a local association, nominated by each local association and appointed by the Board; and
- 5) If the Board so chooses, up to two members appointed by the Board who are not representatives of a local association, are not members of the Board or another committee of the Board that is appointed by the Board.

Each person appointed under section 1 to 5 above shall have the qualifications required for being a member of the Board that appointed them.

The Special Education Advisory Committee meets once a month (usually on the fourth Thursday of each month) from September to June, at 4:00 p.m. The committee also receives presentations by local associations, agencies, HPEDSB staff and students. These presentations have assisted the SEAC in becoming aware of the mandate of the local associations and the services provided as well as program and services provided by the board in support of students with special education needs.

Each SEAC member is provided with an orientation package which includes Ministry regulations and board policies pertaining to SEAC and a copy of the board's Special Education Plan. An orientation session is made available for new and remaining members of SEAC after each trustee election. SEAC members need to be aware of their role as outlined in *Regulation 464/97*, HPEDSB By-Laws, Governance Directive for Statutory Committees, Section 7.2.4(d), and the board's delivery model for special education.

Members of the public and parents/guardians are provided with various avenues to communicate with SEAC members.

Information on SEAC is available on the Board website at www.HPEschools.ca > Board > Board and Committee meetings > Special Education Advisory Committee meetings.

SEAC members are provided updates on the establishment, development and delivery of special education programs and services for students with special education needs at regular meetings.

The annual budget as it pertains to special education is presented to SEAC by the Superintendent of Business Services in the spring each year.

Ministry response to the annual Special Education Plan submission and subsequent amendments are shared with the Special Education Advisory Committee. The plan also remains a standing item on the SEAC agenda for the spring meetings. SEAC is provided with the opportunity for consultation, input and feedback on all items presented and to make recommendations as they relate to the special education programs and services for exceptional pupils. Recommendations from the SEAC are presented to the full meeting of the Board.

Additional information can be accessed as follows:

- [Special Education Advisory Committee Standing Committee Governance Directive](#)
- [Special Education Advisory Committee Membership List](#)

4.0 COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Pre-school Transition to School

- Contact is made with the various agencies providing support to high-needs pre-schoolers (e.g., Family Space/Early Years Centre, Children's Mental Health, Counselling Services of Belleville and District, Healthy Babies, Healthy Children, Community Living Prince Edward, North Hastings Community Integration Association), several months prior to school entry. Central student services staff meets with parents/guardians and representatives from the agencies at the student's home school to identify the student's strengths and needs and to identify the strengths and needs to work collaboratively to create a transition plan to support a successful entry to school.
- Students who receive support and/or programming from a preschool program for students who are deaf follow the same process laid out above, but the initial contact is often made through our Itinerant Teacher of the Deaf and Hearing Impaired who also attends the meetings to determine the level of support required for the student.

Pre-school Speech and Language Programs

- HPEPSLS will keep students up to age 5 for speech and language services.
- HPEPSLS will provide language development support to the teachers working with the students on their caseload.
- HPEPSLS includes recommendations in their transition to school report that a child may be eligible for Children's Treatment Centre School-Based Rehabilitation Services support and will complete this referral where appropriate.
- Schools receive a "Transition to School" report from HPEPSLS for all students who were involved with HPEPSLS at the time of entry to Senior Kindergarten.
- HPEDSB speech and language pathologist completes a Consultation Report based on this Transition to School report outlining recommendations and plan of care.
- Schools are encouraged to review transition to school reports, apply strategies to support the student and can follow Procedure 377: Speech and Language Services Delivery Model to access continues speech and language services at school if further support is needed"

Kids Inclusive

- Kids Inclusive, formerly known as the Child Development Centre, is located at Hotel Dieu Hospital in Kingston, Ontario and is one of 21 Children's Treatment Centres in Ontario. Kids Inclusive provides rehabilitation and support services for children and youth with physical, neurological and/or developmental challenges in the Kingston, Frontenac, Lennox and Addington counties as well as communities in Lanark, Leeds and Grenville counties. Some specialty services support children and youth in Prince Edward and Hastings counties
- Students within the school board may receive support from Kids Inclusive as part of the Augmentative Communication Services (ACS) program. This provides services for children and youth aged 0 to 19 years old whose communication, either written or verbal, is not meeting their daily needs at home. We help provide specialized equipment to those who are in

need of Augmentative and Alternative methods of Communication (AAC). Augmentative Communication Services includes speech and language pathologists, occupational therapists, technicians and therapy assistants.

