



UPPER GRAND DISTRICT SCHOOL BOARD

Dr. Martha Rogers

Director of Education

SPECIAL
EDUCATION
PLAN

June, 2005

*PREPARED BY
THE SPECIAL EDUCATION PLAN
STEERING COMMITTEE*

UPPER GRAND DISTRICT SCHOOL BOARD SPECIAL EDUCATION PLAN

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**MEMBERS OF THE
SPECIAL EDUCATION PLAN
STEERING COMMITTEE**

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G. Sweet, Special Education Consultant
S. Szpular, Special Education Consultant
SEAC Members

The steering committee would like to acknowledge the contributions of the members of the Special Education Advisory Committee as well as the many staff in Program Services who contributed to this plan.

INTRODUCTION

On January 27, 2000, the Minister of Education announced the government's plans for improving the quality of special education programs and services in Ontario, and for ensuring greater accountability in the area of special education. This Special Education Board Plan is designed in accordance with the new Province-wide standards that school boards must meet when developing their special education plans.

This Plan is in compliance with the requirements for special education plans set out in Regulation 306 under the Education Act, entitled "Special Education Programs and Services", and the "Standards for School Boards' Special Education Plans" document.

In accordance with Regulation 306, the Upper Grand District School Board is required every two years to prepare and approve a report on the special education programs and special education services provided by the board, and to submit it to the Ministry. Each board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet the current needs of its exceptional students, and to submit any amendments to the Ministry for review.

One of the purposes of this Special Education Plan is to inform the Ministry of Education and the public about special education programs and services that are provided by the Board in accordance with legislation and Ministry policy on special education.

When preparing their Special Education Plan, school boards and school authorities are required to reflect any changes in programs and services that have occurred since the 2003 submission. Boards are guided in this process by both the Standards for School Boards' Special Education Plans, and by the review of the Board's 2003 submission.

This revision of the plan reflects changes in programs and services which have occurred since the 2003 submission. As well, attempts have been made to address the comments provided by the Ministry in the Special Education Plan report dated April 16, 2004.

NOTE: In this document, all references to "parent" are understood to include parents, guardian, guardians as appropriate.

THE BOARD'S CONSULTATION PROCESS

The Board's Special Education Plan is reviewed on an ongoing basis throughout the year by:

- Special Education Plan Steering Committee
- Principals/Vice Principals Special Education Review Committee (SERC)
- Program Services staff
- Special Education Advisory Committee (SEAC)
- Executive Committee (Senior Administration)

This current Special Education Plan has been developed by the Special Education Plan Steering Committee in consultation with all the above-named staff and committees, and members of the community.

Communication With The Public

Communication with parents and the community-at-large regarding special education planning and programs is a priority for staff and the Board. In addition to the Parent Information Guide which is distributed through schools and local agencies, the Board also communicates with the public through:

- the Communication Officer
- SEAC members
- participation with local parent groups and the presentation of in-services
- local newspapers and other media
- the Board website
- school newsletters
- School Council presentations
- Program Services newsletters

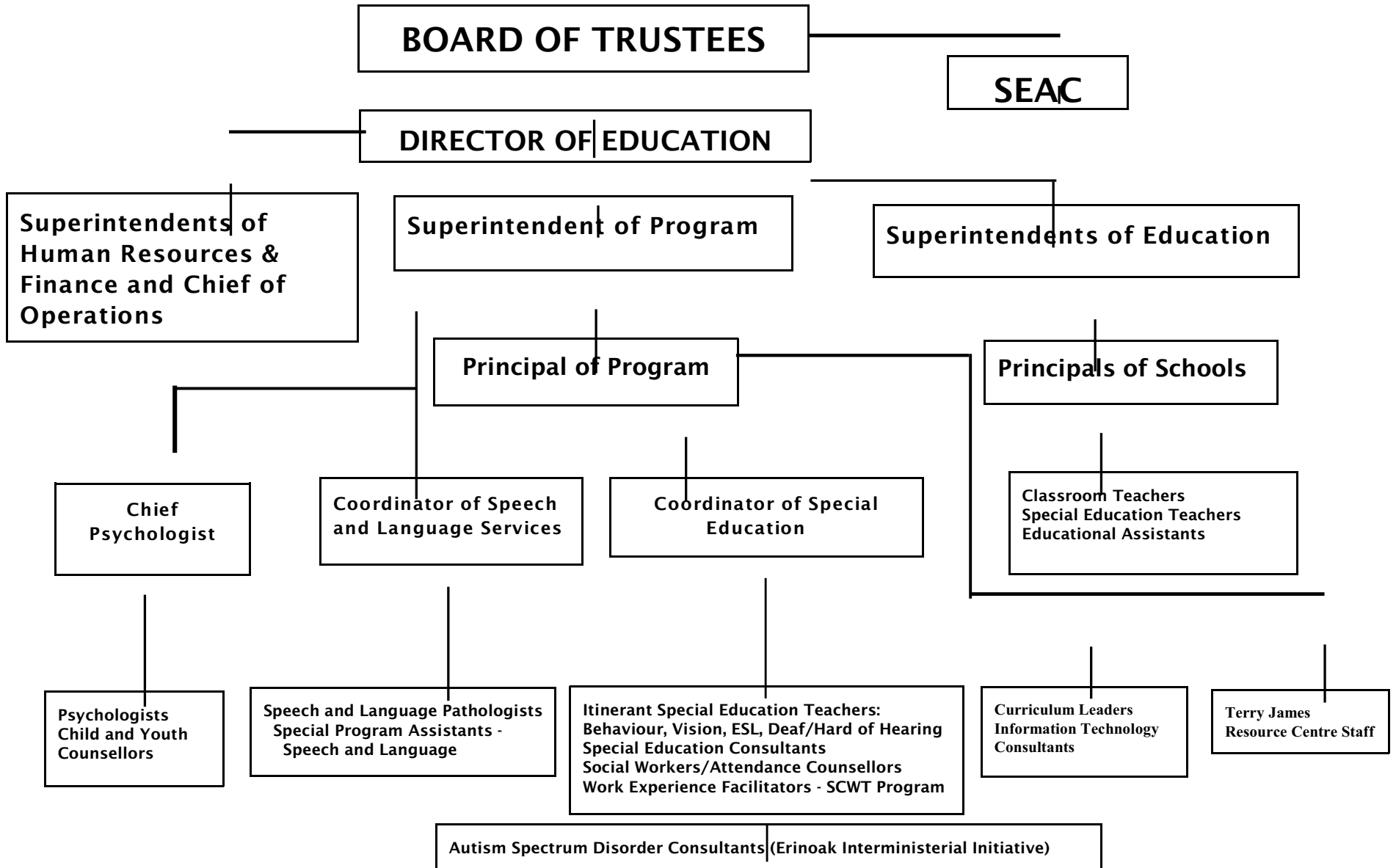
The Board's Special Education Plan is available to the public through their local schools, the Board offices or the Board's website. As well, members of SEAC have a copy of the plan to make available to their respective associations.

Consultation and Input to the Special Education Plan

Recognizing that engaging parents to provide input and feedback to the Special Education Plan is a requirement, and recognizing that the Board has not been as successful as it would like in pursuing this feedback, other avenues of action are being investigated. One plan is to develop a formal mechanism that SEAC members will be able to employ to gather information from their respective associations. As well, the Board will also sample elementary and secondary schools eliciting feedback concerning the Special Education Plan. Further, schools will be asked to discuss the Special Education Plan with their school councils. All information collected will be shared with SEAC with the view to evaluating the impact on the Special Education Plan. These surveys and school council discussions will serve to inform the community of the Special Education Plan as well as provide valuable consultation and feedback. Time lines for consultation will be shared and opportunities to respond to the Special Education Plan through presentations to SEAC will be provided.

To complement our internal review process, the Board has hired an external consulting firm to review the ways in which we can improve the Board's public consultation process. This firm is currently conducting a review of all departments and operations within the Board.

ACCOUNTABILITY FRAMEWORK



SEAC Involvement

The role of SEAC and its members is detailed in Regulation 464/97. The SEAC in the Upper Grand District School Board may make recommendations to the Board with respect to any aspect of special education programs and services. The SEAC is involved each year in the preparation of the Special Education Plan and the budget process.

During the school year, 2004/05, SEAC has scheduled time on meeting agendas to review and discuss the contents of the Special Education Plan. At each of these SEAC meetings, the task of the Committee as a whole was to review particular sections of the plan which had been highlighted for consideration. The committee discussed the content of the pertinent sections under review and notes were made both by SEAC representatives and Board personnel. The notes contained suggested revisions to the Plan which are reflected in this document.

Meeting Times and Dates

The SEAC meets face to face on a regular basis. Meetings occur on the second Wednesday of each month at 7:00 p.m., at the Upper Grand District School Board office at 500 Victoria Road North, in the Board Room. Meetings are open to the public. Members of the public should contact Program Services at (519) 941-6191 to confirm the time, date and location of the meetings. A list of the meeting dates, times and location for the 2004/05 school year are found in the appendices to this document.

[Appendix 1: Special Education Advisory Committee Meeting Dates](#)

Majority and Minority Reports and Responses

Appendix 2: SEAC Reports

SPECIAL EDUCATION PROGRAMS AND SERVICES

THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

The Board's Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the Act, and all other relevant legislation.

Philosophy of Special Education: Guiding Principles

- We believe all students can learn.
- We value each student's unique ability, individuality, learning style and pace of learning.
- We believe that the growth, the development and the learning of each student is enhanced in the most enabling environment.
- We believe that the inclusion of exceptional students in the school community provides a valuable learning experience for all children.
- We deliver programs which incorporate realistic goals, objectives, teaching and evaluation methods.
- We respect the rights of parents to make informed decisions in the best interests of their children.
- We respect, value and encourage collaborative partnerships with parents, community agencies and professionals.
- We foster parent, student and staff collaboration through school-based planning and management with centralized support and direction.
- We provide a diversity of placements and resources for exceptional pupils which reflect effective programs and strategies.
- We recognize the wealth of learning opportunities in the community to assist students with transitions, offer work experiences and allow them to pursue special abilities or talents.
- We value early identification and intervention for all students experiencing difficulties in school and/or needing enrichment.

Delivery of Service Guidelines

- Each student's needs, placement and required services are considered individually.
- A student declared exceptional through an IPRC process is placed in a regular classroom with resource/withdrawal support as the first consideration. If the student's needs cannot be met in the regular classroom, alternative special education placements are considered.
- The school invites parents to become involved in discussions and decisions as soon as the teacher or parent becomes concerned about the student's progress. Parents are invited to work collaboratively with school staff in meeting the needs of students.
- Educational assessments in preparation for IPRC are done to provide sufficient data for discussion of identification and placement recommendations.
- Procedures and policies are designed to ensure programs and services are delivered expeditiously on behalf of the student.

Special Education Department Delivery of Service

Staffing: Currently there are six full-time Special Education Consultants, one Itinerant Teacher for the Deaf and Hard of Hearing, 2.4 Itinerant Vision teachers and 2 Itinerant Behaviour (one Disruptive Behaviour/Mental Health, one Autism/Developmental Disabilities) teachers and the Coordinator of Special Education Services.

Rationale: The staff assist school personnel with program assessment and development for all students who require modifications and accommodations. This would include: assessment methods, curriculum modifications and liaison with other support staff (e.g., Psychology, Speech and Language, Child and Youth Counsellors and Counselling and Attendance and Social Work). The consultants assist schools in recognizing when special education services are required.

School-Based Services

- classroom observation of students to assist with program development
- attendance at Consultant Support Team meetings (CST)
- liaison with Provincial schools and other special education services
- participation in meetings with parents to discuss concerns regarding programming for their child
- participation in the IPRC process
- consultation for, and coordination of, Intensive Support Amount (ISA) 1 claims
- consultation with teachers in Special Education classrooms regarding program development
- support for the training and development of Individual Education Plans (IEP)

System-Based Services

- participation in system level IPRC process
- interviewing, training and providing in-service for Educational Assistants (EA)
- involvement in Specialized Support Team meetings (SST)
- professional development for administrators and teachers

[**Appendix 3: Special Education Department: Areas of Responsibility 2004-2005**](#)

[**Appendix 4: Special Education Consultants School Allocations - 2004 - 2005**](#)

Counselling and Attendance and Social Work Delivery of Service

Staffing: There are six Counselling and Attendance/Social Workers, with schools divided geographically throughout the Upper Grand Board. They are part of Program Services accountable to the Superintendent of Program through the Coordinator of Special Education.

Rationale: The Counselling and Attendance/Social Worker's role is mandated by the Education Act in the areas of compulsory attendance and safeguarding the rights of children. The role involves two primary functions: the monitoring of attendance to maximize the likelihood of success for students at risk of school failure, and the provision of counselling/mental health services. As well, Social Workers act as a referral agent to specialized community services.