Quinte Children's Treatment Centre – School-Based Rehabilitation Services (SBRs)

- Quinte Children's Treatment Centre partners with the board to provide support for students with:
 - moderate and severe articulation difficulties, speech dysfluencies and voice disorders;
 - occupational therapy needs (fine/gross motor/sensory);
 - physiotherapy .
- School-based Rehabilitation Services speech language pathologists (SLPs) will provide intervention support to school personnel for students on their caseload.
- Schools may consult with HPEDSB speech and language pathologist if continued support at school may be appropriate following discharge from the SBRs program.
- HPEDSB speech and language pathologist completes a Consultation Report based on this Discharge Report, outlining recommendations and plan of care.

Quinte Children's Treatment Centre (QCTC)

- Partners with the board to provide support in the following areas for students with physical or multiple disabilities:
 - physiotherapy and occupational therapy;
 - speech language pathology;
 - social work and psychometric services.
- Partners with the Board in the transitioning of children into Junior and Senior Kindergarten and transition physiotherapy/occupational therapy needs within the school to the School-Based Rehabilitation Services.
- Therapy staff continue to provide assessments for some equipment needs required within the school (e.g., walkers, standing frames, specialized computer hardware/software) and provide support documents as required for Special Equipment Amount (SEA) funding. Specialty programs such as seating and mobility and augmentative communication and psychometric services are provided on a consultation basis in the schools throughout the child's school career.
- Designated space is provided to service providers so therapy can be provided at school.
- At the time of discharge from QCTC speech and language, HPEDSB staff should review recommendations and follow Procedure 377: Speech and Language Services Delivery Model should further consultation with HPEDSB speech and language pathologist be required.

Ontario Autism Program (OAP) – Core Services

- Autism Services through Counselling Services of Belleville and District (CSBD), Stride Academy, and Quinte Assessment and Treatment Group (QATG) services clients (up to age 18) who require behavioural services.
- Services are clinically supervised, intensive, comprehensive and individualized treatment programs are developed for children and youth with autism.
- When it is determined a child is transitioning out of Autism Services and they are eligible for Connections for Students, the team will assist with the transition to school full time.

Ontario Autism Program (OAP) – Entry to School Program

- 6-month group based learning offered to students with ASD who are connected with the OAP.
- Services are provided by a multidisciplinary team, including an occupational therapist, speech and language pathologist, and a board certified behaviour analyst.
- Follow group based services, school teams collaborate with the multidisciplinary team for up to 6 months to help support the students transition to school.

Connections for Students

Maltby Centre: School Support Program

- Collaboration with HPEDSB and Maltby Centre-School Support Program for Children with Autism is to enhance educational experiences of learners with ASD.
- Maltby Centre consultants work with HPEDSB staff providing a range of services for students involved in the Connections process including consultation, assisting in the development of resource material and serve as a vital member on the Connections for Students Transitions team.
- Students eligible for Connections, which is the agreed-upon process between the Ministry of Education and the Ministry of Children, Community and Social Services, that supports the successful transition for students with Autism Spectrum Disorder (ASD) from Intensive Behavioural services to increased time at school.
- Connections for Students includes Autism Services staff, school staff, student services learning support coordinator, ABA coordinator, and Maltby Centre. The duration is 9 to 12 months.
- Additional information can be found by accessing the [Connections for Students Resource Guide](#).

Education and Community Partnership Program (ECPP)

- Education and Community Partnership Programs are available through partnerships with Quinte Children's Treatment Centre and HPEDSB.
- Central student services staff participate in the referral process, attend regular program meetings in order to be kept informed of the students' progress, and facilitate the transition back to the community school.

Transition from School to Community

- In partnership with the *Transition from School to Community Committee* and with parent/guardian involvement, arrangements are made to refer students with developmental disabilities to a Developmental Services Agency to assist with the transition from school to community. In partnership with a Developmental Services Agency, a community network of support may be established to assist families with transition planning.

Programs Offered by Other District School Boards

- Appropriate placement and support decisions are made when an exceptional student arrives from a program offered by another District School Board. In preparation for a successful entry, contact is made with the sending board, documentation is acquired and a case conference is held that involves the student services learning support coordinator. The same arrangement is followed for students returning from an Education and Community Partnership Program placement into Hastings and Prince Edward District School Board.
- Hastings and Prince Edward District School Board reviews (with appropriate parent/guardian consents) any assessments accompanying a student in any of the above situations.