School Based Services

- receive referrals from Superintendent, Principal/Vice-Principal, parent/guardian, students, teachers and community agencies
- assess presenting problems through interviews with student, parents, educators and community agencies
- consultation with In-School Team meeting (IST) as needed
- participate in Consultant Support Team (CST) meetings
- consult regarding program modification
- referrals to school, Board and appropriate community resource agencies
- provide direct counselling to students and families through individual, group or family counselling
- establish and maintain case records
- investigate truancy concerns under the mandated Education Act services regarding compulsory attendance
- documentation and follow up for Prolonged Absences
- advocate for parents and students

System Based Services

- facilitate parent's application for S.A.L.E.P. (Supervised Alternative Learning for Excused Pupils)
- monitor approved SALEP applications
- assess and facilitate the entry of candidates for the Alternative Education program in Guelph
- consultation to the Alternative Education program
- professional development to staff as required
- participation in school based Crisis Response Teams
- participation in Board committees and Specialized Support Teams (SST) as required

[Appendix 5: Counselling and Attendance Services School Assignments 2004-2005](#)

[Appendix 6: Counselling and Attendance Services Referral Form](#)

[Appendix 7: Consent For Counselling and Attendance Services and Access To Student Records](#)

[Appendix 8: Application Form for SALEP](#)

[Appendix 9: SALEP Memorandum of Agreement](#)

[Appendix 10: SALEP Information Form](#)

Psychological Services Delivery of Service

Staffing: The psychological consultants are assigned to schools. While the needs of each school are taken into account, in general each consultant is responsible for approximately 3100 elementary and 1500 secondary students. In total there are 7.4 full-time equivalent positions (FTE). The Chief Psychologist works 0.8.

Rationale: As members of the Consultant Support Team, the psychological consultants provide consultation and direct assessment services for students with learning, emotional, mental health and/or behavioural difficulties. They work directly with parents, teachers, children's mental health agencies, medical practitioners, and other consultants to provide a comprehensive service for students.

School-Based Services

- consultation regarding behavioural and academic concerns for individual students
- provision of psychological and psycho-educational assessments for students experiencing learning problems, attentional difficulties, memory weakness, social adjustment difficulties and behavioural problems
- assessment of students being considered for placement in a Self-Contained Special Education program (e.g., Specific Learning Disability, Developmental)
- based upon assessment results, collaboration with other staff in recommending appropriate ISA 1 equipment to assist the student in maximizing his or her learning potential
- collaboration with other staff in the development of behavioural programs for individual students
- collaboration with school staff in the development of class-based behavioural programs
- direct consultation with parents regarding concerns about their child
- help direct parents to the most appropriate community-based services
- provision of materials, consultation and education to parents about learning disabilities and mental health disorders relevant to their child particularly as concerns arise following the results from an assessment
- liaison with community agencies in providing therapeutic and diagnostic services for the students to facilitate coordination of program delivery
- liaison with community 'treatment services' when it is felt that the student would best be served in a residential or day treatment (Section 20) program
- emergency consultation is provided to the school or student if a crisis arises (e.g., suspected abuse; severe acting out behaviour) and assistance in securing appropriate community resources
- specific school-based group programs (e.g., helping students cope with Learning Disabilities or Attention-Deficit/Hyperactivity Disorder) as appropriate

System Based Services

- participation in system-level IPRC process
- provision of in-service for Educational Assistants, Teachers, Administrators and Child and Youth Counsellors
- involvement in the Specialized Support Team
- participation in the Crisis Response Team

- involvement in the Foundations program for providing specialized programming for primary students identified with a specific learning disability
- provision of consultation to the Asperger's Program available at the secondary level

Speech and Language Delivery of Service

Rationale: The following basic principles are presented as the basis for the development of a model for Speech and Language Services in the Upper Grand District School Board

- Helping students develop the communication skills needed for academic success is the overall goal of the Speech and Language service. The development of communication skills including speaking, listening (or non-verbal communication), reading and writing is the responsibility of all educators. The goals for students with communication disorders are accomplished in cooperation with the Speech and Language staff.
- Early intervention is the key to success for students with problems in speech and language and related learning, behaviour and cognitive skills. Attention provided in the pre-school and early school years will increase the likelihood of later school success and decrease the need for more costly remedial programs. The literature suggests that over 60% of students with behaviour disorders have significant language problems and 75-80% of students with learning disabilities have related language problems.
- A range of program approaches are required permitting:
 - responsiveness to the whole child in his/her environment
 - responsiveness to differences between schools
 - full use of the resources available to the school
 - individual speech-language professionals to use their own unique skills and approaches
 - approaches based on the best available practices balanced with "response-ability" (i.e. the available resources to put the approach into place)
- Services must be provided in a cost efficient manner making the best use of the skills of the professional involved.
- Services must be provided or supervised by qualified Speech Language Pathologists working within the professional and legal requirements of the College of Audiology and Speech and Language Pathology of Ontario (CASLPO).
- A system-wide commitment to Speech and Language staffing is necessary which equals, at minimum, that which currently exists.

School Based Services

School Assignments

- schools have been divided
 - geographically
 - with a caseload ratio of approximately 1 Speech Language Pathologist (FTE) to every 3500 students
- each school area has been assigned a Speech & Language team of 1 Speech Language Pathologist (SLP) and 1 Special Program Assistant (SPA). (In some cases, a full time position may be shared by 2 people)
- the SLP is responsible for all students in the assigned schools, K-6 or K-8
- remaining senior elementary and secondary schools are assigned support on an "as needed" basis by the Coordinator

Students Grades K-2

- with moderate to profound articulation, phonology, language delays/disorders
- at risk for academic and social problems
- assessed by the SLP with program goals implemented by the SPA-S&L as appropriate
- suggestions for supporting the student in the classroom and at home as appropriate

Students Grades K-8 (Grades 9-12 as assigned by the Coordinator)

- meet criteria for referral to CCAC and exhibit difficulties in one or more of the following:
 - voice/resonance
 - fluency
 - neurological/motor based speech disorders
 - feeding/swallowing
 - speech problems resulting from structural defects

These students are screened only for the presence of a disorder. Assessment is the responsibility of the CCAC-SLP.

Students Grades K-8 with Special Needs (Grades 9-12 as assigned by the Coordinator)

- assessment and consultation to assist the teacher in developing program goals

Students Grades 3-8

- with moderate to profound articulation, phonology, language disorders
- at risk for academic and social problems
- assessed by the SLP
- program goals may be addressed by the SLP, Classroom Teacher, Educational Assistant, Resource/Withdrawal Teacher and family

Priorities for Service ISA1 Process

- assessments to be included in ISA 1 claims for students in any grade
- Non-verbal assessments
- Autism Spectrum Disorder

Students Grades K-12

- mild articulation or language disorders
- not considered at risk academically
- assessment provided as appropriate
- speech goals may be implemented by school staff or parents
- a list of private practice SLP services is offered to parents as an option

Students Grades 9-12 (as assigned by the Coordinator)

- these students may have been assessed by school staff and/or Psychological Services and found to have difficulties in the language area
- SLP provides an assessment, program suggestions and accommodations that can be implemented by school staff and families

System Based Services

All Speech & Language Services members are available to provide in-service in individual schools, on a system wide level or in school groupings. As well, Speech and Language staff provide system-wide support on relevant committees within the Board.

Role Descriptions

Complete descriptions of the roles of the members of the Speech and Language Department are found in the appendices to this document.

[Appendix 11: Role Descriptions: Coordinator of Speech and Language Services, Speech and Language Pathologist, Special Program Assistant - Speech and Language](#)

ROLES AND RESPONSIBILITIES

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

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

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants.
- requires school boards to report on their expenditures for special education
- sets Province-wide standards for curriculum and reporting of achievement
- requires school boards to maintain special education plans, review them annually, and submit amendments to the ministry
- requires school boards to establish Special Education Advisory Committees (SEACs)
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The district school board or school authority

- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- monitors school compliance with the Education Act, regulations, and policy/program memoranda
- requires staff to comply with the Education Act, regulations, and policy/program memoranda
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board
- obtains the appropriate funding and reports on the expenditures for special education
- develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board
- reviews the plan annually and submits amendments to the Minister of Education

- provides statistical reports to the ministry as required and as requested
- prepares a parent guide to provide parents with information about special education programs, services, and procedures
- establishes one or more IPRCs to identify exceptional pupils and determines appropriate placements for them
- establishes a Special Education Advisory Committee
- provides professional development to staff on special education

The Special Education Advisory Committee

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- participates in the board's annual review of its special education plan
- participates in the board's annual budget process as it relates to special education
- reviews the financial statements of the board as they relate to special education
- provides information to parents, as requested

The school principal

- carries out duties as outlined in the Education Act, regulations, policy/ program memoranda, and board policies
- communicates Ministry of Education and school board expectations to staff
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates board policies and procedures about special education to staff, students, and parents
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policy
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements
- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- ensures the delivery of the program as set out in the IEP
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained

The teacher

- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda
- follows board policies and procedures regarding special education
- maintains up-to-date knowledge of special education practices
- where appropriate, works with special education staff and parents to develop the IEP for an exceptional pupil
- provides the program for the exceptional pupil in the regular class, as outlined in the IEP

- communicates the student's progress to parent
- works with other school board staff to review and update the student's IEP

The special education teacher (in addition to the responsibilities listed above under “the teacher”)

- holds qualifications, in accordance with Regulation 298, to teach special education
- monitors the student's progress with reference to the IEP and modifies the program as necessary
- assists in providing educational assessments for exceptional pupils

The parent/guardian

- becomes familiar with and informed about board policies and procedures in areas that affect the child
- participates in IPRCs, parent-teacher conferences, and other relevant school activities
- participates in the development of the IEP
- becomes acquainted with the school staff working with the student
- supports the student at home
- works with the school principal and teachers to solve problems
- is responsible for the student's attendance at school

The student

- complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda
- complies with board policies and procedures
- participates in IPRCs, parent-teacher conferences, and other activities, as appropriate

EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

The Upper Grand District School Board has made the acquisition of literacy skills for all students a priority. For many years, the Upper Grand District School Board has had an exemplary and highly successful early literacy program in place. This has been the Upper Grand District School Board's alternative to Junior Kindergarten. Early Literacy Teachers used an informal screening instrument with all Kindergarten students in October and May and also with Grade One students. This instrument was used to inform instructional decisions for individual students, as well as to identify early learners who were at risk. Teachers used the results of this screening as part of their reporting to parents, to design program and a basis for referral to In-School teams for discussion of appropriate next steps.

As of January 2006, the Upper Grand District School Board will be offering Junior Kindergarten for all eligible students. The implementation of Junior Kindergarten is currently in process. As a result, the Early Literacy Program has been dissolved and transitional early identification procedures are being reviewed and redeveloped. For the 2005-2006 school year, interim instruments and intervention strategies will be in place. The Upper Grand District School Board is currently researching the Learning Disabilities Association of Ontario's Early Screening and Intervention Tool in addition to other early learning screening and intervention procedures utilized by school boards in Ontario.

Although the Board currently does not have specific policy statements regarding early identification, it does have a Board Policy Document which covers assessment and evaluation. All of the procedures are a part of a continuous assessment and program planning process which should be initiated when a child is first enrolled in school or no later than the beginning of a program of studies immediately following Kindergarten and should continue throughout a child's school life.

[Appendix 12: Assessment and Evaluation policy 606](#)

Kindergarten Screening and Assessment

The Upper Grand District School Board has adopted language and numeracy objectives for Kindergarten that are more rigorous than those expected in the Kindergarten Program of the Ontario Ministry of Education. These expectations are included in the appendices to this document.

[Appendix 13: Kindergarten Objectives](#)

Checklist of Kindergarten Objectives

The checklist of Kindergarten objectives is designed to alert teachers to students who are not meeting the program expectations. The checklist is to be completed in November, January and June. The results may be used to inform teachers, parents and In-School teams of potential learning needs and possibly indicate the appropriateness of more in-depth assessment.

[Appendix 14: Checklist of Kindergarten Objectives](#)

[Appendix 15: Kindergarten Report Card](#)

PM Benchmarks

Each elementary school has received two PM Benchmark Kits to be used as an assessment tool for reading progress in Kindergarten to Grade 3. This tool measures incremental steps in reading accuracy and provides methods to measure reading comprehension in the primary division. The assessment results are used to guide instructional practices and strategies.

At-Risk Screening Instrument for Teachers

In addition to the screening mentioned above, the Board employs an additional screening device designed to identify at-risk students in the system. This device was developed by a committee at the University of Guelph and is an instrument designed to help teachers identify students who are displaying characteristics that may put them at risk for later school success. The instrument is made up of factors that can be combined to make a single overall estimate of an individual's at-risk status. The factors identify three elements relevant to school outcome which are readily observed by teachers. The first factor, Academic Skills, considers grades and learning related behaviours. Social Confidence refers to the child's ease in participating in school activities and discussions. Social Cooperation explores how the student responds to disciplinary measures and confrontation with others in the school. Together, the factors within the instrument identify areas where further information about the child is needed and where possible intervention measures might be beneficial to the student.

[Appendix 16: At-Risk Screening Instrument for Teachers](#)

Role Description of the Primary Success Teacher

Primary Success Teachers support students who are struggling in reading in Senior Kindergarten, Grade One and Grade Two. These teachers provide direct instruction for At-Risk students in order to increase their reading achievement to grade level. The Primary Success Teacher works with the Student Success Lead Teacher, the Primary Lead Literacy Teacher and the school staff to review and develop interventions to support all At-Risk students K-8. In addition, the Primary Success Teacher provides direction to school staff with a focus on effective strategies and interventions for At-Risk students.

Transition for Preschool Students with Special Needs

The Upper Grand District School Board works closely with community agencies to facilitate successful transition from preschool to school for students with special needs. With parental consent, students' developmental profiles are compiled and submitted through the Special Education Department. The information is then shared with the appropriate Principal who arranges a Consultant Support Team (CST) meeting to discuss the students' needs and initiate appropriate supports and programming. In some cases, parents may alert the Principal to the special needs of students upon Kindergarten registration. The Principal then contacts the Special Education Department and organizes a CST meeting with Board-based and community agencies.

Foundations Class/ Primary Learning Disabilities

Students in the early primary grades who are experiencing significant academic difficulties may be considered for placement in a Foundation Class. Students in this program must have a learning profile that meets the criteria for the class placement and have received intensive academic support. Behaviour difficulties cannot be the primary diagnosis

[Appendix 17: Primary Learning Disability Classroom Planning Document 2005](#)

THE IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS

Early Identification Procedures

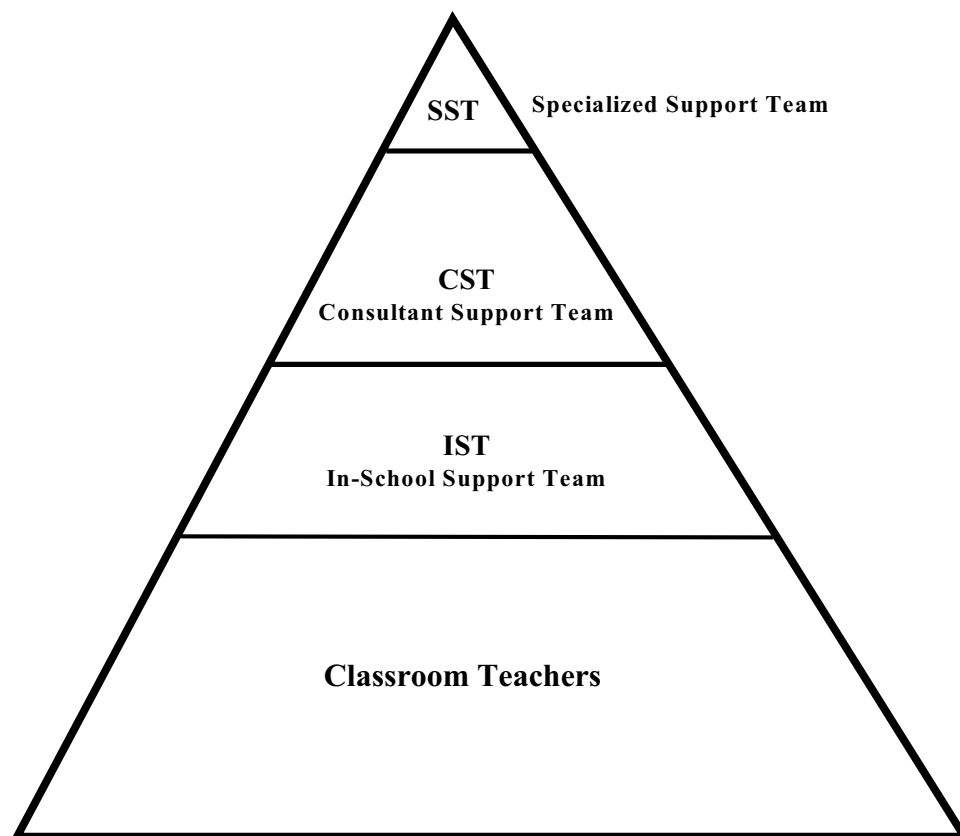
The Early Identification/Prevention Program of the Upper Grand District School Board involves the identification of the learning needs of all students including those who may require special supports. The program includes the following components:

- at-risk screening instruments developed for use by teachers
- staggered entry of Junior/Senior Kindergarten students to allow for observation and screening by teachers (JK beginning in January 2006)
- Consultant Support Team (CST) meetings for incoming students who have special needs including the appropriate community support services involved with the student
- Board-developed documents on phonemic awareness including screening instruments and program materials
- emphasis by the Speech and Language Department on the K-2 grades for assessment and intervention
- In-School Team Meeting (IST) process to allow for the discussion of student's needs as identified by teachers and parents

Informal Approaches To Solving Problems Prior to IPRC

The first and most important intervention is a discussion between teacher and parents which results in an action plan developed to address concerns. The school staff discuss student progress and the results of their action plans at regularly scheduled In-School Team (IST) meetings. The teacher, parent and/or principal may at any point decide to seek the advice of program consultants available to all schools through a Consultant Support Team (CST) meeting. These meetings involve the school's Special Education Consultant, Speech and Language Pathologist, school Psychologist and Counselling and Attendance Services staff. Concerns may be resolved or successfully managed at each stage of the process or there may be recommendations to further investigate the educational needs of the student. Throughout the process parents are kept informed. For further details, see The Special Education Intervention Model on the following pages.

The Special Education Intervention Model



The pyramid of intervention above demonstrates that for the vast majority of students, programming is done by classroom teachers in consultation with parents, their colleagues and school administrators. A smaller group of students may be brought forward to the In-School Support Team (IST) for further consultation, program planning and possible assessment utilizing school-based resources. A much smaller segment of students may be presented at the Consultant Support Team (CST) meeting where further discussion, program planning and recommendations are made. Only a very few students in the system, with extreme behavioural concerns, may be referred to one or two of the Specialized Support Teams (SST): Mental Health/Disruptive Behaviour Disorders or Autism Spectrum/Developmental Behaviour Disorders Team. The expertise of one of these two specialized Behaviour teams is added to the Consultant Support Team. The various steps in this pyramid of intervention are outlined in greater detail on the following pages.

The Special Education Intervention Model

Classroom Intervention Step 1

- student concerns identified by teacher and/or parent
- parent/teacher meetings occur to discuss concerns
- strategies planned and implemented in the classroom
- support needs of the vast majority of students
- concerns resolved and no further action needed *or referral to In-School Team meeting (IST)*

In-School Team (IST) Step 2

- supports the needs of a smaller number of students
- addresses learning, physical, behaviour and/or mental health needs of students referred
- involves the school administration and school resource staff (Special Education teacher, Child and Youth Counsellor, Guidance Counsellor (secondary), At-Risk Lead teacher (secondary), Educational Assistant)
- may include updates of progress, further program planning, accommodations and/or modifications to program, access to in-school support staff and in-school assessment, development of an Individual Education Plan (IEP) or Behaviour Plan; review/evaluate student progress
- considers possible next steps (e.g. vision or hearing examinations, medical consultation, paediatric consultation, counselling, referral to Consultant Support Team (CST))
- parents are informed of the meeting and provided with an overview of the recommendations of the meeting through the classroom teacher
- concerns resolved and student continues to be monitored by the In-School Team *or referral to Consultant Support Team (CST)*

Consultant Support Team (CST) Step 3

- third level of discussion, planning and problem solving
- includes Program Services consultants (Special Education, Speech and Language Pathologist, Psychology, Counselling and Attendance) and the IST members
- may involve the parents, Educational Assistants and representatives from outside agencies involved with the student
- addresses continuing and challenging learning, behaviour and/or mental health needs
- provides additional consultation and assessment
- involves updates of program development and student performance, review of IST strategies, IEP, Educational Assessment and Behaviour Plan, consideration for referral to Identification, Placement and Review Committee (IPRC), consideration of application for special class placement, consideration for an Intensive Support Amount (ISA) 1 claim for equipment
- may involve the development of a Physical Intervention Plan, referral to outside agencies and/or recommendation for a Functional Behavioural Assessment (FBA) when preliminary behavioural strategies have not been successful
- concerns resolved and student continues to be monitored by the CST *or referral to a Specialized Support Team (SST)*

The **Specialized Support Team** is a Pilot Project which has been developed and was implemented in January, 2005. There will be ongoing evaluation. There will be two specific teams:

- Autism Spectrum/Developmental Behaviour Disorders Team
- Mental Health/Disruptive Behaviour Disorders Team.

Each multi-disciplinary team is comprised of four existing Program staff members, one from each of the following departments: Counselling & Attendance, Special Education, Psychology, and Speech & Language. Assigned to each team is an Itinerant Special Education Teacher - Behaviour. Referrals to this team are made by consultants after the CST meeting. Each week the coordinators (Special Education, Speech & Language, Psychology) review the referrals and, if appropriate, assign a team.

The Specialized Support Team has been conceptualized as a resource for the school, both in terms of providing additional expertise, but also in providing a teacher who could remain at the school modelling behavioural strategies and providing specialized knowledge/resources for a time-limited period. The Specialized Support Team would consistently be available Thursdays to schools.

Prior to arriving at the school, the Specialized Support Team would review the relevant information about the student and when appropriate, schedule observation. There would be discussion with the In School and Consultant Support teams, as well as with parents and involved outside agencies. The goal would be to develop specific recommendations which, with the temporary assistance of the Itinerant Special Education Teacher - Behaviour, could be implemented. A follow-up meeting with SST would be scheduled at the school in four to six weeks to evaluate progress.

Parents' Guide to Special Education

Parents are full partners in the process of determining whether or not to proceed to an IPRC. A Parent Guide has been produced by the Board and is available to parents through all schools in the County as well as the Special Education department of Program Services. A copy of the Upper Grand District School Board's "Parent Guide to Special Education" is found in the appendices to this document.

[Appendix 18: Parents' Guide to Special Education](#)

IPRC Planning

Through the principal, educational and other assessments are presented at a Consultant Support Team (CST) meeting in preparation for an IPRC. Information is communicated to parents prior to the IPRC and they are encouraged, in writing, to attend the IPRC meeting. Parents are informed of their rights with respect to the process verbally and through the Parents' Guide to Special Education. This guide is available at all schools in the Board as well as through the Special Education Department of Program Services. It is a goal of the Board to maximize the involvement of parents in the IPRC decision making process.

System Level IPRC'S

Composition

- Chairperson (Program Department Staff, additional qualified staff identified for the year)
- Principal/Vice Principal employed by the Board
- one other member (Program Department staff, Principal or Vice Principal from another school, secondary Special Education Department Head, Special Education teacher, Resource/Withdrawal teacher)

Mandate of System Level IPRC's

- initial identification by the UGDSB of a student's exceptionality and any subsequent change in identified exceptionality
- placement of the student (regular class with support, special education class)
- reviews of the identification and placement of a student at the request of the parents or school
- identification of students previously identified within the Board but who have returned after a lengthy absence

School Level IPRC's

Composition

- school Principal/Vice Principal (Chair) employed by the Board
- Special Education teacher or Resource/Withdrawal teacher
- one other staff member

Mandate of School Level IPRC's

- review annually a student's identification and placement made by a system level IPRC
- declare a student not exceptional with a written request from the parents or student if 18 years of age or older
- change the placement of a student from a special education class to a regular class when appropriate (i.e. moving from Grade 8 to secondary)

IPRC PROCESS

System IPRC meetings occur throughout the school year for the initial identification and placement of exceptional students as well as subsequent changes to either the identification and/or placement of the student. These meetings are organized centrally by the Special Education Department.

System IPRC meetings, for special education class placements in September, occur only once per school year. This enables the Board to determine the needs in a more organized manner. Only the most appropriate students are placed in these system classes as there are finite placements available. Therefore, in January, students' names are referred to a System Placement Committee, not an IPRC committee, to discuss appropriate criteria, space availability and location options for the following September.

Prior to these referrals, schools assess student needs, discuss with parents the possible placement options and prepare relevant data, including formal/informal assessments, for the System Placement Committee. System IPRC meetings for placements then follow.

A review of the students currently in system special education classes takes place at the school level in late fall to establish the availability of spaces in each class for the following September.

On rare occasions, students are placed in system special education classes at other times of the school year. These exceptions may be for students new to the board or in other extreme extenuating situations. This may occur by referring these situations to the Special Education Coordinator.

[Appendix 30: Special Education Class Placement Process for September 2005](#)

Parent Consent and Dispute Resolution

Parents are informed by the IPRC committee of the recommendations for identification, the placement and the strengths and needs statements during the IPRC meeting. If parents are not in attendance, they are informed of the results verbally shortly thereafter by school staff. Written copies of the IPRC minutes forms are sent to the principal of the school by the Special Education Department. The principal sends copies of the IPRC minutes form for signature by the parent. A copy is provided for the parents' records.

Parents make the ultimate decision regarding student placement in the Upper Grand District School Board within the range of placements available. Should the parents be unable to decide at the IPRC, then the Committee would adjourn to provide more time for the parents to decide. If the parents are not in attendance and do not agree with the placement recommended by the IPRC, then the Committee would defer a decision to consider alternate placements.

Disputes regarding IPRC recommendations are normally resolved at the school level but may involve the mediation of members of the Program Department or Board Supervisory Officer. Parents are informed of their rights to dispute the IPRC recommendations for identification and placement as outlined in the Parent Guide To Special Education. If parents do not register their consent or disagreement as outlined, the Board instructs the Principal to implement the IPRC decision.

Mediation and Appeal Process

With respect to appeals, the Board follows the appeal process as outlined in the Regulations. If necessary, the Board would seek the assistance of a mediator in an effort to resolve disputes and would welcome the involvement of parent advocates or other professionals to the process according to the wishes of the parent.