5.0 SUBMISSION AND AVAILABILITY OF THE SPECIAL EDUCATION PLAN

In accordance with *Regulation 306* under the *Education Act*, the board will submit two copies of the Special Education Plan and subsequent amendments by July 31st of the current year. If no amendments are required, the Ministry of Education will be notified by the same date.

The Special Education Plan is available to the public through the board's website at www.HPEschools.ca via SEAC members, and from Student Services at the Education Centre, 156 Ann Street, Belleville, Ontario, K8N 3L3.

SEAC Agendas and Minutes are posted and available on the board's website. Archived minutes and meeting support documentation is also available from Student Services.

Appendices

- Appendix A – Parent/Guardian Guide to Special Education
- Appendix B – Specialized Health Support Services
- Appendix C – Ontario Ministry of Education Categories of Exceptionalities and Definitions
- Appendix C (a) – HPEDSB Exceptionality Groupings
- Appendix D – Student Services Staff
- Appendix E – Sample Individual Education Plan

6.0 APPENDICES

Appendices are available to the public through the board's website at www.HPEschools.ca > Community & Families > Special Needs Support > Special Education Plan. Copies of appendices are available upon request from:

Student Services
Hastings and Prince Edward District School Board
156 Ann Street
Belleville, Ontario K8N 3L3
(613) 966-1170 or 1-800-267-4350
Fax: (613) 966-9322
Email: student.services@hpedsb.on.ca

www.HPEschools.ca

Understanding Individual Education Plans (IEP)

What is an IEP?

An Individual Education Plan (IEP) is a working document which describes a student's strengths and needs, and the special education program, supports and services accessed or provided to meet the student's individual needs.

The IEP helps with monitoring and assessing a student's progress, and is adjusted as the student's strengths and needs change.

Why is an IEP Developed?

An IEP is developed for a student for one of the following reasons:

- An IEP must be developed for every student who has been identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC).
- An IEP may be developed for a student who has not been identified by an IPRC as exceptional, but who requires a special education program and/or services in order to achieve curriculum expectations and/or to demonstrate learning.

In HPEDSB, an Individual Education Plan may be considered when there is clear evidence that accommodations and/or programming changes are necessary to support a student in their learning.

Components of the IEP

ACCOMODATIONS

Accommodations allow a student to participate in learning without any changes to the knowledge and skills the student is expected to demonstrate.

Accommodations are specialized strategies for the student to access the curriculum and demonstrate learning. These may include individualized equipment, technology, environmental adjustments, or specific strategies for instruction and assessment.

MODIFICATIONS

Modifications are changes made in the grade-level expectations for a subject or course to meet a student's learning needs. Modifications can be made by: altering the number and/or complexity of the grade level expectations, or selecting expectations from a different grade level. *Some decisions about modifications can impact a student's educational pathway. It is important that parents and school staff have conversations about the use and impact of modifications.*

ALTERNATIVE EXPECTATIONS

When a student's learning expectations are not represented in the Ontario curriculum, alternative expectations may be created (ex. life skills, social skills).

What is your role as a parent/guardian?

As parents/guardians, you know your child best. You know your child's strengths, abilities, needs, and areas for improvement. To support your child's learning, parents are encouraged to share information with the teacher, such as:

- talents and abilities;
- likes, dislikes and interests;
- hopes and dreams for the future including any short and/or long term goals;
- how your child learns best (ex. by doing, through demonstration, etc.);

Parents/Guardians play a powerful supporting role in the IEP process and will have the opportunity for consultation in the development and ongoing review of the IEP.

For more information, please contact the Learning Support Teacher at your school.



**SPECIAL EDUCATION ADVISORY COMMITTEE MEETINGS
2024 - 2025
September 1, 2024**

Date	Time	Location	Focus
Thursday, September 26, 2024	4:00 p.m.	Board Room	
Thursday, October 24, 2024	4:00 p.m.	Board Room	
Thursday, November 28, 2024	4:00 p.m.	Board Room	
Thursday, December 5, 2024	4:00 p.m.	Board Room	Election of Chair Election of Vice-chair
Thursday, January 23, 2025	4:00 p.m.	Board Room	
Thursday, February 27, 2025	4:00 p.m.	Board Room	
Thursday, March 27, 2025	4:00 p.m.	Board Room	
Thursday, April 24, 2025	4:00 p.m.	Board Room	
Thursday, May 22, 2025 (Date subject to change)	4:00 p.m.	Board Room	Tri-board SEAC Meeting Location TBD
Thursday, June 5, 2025	4:00 p.m.	Board Room	