IPRC Referrals, Reviews and Appeals

Referrals to a System Level IPRC :

2001/02 = 514 System Level IPRC meetings

2002/03 = 527 System Level IPRC meetings

2003/04 = 610 System Level IPRC meetings

2004/05 = 622 System Level IPRC meetings in total (estimated)

Reviews Conducted:

Every student identified by an IPRC is reviewed annually and all IEP's are reviewed once each reporting period.

Appeals:

No appeals requested

EDUCATIONAL AND OTHER ASSESSMENTS

Assessment Policies and Procedures

Educational assessments are administered by classroom teachers and special education teachers with parental knowledge. A standardized educational assessment form has been developed and is currently in use in the Board. When the Principal or In-School Team (IST) determines that they have not been able to develop sufficient responses to the student's level of need through discussions at an IST and classroom assessments and planning, a request for consultation may be initiated to the Consultant Support Team (CST). The CST decides if a formal assessment is warranted. Assessments by Psychology and Speech and Language Pathology staff require the written permission of parents. Information from assessments is communicated to the parents and written reports are available to them. Schools incorporate assessment information from private professionals and agencies as appropriate.

Special Education Procedures for Consultation and Assessment Criteria for Designating the Need for an Educational Assessment

The procedure for discussing a school or parent concern with the Special Education Resource teacher, and Principal, if appropriate, is outlined in the flowchart titled Special Education Intervention Model found in this plan. If an assessment of the student's academic skills is warranted, then a teacher will begin to gather assessment information and inform the parents of the process. Often, a Special Education Resource teacher assists with this process and completes either the Brigance Diagnostic Comprehensive Inventory of Basic Skills (primary/junior) or the Woodcock Johnson III Achievement Kit, Form B, (intermediate/senior) with the student. Teachers select the sections that will answer the questions or concerns raised, but generally many of the following areas are assessed: decoding, encoding, reading and listening comprehension, written expression and mathematics.

Types of Assessments and Tools Used System Based Assessments

In addition to EQAO testing at grades 3, 6, 9 and 10, the system uses the following assessments:

- Canadian Cognitive Abilities Test, Form K, Level A - used as a screening of cognitive skills
- Gates MacGinitie Test - used in grades 1, 2 and 8 to assess students' vocabulary and comprehension skills
- CASI (Comprehension, Attitude, Strategies, Interests) - used with junior and intermediate students
- PM Benchmarks - used with primary students
- Early Literacy Informal Screening - used with kindergarten and grade one students
- At Risk Assessment - used with grade one students

School Based Assessment Tools

Brigance Inventory of Early Development

Brigance Diagnostic Comprehensive Inventory of Basic Skills - Revised (1999)

Woodcock Johnson III Achievement Kit, Form B

Woodcock Reading Mastery Tests - Revised

KeyMath Diagnostic Arithmetic Tests - Revised

Informal Reading Inventories

Brigance Diagnostic Comprehensive Inventory of Basic Skills

In order to clarify the degree of difficulty that a student may be experiencing or to identify the need for a differentiated program, an educational assessment is completed. In August 2000, the Upper Grand District School Board adopted the use of the Brigance Diagnostic Comprehensive Inventory of Basic Skills - Revised for use with all of our primary/junior students who require educational assessments.

Woodcock Johnson III Achievement Kit

In order to clarify the degree of difficulty that a student may be experiencing or to identify the need for a differentiated program, an educational assessment is completed. In late spring, 2005, the Upper Grand District School Board adopted the use of the Woodcock Johnson III Achievement Kit, Form B, for use with all of our intermediate/senior students who require educational assessments.

Communication of Assessment Results

For some students, this assessment provides enough information for the staff of the school to refine the teaching approaches and no further assessment or procedure is required. Information about the student's instructional levels and educational needs may provide sufficient guidance for the classroom teacher. The assessment information is shared with the parents by the classroom teacher and/or the teacher who administered the assessment. Parents receive a copy of any report generated from the assessment. Parents generally receive this information during a meeting at the school with the classroom teacher and/or the Special Education teacher who administered the test. The information is provided in writing and explained in the context of school performance. Parents have an opportunity to ask questions and add their input. If it is deemed appropriate, the results are stored in the student's Ontario School Record (OSR) for future reference.

The exchange of information with any other agency is at the request of the parents and the parents provide a signed Consent For Release Of Confidential Information. The educational assessment is kept in the OSR file and the privacy of that information is protected by the OSR guidelines.

Use of Assessments

In some cases, the educational assessment is part of the determination of whether or not a student may be presented to the Identification, Placement and Review Committee (IPRC) to be considered as an exceptional student. The educational assessment then consists of classroom teacher observations and evaluation, a thorough review of the OSR and an assessment using the Brigance, Woodcock Johnson III, or other suitable assessment tool. Should the school and/or the parents determine that the student's needs warrant identification as an exceptional student, the IPRC process is discussed with the parents and a decision concerning whether to proceed with that process is made. At this point the plan often involves the creation of an IEP for the student which includes program accommodations and/or modifications. If the student is referred to an IPRC then any educational assessment information is shared with the parents prior to the IPRC meeting.

Waiting Times for Assessments

Waiting times vary from school to school, but would not exceed one month for requests that are approved by the IST. Principals assist staff to prioritize the time spent working with students with special needs and the time spent assessing students.

Speech and Language and Psychology Procedures for Consultation and Assessment - An Overview

The following is a brief summary of the steps involved in making a referral.

Step I: In-School Team

When a teacher becomes concerned about a student's academic, behavioural, social, emotional or language skills, and informal consultation, with colleagues and the child's parents, has not successfully resolved the problems, the student should then be discussed at the In-School Team Meeting (composed of a Principal or Vice Principal, the Classroom teacher, Special Education teacher and Child and Youth Counsellor (CYC) when appropriate). Parents need to be apprised of any suggestions forthcoming from this meeting.

Step 2: Consultant Support Team (CST)

If the student continues to exhibit difficulties, it may be decided to formally present this student at the Consultant Support Team meeting (CST). The purpose would be to gather information to determine an appropriate course of action which might include: strategies, a formal assessment, and/or referral to an outside agency. Completion of the Educational Assessment is required to ensure that a comprehensive and accurate picture of the student is provided to the consultants.

Step 3: Formal Psychological or Speech and Language Assessment

If it is decided by the Consultant Support Team that the student should be formally assessed, then parents are contacted by school personnel and the suggestions of the In-School Team are discussed. Formal written consent for an assessment is not sought from the parents until approximately one month before the assessment date provided by the consultant. It is important to discuss the details of the assessment with the parents. If parents would like to further discuss the assessment with the consultant before signing, then this is arranged.

Step 4: Sending in the Forms

For a referral to be processed at Program Services, the following documents need to be sent to the appropriate department (e.g., Psychology or Speech Language):

- signed Parental Consent (appropriate copy from the triplicate form)
- Pink Referral Form (Original Sent; copy in the OSR)
- Educational Assessment (Original kept in the OSR)
- Developmental Questionnaires which will have been given to the parents previously by the Consultant

Referral and consent forms will be provided by your SLP or Psychological Services Consultant after discussion with the CST. The fully completed consent and referral forms are both forwarded to the appropriate secretary (Psychological Services and/or Speech and Language Services) at the Orangeville Education Centre approximately one month prior to the scheduled assessment.

[Appendix 19: Parental Permission For Psychological Assessment](#)

[Appendix 20: Speech And Language Services Consent For Assessment And Intervention](#)

[Appendix 21: Student Referral Form](#)

[Appendix 22: Educational Assessments - Developmental, Elementary, Secondary](#)

[Appendix 23: Developmental Questionnaire](#)

Speech and Language Services Procedures for Consultation and Assessment

Criteria for Designating the Need for a Speech and Language Assessment

The emphasis is on early identification and intervention and therefore the focus for service delivery is for Kindergarten to Grade 2. The complete criteria for Speech and Language assessment and intervention is provided in the service delivery model contained in the Special Education Programs And Services section of this plan.

Types of Assessment and Tools Used

Purpose

Speech and Language Services provides a broad range of communication assessments for students in K - 12 who are experiencing difficulties with oral communication that impact academic and/or social success. An assessment may include background information obtained through an OSR search prepared by school staff, a developmental history completed by the

parent or guardian, discussion of the type and severity of the difficulty, concerns presented at a team meeting, through parent consultation and, when appropriate, with the student. Assessments include formal standardized measures, informal skills based testing and observation of the student in a variety of communication situations.

Types of assessment

- Articulation/phonology
- Phonological awareness
- Oral peripheral examination
- Language: expressive & receptive including semantics, syntax, pragmatics, voice/resonance, word retrieval/recall, oral discourse formulation and organization, auditory memory
- Fluency
- Informal reading skills inventory
- Informal writing skills inventory
- Augmentative/alternative communication skills inventory
- autism spectrum disorders assessment

Appendix 24: Speech and Language Assessment Tool Inventory

While this Board offers direct intervention using a mediator model as outlined in our service delivery model, speech and language assessments, both formal and informal, are completed by the SLP's only.

Average Wait Time for Assessments and Maintenance of Wait Lists

The average wait time for a Speech and Language Assessment is approximately one month. Wait lists are managed by the individual SLP in collaboration with the school through the Consultant Support Team meeting process. Students entering Kindergarten who have received service through a pre-school agency are provided service as outlined in our transition process provided in this document.

Informed Consent

It is essential that parents and guardians and students, when appropriate, be fully aware of the type of assessment that will be completed, who will be doing the assessment and how results will be used. The SLP will ensure that this information is provided to the family.

The school will send the family the consent form and a copy of the Speech and Language Services brochure that further outlines the services and who provides them to assist the family in giving informed consent and understanding how intervention is provided.

Discussion of Speech and Language Assessment Results With Parents

The family is contacted by phone to discuss assessment results. If the family would prefer to meet in person, a meeting is arranged. Then the family is invited to a meeting at the school with the SLP and school personnel.

If a family has not responded to attempts to contact them by phone to report assessment results or to set an interview, a letter is sent to them informing them that the assessment has been

completed along with a copy of the report. The parents are requested to contact the department if they wish further discussion.

With School Staff

Results and recommendations are provided through the Consultant Support Team meeting format, during the family interview or individually with the teacher.

With Outside Agencies

If the information is to be released to a “third party” or the outside professional would like to attend the assessment feedback session, then a Consent for Release of Confidential Information form would be explained to the family and completed according to the family wishes. Reports are provided to the outside agency by Speech and Language Services, when the above form has been completed.

Appendix 25: Consent For Release Of Confidential Information

Maintenance of Confidential Records

All copies of Speech and Language assessments and all test data are kept in the locked Speech and Language files in the central office of Program Services. Access to these files is limited to the Coordinator of Speech and Language Services, SLP’s and the Department secretary. Records are maintained until 10 years after the day that the student would become eighteen years of age. A copy of Speech and Language Assessment reports is placed in the central file Program Services and in the student’s OSR. If a parent/guardian or student, when appropriate, objects to the inclusion of the report in the OSR, it is removed with a written request from the concerned party and placed in the Speech and Language file in Program Services.

Staff Qualifications

All Speech Language Pathologists, hired by the Upper Grand District School Board, are registered with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO) and possess a Masters level degree or its equivalent as determined by the College. Each SLP is required by the Board to provide evidence of current registration with CASLPO every year when the renewals are sent out by CASLPO. All members must meet the conditions of the regulations set out in the Audiology and Speech-Language Pathology Act, 1991 of the Regulated Health Professions Act. In addition, SLP’s must work within the conditions of the Education Act. Staff must undergo performance review as established in Board Policy 4014 and are supervised by the Coordinator of Speech and Language Services.

School-Based Services

- all referrals must come through the Consultant Support Team.

For CCAC Support - K - 12

- Elementary Schools - discussion of student needs with SLP at the CST
- College Ave., Harriston Sr., King George and all secondary schools

The Resource Teacher or Head of Special Education discusses student needs with the Coordinator of Speech and Language Services

- SLP or Coordinator provides school with the pink Student Referral Form and the Speech and Language Services “Consent for Assessment and Intervention” form
- Principal signs both forms and the school obtains the parent or student (secondary) signature on the consent form
- Signed forms are returned to Speech and Language Services at the Orangeville Education Centre
- SLP screens the student to determine if they meet eligibility criteria for a referral to CCAC
- SLP will discuss the screening results and follow-up with the school and parent/student
- If the student meets criteria for a CCAC referral, the SLP will complete the CCAC Speech Language Pathology Referral Information Form and the CCAC Request for School Health Support Services Form for the Principal to sign.
- The SLP will make a copy of the forms for the Speech and Language Services file.
- The school will obtain the parent/student signature on both forms.
- The school will distribute copies of the Request for Health Support Services as directed on the bottom of the form.
- Completed original CCAC forms are sent directly to CCAC by the school as directed on the forms.

[Appendix 26: CCAC Request for School Health Support Services](#)

[Appendix 27: CCAC Speech-Language Referral](#)

Intermediate and Secondary Schools

- The Principal or designate contacts the Coordinator of Speech and Language Services to discuss whether an assessment is warranted, and if it is, the Coordinator will assign staff in rotation to provide support.
- Additional support in this area is limited and is provided on a needs basis as well as on the basis of staff availability.
- Referrals and consent forms will be sent to the school by the Coordinator of Speech and Language Services only after a discussion has occurred and a decision has been made to proceed with an assessment.

Psychological Services Procedures for Consultation and Assessment

Criteria for Designating the Need for a Psychological Assessment

A student who is experiencing serious learning, behavioural, social, emotional, and/or mental health problems that have persisted, despite implementation of the strategies suggested by the In School Team, may be referred by the Consultant Support Team for either a psychological assessment or consultation. Specific problems/diagnostic issues that can be explored, include: Reading Disability, Written Language Disability, Mathematics Disability, Non-Verbal Learning

Disability, Language-Based Learning Disability, Developmental Disability, Mild Intellectual Disability, Attention-Deficit/Hyperactivity Disorder, Oppositional and Conduct problems, Anxiety, Depression, and Autism Spectrum Disorder. A comprehensive assessment provides teachers and parents with additional information that can assist them in choosing the most appropriate intervention strategies and/or special education program to maximize the student's success.

Types of Assessments and Tools Used

Psychoeducational Assessments

The purpose is to assist in identifying what intellectual strengths and weaknesses underlie the student's persistent learning problems. The goal is to then use this knowledge to facilitate development of the most appropriate individualized educational program for the student. A psychoeducational assessment involves:

- interviews with the student's teacher
- interview with the student's parents (including developmental history)
- a review of prior reports
- classroom observations
- an assessment of intellectual potential using standardized intelligence tests (e.g., Wechsler Intelligence Test for Children - Fourth Edition; Woodcock-Johnson III Tests of Cognitive Ability)
- additional tests measuring specific cognitive/intellectual skills when necessary (e.g., Visual-Motor Coordination; Phonological Skills)
- an assessment of memory skills when necessary (e.g., Wide Range Assessment of Memory and Learning-2; Children's Memory Scale)
- an assessment of academic skills (e.g., Woodcock-Johnson III Tests of Achievement; Test of Written Language-3)
- an assessment of attentional capacity using standardized attentional tasks and behavioural questionnaires

Assessment of Students Exhibiting Behavioural, Social and Emotional Difficulties

The purpose is to closely examine the student's behavioural difficulties in light of his or her social, emotional or mental health needs. When a student's emotional/mental health needs are more clearly delineated (e.g., Anxiety) then more effective behavioural interventional strategies can be implemented. A typical assessment involves:

- interviews with the student, the student's teacher(s) and parents
- classroom observation
- a review of prior records
- standardized behaviour questionnaires completed by parents, teachers, and when applicable, the student
- standardized questionnaires assessing specific problems, including: Depression; Anxiety; Self-Esteem; Social Functioning
- projective measures of social emotional functioning when applicable

Comprehensive Psychological Assessments

For students who are exhibiting both academic and behavioural/emotional problems, a comprehensive assessment utilizing tests previously mentioned, is undertaken.

Consultation

The consultation process involves:

- interviews with parents, school personnel, outside professionals
- a review of previous records
- an interview with the student when appropriate
- observation in the child's classroom when useful

Average Wait Time for Assessments and Maintenance of Wait Lists

Wait lists are managed by the Psychological Consultant in collaboration with the school through the Consultant Support Team meeting process. From the time the Consultant Support Team has decided that a psychological assessment would be beneficial, the average wait time is approximately one month. The Psychological Consultant provides the school with the Consent Form, provides an assessment date and signs the form. Parents are informed immediately of the assessment date so that they have approximately one month notice of the date and time of the interview with the Psychological Consultant.

Informed Consent

As it is of critical importance that the parents are fully aware of what type of assessment will be completed and what types of information will be elicited on the tests (e.g., Intelligence, Memory, Behavioural functioning), the specific assessment and consultation categories are listed on the Parental Permission For Psychological Assessment and the appropriate one(s) are checked off and initialed by both the Psychological Consultant and the parent. On the Parental Permission form, the limits of confidentiality, freedom of information, protection of privacy, storage of records, and the assessment process are outlined.

The principal or school administrator most familiar with the parents, discusses the Parental Permission For Psychological Assessment with the parent(s) and answers any questions. If the parents still require further information, then the Psychological Consultant tries to address their concerns. Regardless of whether or not the Psychological Consultant is involved at the initial signing of the Parental Permission, the Psychological Consultant interviews the parent (typically in person) prior to beginning the assessment with the child. As part of this interview, the Psychological Consultant routinely checks to ensure that informed consent has been fully obtained.

[Appendix 19: Parental Permission For Psychological Assessment](#)

Communication of Psychological Assessment Results With Parents

Once the assessment is complete, the student's parents are invited to the school to discuss the results. While the preferred practice is to have a school staff member attend that meeting, so that questions related to school programming can be answered, if the parents wish to first meet with the Psychological Consultant, then their wishes are respected. Parents are provided with a copy of the report.

With School Staff

School staff members are apprised of the test results at a joint feedback session held with the parents. This ensures that a uniform message is heard and that the appropriate intervention steps can be undertaken. Alternatively, the school staff can be informed after the parents.

With Outside Agencies

If the information is to be released to a third party, or an outside professional would like to attend the assessment feedback session, then it is essential that a Consent for Release of Confidential Information form be explained to the parent and appropriately completed. It is important to note whether a one-way or two-way release is needed. Reports are provided to the outside agency by the Psychology Department when there is a correctly completed release form..

[Appendix 25: Consent for Release of Confidential Information Form](#)

Maintenance of Confidential Records

A copy of the Psychological Assessment and all test data are kept in the psychology file which is kept in the locked filing cabinet of the Psychology Department. The files are confidential and remain in the care of the Chief Psychologist, Psychological Consultants, and Departmental Administrative Assistant. Records are maintained for a minimum of ten years after the student's eighteenth birthday.

A copy of the Psychological Assessment is placed in the student's Ontario School Record (OSR) after discussing the results orally with the parent(s) and ensuring they are in support of the assessment being placed there.

Although rarely done, there are some instances when either the parent or psychologist feels that it is in the student's best interest that the report remain in the psychology file only.

Staff Qualifications

All staff members are either registered Psychologists (Doctoral level training) or registered Psychological Associates (Masters Level training). The qualifications of all staff meet the criteria set forth in the Regulated Health Professions Act of 1993. All staff are registered with The College of Psychologists of Ontario and licensed to diagnose in the appropriate areas (Child and Adolescent population). If a staff member is not registered when hired with the Upper

Grand District School Board, then they must begin the process of seeking registration upon commencing employment. During the registration process, referred to as ‘Supervised Practice’, the Chief Psychologist meets with the staff member weekly, closely supervises the assessment, and is available for all assessment feedback sessions that involve a diagnosis.

Specialized Health Support Services in School Settings

The Board works cooperatively with the local Community Care Access Centre in providing health support services for students in school. The enclosed chart describes the provision of specialized health support services for students who require them in school settings. The chart outlines specific information about each type of specialized health support service providers. Also included is the Board’s Health Support Services policy which outlines the support services, policies and procedures for students in accordance with the Ministry of Education and Training guidelines.

**Community Care Access Centre of Wellington-Dufferin
Paediatric and School Health Support Services
Service Priority Codes**

NURSING

Priority	Service Initiated Within	Examples
1	24 hours	<ul style="list-style-type: none"> • Client, in the community, whose acute condition will deteriorate if nursing service is not provided within 24 hours
2	2-3 days	<ul style="list-style-type: none"> • Client in the community with less acute conditions whose nursing care needs can be delayed for up to three days
3	10 days or more	<ul style="list-style-type: none"> • Client requiring assistance with teaching, management and/or monitoring related to a non-acute condition • SHSS clients requiring nursing services in order to attend school. • Client residing in Long-Term Care facilities.

NUTRITION (PAEDIATRIC)

Pending Revision

Priority	Initial Visit Within	Examples
1	7 days (calendar)	<p>Clients for whom there is at least one of the following conditions:</p> <ul style="list-style-type: none"> • New enteral feeds (tube) • TPN/TNA • Transitional Feeds • Significant and immediate safety concern related to being at risk for aspiration or choking • For whom there is other defined significant risk related to nutritional issues
Priority	Initial Visit Within	Examples

2	28 days	<p>Clients for whom there is at least one of the following conditions:</p> <ul style="list-style-type: none"> • Difficulty with feeding / swallowing • Anorexia/bulemia • Negligible food intake e.g., behavioural feeding issues • Bowel Disorders • Ongoing tube feeds • Constipation • Palliative • Diabetes • Pre/post chemo/radiation • Failure to thrive/inadequate growth • Renal failure • Feeding issues • Skin breakdown • Metabolic diseases • Anemia
3	90 days	<p>Clients for whom there is at least one of the following conditions:</p> <ul style="list-style-type: none"> • Allergies • Obesity

**OCCUPATIONAL THERAPY
(PAEDIATRIC)**

Pending revision

Priority	Initial Visit Within	Examples
1	7 days (calendar)	<p>Clients for whom there is one of the following:</p> <p>Community:</p> <ul style="list-style-type: none"> • Feeding difficulty involving upper respiratory infections or pneumonias • A need for immediate follow-up upon discharge from acute hospital care: <ul style="list-style-type: none"> • Post-operatively: upper extremity orthopaedic procedures, oral feeding issues following cardiac surgery • Initial hospital discharge of premature infant to monitor feeding or ongoing medical issues • When there are no other therapies involved • A diagnosis of Failure to Thrive when there are ongoing feeding issues. • A degenerative diagnosis when the client's status has changed. <p>SHSS:</p> <ul style="list-style-type: none"> • An immediate serious safety concern (behavioural, physical or environmental) for either the client or the caregiver • Suspected environmental incompatibility with complex transfer or mobility needs • Imminent danger of skin breakdown • A need for immediate follow-up of equipment needs after surgery

Priority	Initial Visit Within	Examples
2	28 days	<p>Clients for whom there is one of the following:</p> <p>Community:</p> <ul style="list-style-type: none"> • A complexity of feeding issues (transitions) • Infant developmental delay concerns • Non-post-operative splinting referrals • Non-post-operative seating and positioning concerns <p>SHSS:</p> <ul style="list-style-type: none"> • A compromised function because of a physical disability and prescription of equipment is required • Palliative care being provided • A need for support and training to caregiver/school personnel regarding the child's health needs and to optimize independence and safety. • A need for consultation on home/school renovations. • A change of area (e.g., transfer into Wellington-Dufferin) and continued OT involvement is required. • A change of caregiver (parent, contract worker, educational assistant) necessitating training of that caregiver • A need for splint fabrication
3	<p>Paediatric: 90 days</p> <p>SHSS: 120 days excluding summer</p>	<p>Community:</p> <p>Clients for whom there is one of the following:</p> <ul style="list-style-type: none"> • General fine motor delays including printing • Developmental delays in a toddler • Requests for OT consultation from other disciplines. • A need for assessment of sensory processing, e.g., children with Pervasive Developmental Disorder or Autism • Oral motor behavioural issues when the child is gaining weight and thriving <p>SHSS:</p> <p>Clients for whom there is no urgent need for OT can be placed on the therapist's wait list and started in the order of receipt of the referral with concern for deterioration.</p>

**PHYSIOTHERAPY
(PAEDIATRIC)**

Priority	Initial Visit Within	Examples
1	7 days (calendar)	<p>Clients with a medical condition indicating that physiotherapy intervention is critical to prevent a hospital admission/re-admission.</p> <ul style="list-style-type: none"> • Acute chest condition • Post-op orthopaedic surgeries needing aggressive physiotherapy or caregiver training/instructions, e.g., tendon lengthening • Client whose ambulatory status or physical management indicates a safety risk to self or caregivers • Acute pain management
2	28 days	<ul style="list-style-type: none"> • Clients with acute diagnosis who are discharged from hospital/treatment centres and continuing with an established physiotherapy program • Clients who have undergone orthopaedic surgery and are making good progress • Clients requiring pain management for moderate pain • Clients who have had a change in contract worker and/or educational assistant, necessitating training of that caregiver. (Could also be Priority 1 depending upon situation) • Clients requiring new braces/orthotics, e.g., AFOs.
3	<p>Community: 90 days</p> <p>SHSS: 120 days excluding summer</p>	<p>Clients with conditions in which early physiotherapy intervention is not indicated as nominal deterioration is expected to occur in the short term.</p> <ul style="list-style-type: none"> • Long standing developmental delay/neurological conditions, needing re-assessment and program update • Routine assessments for equipment, where there are no safety concerns

**SPEECH-LANGUAGE PATHOLOGY
(PAEDIATRIC)**

Pending revision

Priority	Initial Visit Within	Examples
1	7 days (calendar)	<ul style="list-style-type: none"> • Clients with feeding/swallowing difficulties who have significant and immediate safety concerns related to being at risk for aspiration or choking.
2	28 days	<ul style="list-style-type: none"> • Clients who have a physical/medical diagnosis with related speech-language problems, e.g., cerebral palsy-dysarthric speech, cleft lip and palate - resonance disorder, vocal cord nodules - voice disorder, brain tumour - dysarthric speech, head injury - prosody and rate difficulties. • Clients with other feeding/swallowing difficulties
3	Community: 90 days SHSS: 120 days excluding summer	<ul style="list-style-type: none"> • Clients with other speech and language difficulties

Ref: s-refer-05-18

[Appendix 28: Upper Grand DSB Health Support Services policy 509](#)

Categories and Definitions of Exceptionalities

The following are the categories and definitions of exceptionalities provided by the Ministry.

Behaviour

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

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

Communication

Autism

A severe learning disorder that is characterized by:

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

Deaf and Hard-of-Hearing

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

Language Impairment

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

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

Speech Impairment

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

Learning Disability

A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:

- a) is not primarily the result of:
 - impairment of vision
 - impairment of hearing
 - physical disability
 - developmental disability
 - primary emotional disturbance
 - cultural difference; and
- b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
 - receptive language (listening, reading)
 - language processing (thinking, conceptualizing, integrating)
 - expressive language (talking, spelling, writing)
 - mathematical computations
- c) may be associated with one or more conditions diagnosed as:
 - a perceptual handicap
 - a brain injury
 - minimal brain dysfunction
 - dyslexia
 - developmental aphasia

Intellectual

Giftedness

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

Mild Intellectual Disability

A learning disorder characterized by:

- a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service
- b) an inability to profit educationally within a regular class because of slow intellectual development

- c) a potential for academic learning, independent social adjustment, and economic self-support

Developmental Disability

A severe learning disorder characterized by:

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

Physical

Physical Disability

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

Blind and Low Vision

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

Multiple

Multiple Exceptionalities

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

Guidelines For IPRC Identification

The following are the guidelines which are used by the Upper Grand District School Board in determining the appropriateness of an identification as exceptional in each of the Ministry categories. In order for a student to be presented to an IPRC committee for identification as exceptional, the following documentation, as applicable, must be compiled and presented to the committee for its consideration.

Behaviour

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- behaviour plan with input and behavioural observations from appropriate school staff and consultants as requested
- documentation of severity and frequency of behaviours which are persistent and ongoing
- supportive medical, emotional, or counselling information as applicable
- evidence that the behaviours are detrimental to self and/or others
- evidence that the behavioural responses are not better explained by another known or identifiable Ministry of Education exceptionality

Communication

Autism Spectrum Disorder

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- diagnosis by a qualified professional
- speech and language consultation

Learning Disability

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- evidence of at least average ability on a standardized cognitive assessment
- a significant discrepancy between achievement and predicted ability not better explained by another exceptionality
- low achievement in some area(s) of academics

Language Impairment

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- speech and language assessment reflecting significant difficulties in either expressive or receptive language
- low academic achievement requiring accommodations and/or modifications
- language problems not better explained by another exceptionality

Speech Impairment

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- speech and language assessment reflecting significant impairment in speech intelligibility requiring accommodations and/or modifications

Hard Of Hearing/Deaf

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- audiologist or medical practitioner assessment or report of hearing deficit
- hearing loss resulting in academic difficulties
- student need for accommodations and/or program modifications

Intellectual

Mild Intellectual Disability

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- a cognitive assessment indicating ability from the 2nd to the 9th percentile with consideration of current levels of academic skills and adaptive functioning
- most areas of curriculum require moderate modification

Developmental Disability

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- a cognitive assessment indicating abilities at or below the 2nd percentile and significant delays in adaptive functioning (at or below the 2nd percentile)
- most areas of curriculum require significant modification

Giftedness

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- group administered ability assessment indicating ability at the 98th or 99th percentile (overall)
- on individually administered intellectual tests students in the 98th percentile in verbal or non verbal areas on a WISC-III may be considered in consultation with psychological services staff
- academic skills are at or above grade level with particular strength in at least one area (math, language, written language)
- students who meet the cognitive assessment criteria but are not achieving well academically, may be considered

Physical

Physical Disability

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- medical diagnosis and information
- curriculum modifications or accommodations related to physical limitation or deficiencies

Blind & Low Vision

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- medical assessment or current ophthalmology report
- documentation of curriculum accommodations and/or modifications needed

Multiple

- educational assessment preferably completed during the current academic school year, but no more than one calendar year old
- relevant medical information or documentation related to the areas of need
- documented needs in two or more areas of exceptionality with special services required
- seldom used by the Upper Grand Board

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Special Education Placements

Support for exceptional students and others with special learning needs is delivered through a range of placements available in The Upper Grand District School Board. The purpose of the Identification, Placement and Review Committee (IPRC) is to identify and place an exceptional student in one of the following placements:

- regular class with Resource/Withdrawal support
- a Special Education Class with integration as appropriate

Supports For Exceptional Students

For students in the Upper Grand Board who are deemed to be exceptional through the IPRC process, placement in a regular class with resource/withdrawal support is the first consideration. Most students are supported in this manner in this Board. All schools are staffed with Resource/Withdrawal teachers to provide programming to exceptional students and consultation to classroom teachers working with these students. Additional direct or consultative support may be provided by: Speech and Language services, Psychological services, Special Education consultants, Primary Success Teacher teachers, Child and Youth Counsellors, Itinerant Specialist teachers, and Educational Assistants (see criteria for Educational Assistant staffing).

Range of Placements

A range of placement options are provided by the Board and are included in the following appendix.

[Appendix 29: Special Education Range of Placements](#)

Integration Strategies

In the UGDSB integration is encouraged and supported at the following three levels: regular classroom, school community and the community at large.

For students in special education class placements, integration into the regular classroom occurs in the following manner.

Students who are placed in classes for those with Developmental Disabilities are given opportunities to integrate into regular classrooms where appropriate and into the community at large. Students in these classes are supported by Special Education teachers as well as Educational Assistants assigned to the program. In the elementary panel, support is provided in the regular classrooms and in the community by educational assistants. Integration is based upon the strengths and needs of the student as identified in the Individual Education Plan (IEP). In the secondary panel, integration into the community and work experience

placements are supported by the classroom E.A.'s as well as Work Experience Facilitators who are assigned to these programs.

Students who are placed in classes for those with Learning Disabilities, Mild Intellectual Disabilities or Gifted are integrated into regular classes based on their strengths and needs as outlined in the I.E.P.

Placement Process

Placement in system special education classes follows the process outlined below:

- Referrals for possible system placements, including those to classes for students identified as Gifted, Learning Disabled, Mild Intellectual Disability, and elementary and secondary school programs for the Developmentally Disabled, occur in late fall. These referrals are made to a System Placement Committee prior to an IPRC placement meeting. Prior to the referral, the school has discussed with the student's parent the need to consider a system placement and has a rationale as to why the student's needs cannot be better met in a regular classroom.
- Students with developmental disabilities are placed at any time during the academic year, as long as parents support the placement.
- The criteria for system placement includes: the student's cognitive ability, adaptive ability and level of program modification and support required.
- Schools are informed, by late February, whether the referral for a system placement is successful. Students are then placed through the IPRC process.
- It should be noted that students who are being newly identified as either Learning Disabled, Developmentally Disabled or with a Mild Intellectual Disability must have a psychoeducational assessment on file that would support these Ministry identifications.
- Throughout the IPRC process parents must be kept informed and included through consultation.

General Timelines For Special Education Class Placement Procedures

Dates	Tasks
Fall Term	All In-School Teams (IST), in conjunction with their Consultant Support Teams (CST) based on criteria provided, decide which students should be referred to the System Placement Committee for consideration for system placement. The CST reviews students presently in system placements who should continue to be considered for system placements in the following September.
November/December	In-School Teams, in conjunction with students' parents, prepare System Placement Referral packages for LD, MID, DD, and Gifted students to be submitted to Special Education Services by late December.
January/February	System Placement Committee finalizes all student placement decisions and notifies all referring schools. Schools notify parents of the IPRC meeting 10 days before the meeting date, and forward the " <i>Parent's Guide to Special Education</i> " pamphlet to them.
March to June	IPRC meetings are conducted to make system placement decisions. Minutes detailing the IPRC decision regarding exceptionality and placement are forwarded to the parents. Schools forward a signed copy of each IPRC minute form to the Special Education Department and notify the Special Education Department of any students whose parents decline a system special class placement.

[Appendix 30: Special Education Class Placement Process for September 2005](#)

[Appendix 31: Entry Process for September 2005 - Asperger Syndrome Support Program at Centre Wellington D.H.S.](#)

[Appendix 32: Special Education Class Placements 2005-2006](#)

Special Class Placement Sizes

The Upper Grand DSB plans its special education classes based on the class sizes outlined in Regulation 298. It is the philosophy of the Board to design special education classes and programs to meet the learning needs of students with similar exceptionalities as identified by IPRC.

SEAC Involvement

In the past, SEAC has supported the Board in the expansion of the gifted class placements available. As well, SEAC has supported: the implementation of Learning Disabilities Demonstration Classrooms (four sites), technology infusion in elementary and secondary resource rooms and Special Education classes, and improved screening measures. In addition, SEAC has advocated for and supported the Board in establishing system class placements for learning disabled students at the primary level and a secondary program for students with Asperger's Syndrome.

Criteria for Placement in a System Special Education Class

For any exceptional student, regular class placement with appropriate special education services is to be considered first. If the needs of the student can not be met in the regular classroom with appropriate special education support, then a special class setting may be considered. Admission to all special education system class placements is determined at an IPRC. The criteria used by the UGDSB for placement in a system special education class is outlined in the following:

Criteria for Placement in a Special Class (Foundations/Primary Learning Disability)

- average to above average verbal skills (25th percentile or greater) in the verbal domain, and with non-verbal scores at the 50th percentile or greater, and with average overall cognitive ability
- a significant discrepancy between reading acquisition and cognitive ability as determined by the school team consisting of: Primary Success teacher, classroom teacher, Special Education resource teacher, psychological consultant, principal, Special Education Consultant
- behavioural problems cannot be the primary diagnosis (learning is the predominant concern)
- student may remain in the program until maximum age/grade of program is exceeded (typically 1 - 2 years)
- student has received intensive home school support including: Primary Success, early intervention (if available), and other resource support, i.e. SPA, CYC, Special Education resource

Criteria for Placement in a Special Class (Learning Disability)

- the student has been identified by IPRC as Communication: Learning Disability
- over 50% of the student's curriculum requires modification
- minimum one year intensive resource/withdrawal support
- significant academic delays based on current assessments
- the student requires over 50% of his/her program in a small class setting

Criteria for Placement in a Special Class (Mild Intellectual Disability)

- Educational Assessment (completed within the last six months)
- a written language sample
- completed Brigance scores obtained within the last year which demonstrate significant academic delays

- IEP for the current school year
- Psychological Assessment (schools must copy the *Psych Report* and submit copy with their application package)
- minimum one year intensive, resource/withdrawal support (number of minutes per week indicated)
- IPRC designation: MID

Criteria for Placement in a Special Class (Developmental Disability)

- Educational Assessment (completed within the last six months)
- Psychological Assessment (schools must copy the *Psych Report* and submit the copy with their application package)
- IPRC designation: DD

Criteria for Placement in a Special Class (Asperger's Syndrome)

- diagnosis of Autism Spectrum Disorder (e.g., Asperger Syndrome, PDD, PDD-NOS, High Functioning Autism)
- currently enrolled in Grade 8
- currently attending school in the Centre Wellington or North Wellington area
- identified through IPRC in the area of Autism (pending if diagnosis is recent)
- Intellectual assessment supports the possibility of success in applied or academic credits at the secondary level with accommodations. Intellectual testing results clearly indicate average to above average cognitive abilities
- Educational assessment (e.g., Brigance) completed within the last six months supports the possibility of success in applied or academic credits at the secondary level with accommodations. Educational assessment results clearly indicate academic performance in reading and Mathematics at the Grade 7 level or stronger.
- Parents are in support of enrolment in the program.
- Parents are willing to enrol the student in a reduced course load during the Grade 9 year (5/8 credits-students obtain four mainstream credits and one full year learning strategy credit-students have one resource period per semester).
- Enrolment is endorsed by the Asper Syndrome Support Program Enrolment Committee.

Required Documentation

- Diagnostic letter/report
- Psychological Assessment (most recent)
- Educational Assessment (completed within last six months)
- IEP (most recent)
- Report Card (most recent)
- CST Meeting Minutes

Criteria for Placement in a Special Class (Gifted)

- Educational Assessment (completed within the last six months)
- a written language sample
- completed Brigance scores obtained within the last year which demonstrates strong academic achievement in at least one academic area - math/language arts
- Reading - at least two grade levels above
- Math - at least current grade level in calculation and problem solving
- Written Language - at grade level using provincial expectations, submit sample
- CCAT scores / Psych Assessment: Results: 98th percentile

Placement for Students Who Are Deaf or Hard of Hearing

For students in the Upper Grand District School Board who are Deaf or Hard of Hearing, a range of placements is available. The first option, that is considered, is the placement in a regular class. If this placement is considered appropriate, the deaf or hard of hearing student would be placed in a regular class placement with support.

For the oral deaf or hard of hearing student who has been placed in a regular class, there could be support from an Itinerant Teacher of the Deaf and Hard of Hearing, a Resource Teacher, a Speech and Language Resource Assistant or a combination of all of the above.

A deaf student who uses American Sign Language to communicate has two options available. One option is that the student will attend the Ernest C. Drury School for the Deaf in Milton, Ontario. The student would attend on a daily basis, with the transportation being provided by the Upper Grand District School Board, or, if the distances are too great, on a residential basis. This placement allows the student to easily communicate with deaf peers who use American Sign Language. The Board of Education makes application to the Admissions Committee at Ernest C. Drury. If the student meets the admissions requirements set out in Regulation 296, then the student is placed into the program.

A second option that is available to the deaf sign using student is placement in the regular class with support from a qualified interpreter or Educational Assistant who is qualified in American Sign Language and an Itinerant Teacher of the Deaf and Hard of Hearing. These supports will allow a deaf sign using student to attend a regular class if that is what the parent has requested.

The Upper Grand District School Board offers another placement option for oral deaf and hard of hearing students. This option consists of attending the Hearing Services Program offered by the Waterloo County Board of Education. This service is purchased by the Upper Grand District Board of Education. This program offers small group placement for any subject in which the student is having difficulty. As well, integration into regular classes can be achieved when the student has acquired the skills to be able handle integration. Support in the small group and in the integrated setting is provided by a qualified Teacher of the Deaf and Hard of Hearing. This

placement option is offered from pre-school through to high school. This placement is based upon input from parents, audiologists, Hearing Services personnel, Provincial Pre-school Services and the Upper Grand District School Board personnel.

Placements for Students Who Are Blind or Visually Impaired

The most appropriate and enabling educational environment for students who are blind or visually impaired must be based on the individual needs of the student as determined through ongoing assessment. The inclusion of students who are blind or visually impaired with their peers who are sighted, in their community school, is the first option considered by a team of professionals.

Students who are blind or visually impaired in an integrated class placement may receive support from an Itinerant Teacher of the Blind and Visually Impaired, an Orientation and Mobility Instructor, a Resource Teacher, a Speech and Language Pathologist, an Occupational Therapist, a Physiotherapist, or a combination of the above.

Itinerant Teachers provide direct instruction in disability-specific skills, e.g. Braille, development of visual efficiency, orientation and mobility, use of adaptive technology, independent living skills. In addition, the Itinerant Teachers work with classroom teachers to adapt the regular curricula, consult to school staff and participate as members of an In School Team or Consultant Support Team, as appropriate.

A second placement option for some of our students who are Blind or Visually Impaired with Multiple Impairments and/or severe cognitive impairment is in a self-contained class setting. Students receive appropriate programming, individualized to meet their needs in this small group-supported environment. The Itinerant Teacher is available for consultation, functional vision assessments and some components of direct service. Orientation and Mobility Instruction is provided if assessed as a need of the student.

Thirdly, the student may apply to attend the W. Ross Macdonald School in Brantford. Students from the Upper Grand District School Board attend as either a day student or a residential student if they meet the established distance criteria. Students apply and are selected once they have fulfilled all the paper work requirements and have had a successful trial visit at the school and residence. The Upper Grand District School Board provides transportation services for our students to attend this Provincial School.

Criteria For Change of Placement

If through ongoing assessment as documented in an IEP, team meetings, and ongoing communication with parents, a student is not progressing according to the objectives established through the IEP, then all concerned would evaluate the need for an alternate placement

considering the criteria established in this section for class placements. It is the Board's policy to offer information to parents about Provincial and Demonstration schools and facilitate the entry process when appropriate.

Criteria for Educational Assistant Staffing

It is the policy of the Upper Grand District School Board to assign Educational Assistants to schools in support of student(s) with special needs as determined by the criteria.

Administrative Detail

- It is the responsibility of the appropriate Superintendent to administer this policy in accordance with the Educational Assistant Staffing Procedures Manual 407-A and with the following forms: Application for an Educational Assistant Memo # 2005-25, Application for an Educational Assistant Memo # 2005-26.
- The Educational Assistant Staffing Committee, composed of the Principal of Program, Special Education Coordinator and representatives from the Elementary and Secondary Principal/Vice-Principals Associations, is responsible for allocation of Educational Assistant(s) time to schools.
- Assignments of the specific Educational Assistants will be made by the Surplus Declaration/Layoff and Recall Committee in accordance with the collective agreement. Positions which do not fall under the mandate of the Surplus Declaration/Layoff and Recall Committee will be advertised by Human Resources.
- It is the responsibility of the Principal to ensure that Educational Assistants are supervised and have regular performance appraisals.

[Appendix 33: Educational Assistant Staffing For Special Education Procedures Manual - 407-A](#)

[Appendix 34 : Application for an Educational Assistant Memos # 2005-25 & Application for an Educational Assistant Memos # 2005-26](#)

[Appendix 35: Educational Assistant Allocation Procedures and Timelines](#)

Role Of The Educational Assistant: Special Education

- The Educational Assistant is responsible to the Principal of the school and performs his/her duties under the direction of a member(s) of the teaching staff.
- The duties of the Educational Assistant are assigned by the Principal, through the Classroom teacher or Special Education teacher with support from the Program Department staff.

Assignment Of Educational Assistant - Special Education Criteria

- The students considered by the Educational Assistant Staffing Committee are typically Exceptional as identified by the Upper Grand District School Board, Identification, Placement and Review Committee (IPRC). (Exceptions - Junior/Senior Kindergarten and students new to the board with documented needs)
- These students must have characteristics in one or more of the following areas:
 - severe physical limitations or deficiencies so as to require special assistance in learning situations to provide the opportunity for educational achievement and to maintain health and well being
 - severe behavioral difficulties where there is a danger to self and/or others or significant social/emotional problems causing disruption of classroom learning and environment
- Groups of students will be considered
- All other Special Education placement and program options must have been discussed and considered prior to Educational Assistant application.
- Students entering Kindergarten or new students with documented needs, who may not have been identified as exceptional, must have one or more of the following special needs:
 - severe physical limitations or deficiencies so as to require special assistance in learning situations to provide the opportunity for educational achievement and to maintain health and well being
 - severe behavioural difficulties where there is a danger to self and/or others or significant social/emotional problems causing disruption of classroom learning and environment

Procedures For Requesting an Educational Assistant

- Application to Educational Assistant Staffing Committee must not be made unless the criteria and procedures are fulfilled based on this policy.
- The Principal of the school will complete the Application for an Educational Assistant Memo # 2005-25 and send it to the Coordinator of Special Education. Supporting documents including the IPRC minutes, current Individual Education Plan (IEP), Educational Assessment, Behaviour Intervention Plan, Medical Reports, Physical Intervention Plan, PsychoEducational Report, In-School Team meeting and Consultant Support Team meeting minutes and any other documentation that supports the severity of student needs must be appended as appropriate.
- the Human Resources department will notify the Principal of the Educational Assistant Staffing Committee's decision

- The Committee may grant Educational Assistant time for short periods. The progress of the student(s) will be reviewed at the end of these periods.

Appendix 34 : Application for an Educational Assistant Memos # 2005-25 & Application for an Educational Assistant Memos # 2005-26

Appendix 35: Educational Assistant Allocation Procedures and Timelines

Further Considerations

- When the student or students leave the school, the principal shall notify the Special Education Coordinator in order to review the situation.
- The Identification, Placement and Review Committee shall not make recommendations regarding the need for an Educational Assistant.
- At the discretion of the Principal, Educational Assistant time may be used with other students provided first priority is given to the exceptional student(s) whose needs necessitated the assignment.

INDIVIDUAL EDUCATIONAL PLANS (IEP'S)

The Upper Grand District School Board adheres to the standards for the completion of IEPs as outlined in the ministry document Individual Education Plans: Standards for Development, Program Planning, and Implementation. (2000) and the Individual Education Plan (IEP) A Resource Guide 2004.

The Upper Grand District School Board purchased an IEP engine for use in the development of IEPs. Workshops have been held with members of every school in the board to familiarize them with the IEP engine and its use. These workshops continue to be offered on a regular basis. Special Education Consultants are available to work with schools around the development of IEP's and provide inservice. Workshops on the IEP standards and the development of IEPs are offered on an ongoing basis to school staffs. Under Regulation 181/98, "Identification and Placement of Exceptional Pupils", principals are required to ensure that an Individual Education Plan (IEP) is developed for each student who has been identified as exceptional by an Identification, Placement and Review Committee (IPRC), within 30 school days of the student's placement in a special education program. School boards also have the discretion to prepare and IEP for a student who is receiving a special education program and/or related services but who has not been formally identified as exceptional.

The Board has developed a response plan to the 2003 IEP Review Feedback report provided by the ministry. The special education department is currently planning revisions to the IEP format and subsequent inservices to address changes to the IEP document.

[Appendix 36: Response Plan To Ministry IEP Review Feedback Report 2003](#)

[Appendix 37: Sample IEP Forms](#)

[Appendix 38: Human Resources Physical Intervention 413 Including: Behaviour Plan 413-1, Physical Intervention Plan 413-2, Physical Intervention Report 413-3](#)

Dispute Resolution

Disputes concerning IEP's are resolved at the school level through discussion and collaboration between the parents, the principal, the teacher and in school support staff as appropriate. When appropriate, staff from Program Services will intervene to provide additional support.

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

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

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

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

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

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

Provincial Schools for the Deaf

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

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

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

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

Schools for the Deaf:

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

Transportation to Provincial Schools for students is provided by school boards.

Each school has a Resource Services Department which provides:

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

Provincial Demonstration Schools

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-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
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years.

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

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

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at <http://snow.utoronto.ca>.

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

Placements in Provincial and Demonstration Schools

Provincial and Demonstration Schools have been established by the government to help students who are deaf, blind, deaf-blind or students who have been identified as Learning Disabled with severe deficits which may include Attention Deficit Hyperactivity Disorder (ADHD).

For deaf students who use American Sign Language, the Ernest C. Drury School and the Robarts School are placement options for this board. For the school year 2004/05, there are 23 students who are attending the Ernest C. Drury School in Milton and none are attending the Robarts School in London.

For blind or deaf-blind students, the W. Ross Macdonald School in Brantford is the placement option. For the school year 2004/05, there are 6 students attending this school.

For students who are identified as Learning Disabled by an IPRC and who have severe learning disabilities, the Trillium School in Milton or Amethyst School in London are placement options. For the school year 2004/05, there is 1 student attending the Trillium School.

Transportation to Provincial and Demonstration Schools

Transportation is provided by the Upper Grand District School Board to Provincial and Demonstration Schools.

A decision is made at the time of acceptance into one of these programs as to whether the student will be a day or a residential student. The Transportation Department of the UGDSB then arranges transportation for the student and informs the parents/guardians of the approximate times for departure and arrival. Arrangements are made if the student needs to have an assistant ride with them. Transportation is arranged after the student's application has been accepted and approved by the Provincial or Demonstration school.

Provincial School Contacts

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

**Provincial Schools Branch,
Ministry of Education**
Provincial Schools Branch
255 Ontario Street South
Milton, Ontario
L8T 2M5
Tel.: (905) 878-2851
Fax: (905) 878-5405

Schools for the Deaf
The Ernest C. Drury School For the Deaf
255 Ontario Street South
Milton, Ontario
L9T 2M5
Tel: (905) 878-2851
Fax: (905) 878-1354

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

The Sir James Whitney School for the Deaf
350 Dundas Street West
Belleville, Ontario
K8P 1B2
Tel: (613) 967-2823
Fax: (613) 967-2857

Schools for the Blind and Deaf-Blind
W. Ross Macdonald School
350 Brant Avenue
Brantford, Ontario
N3T 3J0
Tel: (519) 759-0730
Fax: (519) 759-4741

School for the Deaf, Blind, and Deaf-Blind
Centre Jules-Leger
281 rue Lanark
Ottawa, Ontario
Tel.: (613) 761-9300
Fax: (613) 761-9301

Provincial Demonstration Schools
The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. These schools are the following:

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

Centre Jules-Leger
281 rue Lanark
Ottawa, Ontario
Tel.: (613) 761-9300
Fax: (613) 761-9301

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

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

SPECIAL EDUCATION STAFF

Information on the types of staff who provide special education programs and services may be found in the chart entitled “Special Education Staff”. The chart outlines the types of Special Education and Support staff employed by the board and their respective numbers expressed as Full Time Equivalents. This chart is included as an appendix to this report.

[Appendix 39: Special Education Staff](#)

STAFF DEVELOPMENT

Staff Input To Professional Development

Each department of Program Services, through their staff meetings, indicates areas where they feel they are interested in further professional development. Staff members indicate where they require further training and knowledge about current issues and concerns in special education (i.e. behaviour management, auditory processing, ASD, etc.). Program Services staff members also recommend types of in-services which would be beneficial for the system.

When in-service is offered to school based special education and regular education staff, common practice is to survey the staff at all opportunities to ask for their input concerning future in-service needs. An evaluation form is used at all in services to evaluate the effectiveness of the presentation and indicate topics for future in-service opportunities.

Principals and Vice Principals, both elementary and secondary, are asked to provide suggestions for in-service at their regularly scheduled meetings. The needs, as identified by these groups, are conveyed to the Superintendents of Education and then to the special education department. Principals and Vice Principals also have representation on a committee called the Special Education Review Committee which meets monthly with the Coordinator of Special Education Services to discuss system wide issues and needs as they relate to special education.

SEAC Consultation

SEAC is made aware of all in-service proposals and feedback is invited each fall as sessions are planned. As topics are discussed at regularly scheduled meetings, SEAC concerns and suggestions around staff development are noted in the minutes and are considered for future in services. SEAC is informed of scheduled in services and is invited to attend professional opportunities offered by the board.

Staff Development Priorities

In-service topics are prioritized based on system feedback. (i.e. new teacher needs, results of staff surveys, influx of new/emerging information on disabilities, etc.)

As new ministry legislation, policies and programs are made available to the board, appropriate special education system staff are trained and then provide appropriate training to school staff. Recent staff training has focussed on: Technology for Special Education, Programming for Students with Developmental Disabilities, Behavioural Strategies, Best Practice in Literacy Acquisition, Numeracy and Technology, Inservices for Resource/Withdrawal teachers new to the role.

Budget Allocation

Fifteen percent of the board's special education budget is spent on staff development. These costs include: supply teachers' salaries, facility rentals, resources and materials, guest speakers' fees. Where applicable, cost sharing occurs with other departments within the board.

Communication With Staff

A copy of the board's Special Education Plan is provided to every school in the system. Board staff are made aware of professional development opportunities provided both by the board and by external sources in the following ways:

- First Class email system
- InSite software for Professional Development
- U.G.D.S.B. website
- Program Services newsletters
- Families of Schools meetings
- information presented at in-services

Appendix 40: Program Services Newsletters: [September 2004](#), [October 2004](#), [November 2004](#), [January 2005](#), [March 2005](#), [April 2005](#), [May 2005](#)

Types of In-service

Survivor Resource/Withdrawal - 3 day intensive workshop for teachers new (last 2 years) to the role of resource - Major topics: Ministry Guidelines concerning Special Education, IPRC process, IEP writing, Brigrance, Educational Assessments, Balanced Literacy

Use of the IEP Engine

Autism and Asperger's in School-Aged Children: From Challenges to Successes

Non Violent Crisis Intervention Workshops

Workshops for teachers of students with Developmental Disabilities - series of 3 - Major topics: Enhancing Communication Skills, Effective Learning Environments, Modified Programming, Alternative Programming, Technology and support programs

Summer Institute - T.E.A.C.C.H - Treatment and Education of Autistic and Related Communication Handicapped Children

Book Study - *When Kids Can't Read* - Kylene Beers - regular and special education teachers

Topics for Professional Development for Child & Youth Counsellors

- Non Violent Crisis Intervention
- Functional Behavioural Analysis
- Bereavement
- Medications
- Gender Role Stereotyping

Topics for Professional Development for Educational Assistants

Each topic was delivered over three half day sessions

- Autism Spectrum Disorders
- Behaviour Disorders
- Developmental Disorders

EQUIPMENT

Intensive Support Amount (ISA) Level One Funding For Equipment

The purpose and guidelines for ISA Level 1 funding for equipment for students with special needs is outlined in the Special Education Funding Guidelines: Intensive Support Amount (ISA) Level 1 and Special Incidence ISA 2004 05 produced by the Ministry of Education.

This document states that the purpose of ISA 1 funding is to provide funding to school boards to assist with the costs of equipment essential to support students with special needs to access the Ontario curriculum or a board determined program, to attend school including being transported to and from school, and where the need for specific equipment is recommended or determined by a qualified professional.

ISA 1 funding can be used to purchase equipment for any student with a special need, where the equipment is required to support the student's access to the Ontario curriculum and/or alternative program. Students need not be formally identified as an exceptional student, but their need for equipment must be recommended by a relevant qualified professional and evidence of the use of equipment must be documented in the student's Individual Educational Plan (IEP) or in other program documentation.

In accordance with the ISA procedures which have been established by the Ministry of Education, the particular needs of the student are established and the specialized equipment which will ameliorate the particular needs of the child is recommended. The recommendation for equipment comes from various sources. The sources recommending specialized equipment for a student must meet the requirements of the Ministry of Education laid out in the Intensive Support Amount (ISA) funding procedures, Level 1 documents. For the purposes of ISA 1 claims, assessments could be conducted by a: psychologist or psychological associate, physician, social worker, audiologist, speech and language pathologist, augmentative communication therapist, optometrist, occupational therapist, physiotherapist, as well as recommendations from a Provincial or Demonstration School or by specialist teachers working for a school board where their qualifications and expertise are recognized by the Provincial Schools Branch. The recommendations from these qualified professionals come to the board in the form of a report after an assessment by a person who is deemed qualified to assess and make recommendations concerning the special needs of the student.

The types of equipment that are eligible for ISA 1 funding include any items that are recommended by a qualified professional. This allows for flexibility in purchasing to meet needs in innovative ways and to respond to new developments in technology and practice. As the purpose statement indicates, eligible equipment includes items required to meet students' personal care and safety needs. Examples of eligible expenses include: speech analysers, FM systems, amplification systems, print enlargers for students with low vision, computer hardware/software, adjustable desks or computer tables, braille writers, symbol or letter voice translators, insulated booths and study carrels, communication aids such as speech synthesizers,

positioning devices for sitting, standing or lying, personal care items, lifts or harnesses for moving students, warranties, service contracts for technology and training for students and staff on how to use ISA 1 funded computers, software or other equipment. Where equipment will be shared by several students, such as a Braille or printer, a claim should be made in the name of one student only.

After receiving the appropriate documentation outlining the recommended specialized equipment, the equipment is priced, approved and then purchased by the board. At specific times of the year, as outlined by the Ministry of Education, the board makes application to the Ministry to get approval for the funding of the equipment. The claim cycle for ISA 1 runs from May 1 of one year, to April 30 of the following year.

Deductible

The Board is responsible for the first \$800.00 in costs of the claim for specialized equipment for any student per year. In processing a board's ISA 1 claims, the ministry will deduct \$800 from the total amount of ISA 1 funding claimed for a student in a school year. It is expected that boards will use other special education funding to cover the \$800 deducted from the ISA Level 1 claim. Any cost, over and above \$800 is funded through ISA level 1 grants provided by the Ministry.

For equipment that costs less than \$800.00, the equipment may be approved and purchased by the board and funded from the board Special Education budget. Recommendations for this specialized equipment must still meet the Ministry requirements for ISA Level 1 funding.

[Appendix 41: Special Education Funding Guidelines: Intensive Support Amount \(ISA\) Level 1 and Special Incidence ISA 2004 05](#)

[Appendix 42: ISA Level 1 Procedures Memo 2005-08](#)

Other Equipment Funding Procedures

Equipment considered to be required for student use in a school setting that does not meet the criteria for ISA Level 1 funding is provided through the Board's Special Education Budget or through school budgets depending upon the nature and cost of the equipment. All purchase requests must be accompanied by documentation outlining the reason for the need for the equipment, the condition the equipment is meant to ameliorate, details concerning the particular equipment recommended for purchase, and the ways in which the equipment will be used to enhance the educational learning and access to the curriculum for the student. All specialized equipment purchased for a student must be reflected in the student's I.E.P.

The need for specialized equipment is determined by:

- case conferences and consultations with board and school support staff and outside agencies such as : CCAC and their various therapy partners such as Occupational Therapists and Physical Therapists, W. Ross MacDonald School educational resource staff, Bloorview MacMillan staff, McMaster Technology Access Clinic, psychologists, doctors, speech and language pathologists, audiologists, etc.
- written documentation in the form of reports and letters received from various agencies

Technology For Special Education Project Team

This team is comprised of special education consultants, a speech language pathologist, and members from the Information Technology department of the board including both teacher consultants and technicians.

Objective: To establish and implement a process by which exceptional students are ensured equal access to the curriculum through adaptive technology.

Function:

1. to act as a resource for adaptive technology for system partners
2. to establish and maintain the adaptive hardware and software on the preview stations
3. support, develop and maintain an inventory of hardware, peripherals, and other adaptive equipment for special education students and special education classes
4. to monitor needs and make recommendations for adaptive technology, hardware and software for special education students and special education classes
5. to maintain and update an adaptive learning resources lending library
6. to provide opportunities for professional development for system partners through workshops and demonstrations of adaptive technology
7. to provide information to system partners regarding external resources and opportunities for professional development
8. to develop ongoing expertise in the area of adaptive technology
9. to provide information to system partners regarding external resources and opportunities for professional development
10. to develop ongoing expertise in the area of adaptive technology

ACCESSIBILITY OF SCHOOL BUILDINGS

With every renovation, addition or new school construction project, accessibility is fully addressed to create barrier free access into and within the building. This includes structures such as ramps both into and within the school, accessible washrooms and elevators. For schools which house a class for students with Developmental Disabilities, appropriate facilities and accommodations are provided. It is the practice of this board to improve accessibility in this manner.

The board is currently undergoing a review of its facilities and developing a working plan to comply with the recent legislation, Ontarians With Disabilities Act. Studies are presently in the initial stages only. The first Accessibility Plan of the board, developed by a Steering Committee of Board staff includes an Action Plan that incorporates a broader inclusive consultation process for the future. An Accessibility working group was formed in January 2004 composed of Board staff, SEAC representatives, community members and trustees. An outside consultant will be hired to survey all physical structures owned by the Board. The Board is involved with the Wellington County Consortium to develop a set of standards that can be used in meeting ODS requirements for all new structures and renovations.

[Appendix 43: Accessibility Plan - September 2003](#)

TRANSPORTATION

In collaboration with the Transportation Department of the Board, every effort is made to provide appropriate transportation for all exceptional students who require it to attend a special class placement within the Upper Grand District School Board.

The Board transports students with the exception of short-term medical students under our Policy Guidelines. Some situations include:

- students in Special Education Programs, including “mainstreamed” students who attend regular classrooms who have physical, intellectual or behavioural concerns
- students in Educational Programs in Care, Custody, Treatment and Correctional Facilities (Section 20)
- students in attendance at Provincial and Demonstration schools
- students who require specialized programs not offered by our board but available at adjoining boards or institutions (i.e. Waterloo Preschool Deaf and Hard of Hearing)

The decision concerning whether or not regular transportation is used is totally dependent on individual student needs. If it is possible to use existing services it is done in this manner. Some restrictions do apply, as a result of physical or behavioural issues. The board would then evaluate the specific needs and therefore the mode of service required to meet these specific needs. In some cases parents transport their own children and are remunerated by the board. This is as a result of such a large geographical boundary area (4000 sq. km) and a restricted availability of services.

With respect to safety criteria as it relates to those on a contract basis, all bus operators, driving staff, taxi companies and suppliers are required by law to have a criminal check in order to be licensed. It is a requirement legally to obtain certain classes of license.

The Upper Grand DSB and the Wellington Catholic DSB cooperatively contract bus operators within the geographic areas of Wellington and Dufferin counties. The bus operators must be members of the Upper Grand Bus Operators Association. The Association negotiates the contract rates on behalf of the school bus operators.

The Upper Grand DSB and the Wellington Catholic DSB also cooperatively contract taxi companies within the geographic areas of Wellington and Dufferin counties. The Boards have an operating contract with the taxi companies. The taxi rates are set by local municipal or regional jurisdictions and the boards pay the metered rate to establish the cost for a trip. Once the metered rate is set, that is the cost of the trip for the school year.

Enclosed in this Plan are two documents which relate to the transporting of special needs students. These are “Transporting Special Needs Students” and “Emergency Evacuation Procedures For Special Needs Students” found in the appendices of this plan.

[Appendix 44: Transporting Special Needs Students](#)

[Appendix 45: Emergency Evacuation Procedures For Special Needs Students](#)

Students Attending Provincial or Demonstration Schools

Students who attend Provincial or Demonstration Schools can access transportation from the board. The decision regarding transportation needs is a result of case conferences, IPRC meeting recommendations and admission meetings which identify the need for transportation. The student who is recommended by an IPRC to attend a Provincial or Demonstration school and who meets the entrance requirements and is accepted by a Provincial or Demonstration School will be provided with transportation as appropriate.

THE BOARD'S SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

SEAC Membership

The members of the Upper Grand District School Board's Special Education Advisory committee, including the associations which they represent, may be found in the appendices of this plan.

[Appendix 46: Special Education Advisory Committee Members](#)

Procedures for Selecting Members

- nominations from local associations
- approaching local chapters of provincial associations for suggestions
- writing a presentation that can be shared with parent councils, families of schools, etc. to get the information about SEAC into the community

Meeting Times and Dates

The SEAC meets face to face on a regular basis. Meetings occur on the second Wednesday of each month at 7:00 p.m. at the Upper Grand District School Board office at 500 Victoria Road North, in the Board Room. Meetings are open to the public. Members of the public should contact Program Services at 941-6191 to confirm the time, date and location of the meetings. A list of the meeting dates, time and location for the 2004/05 school year are found in the appendices to this document.

[Appendix 1: Special Education Advisory Committee Meeting Dates](#)

Guidelines for Presentations To SEAC

There are three kinds of presentations:

- SEAC association presentations, which are educational in nature
- community or parent speakers who may have an issue specifically pertaining to Special Education
- presentations by members of the school board to apprise SEAC members of past, current or projected board policy and activity which directly or indirectly concerns students with special needs

SEAC Procedures

- The concerns of parents, pertaining to their child, should be directed to the Superintendent of Education (if discussion with teacher and principal have not resulted in a solution).
- The Special Education Advisory Committee encourages parents to work with their local Association. The Association representatives may bring items of concern for discussion on behalf of their constituents. It should be noted, however, that no individual student will be discussed, but rather an issue which may affect other students as well.
- Speakers wishing to address SEAC pertaining to the impact of Board policies on students with special needs, may contact the Chair of SEAC, or the Secretary, one week prior to a regular SEAC meeting requesting to be placed on the agenda.
- The subject of the address needs to be submitted at the time of contact so that SEAC members may be prepared. A timeline of ten minutes is provided to have concerns heard and another ten minutes will be available for questions by the Committee.
- A response to the speaker's concerns will be made at the same meeting, wherever possible. It should be understood, however, that some further inquiries may have to be made and, therefore, a response may only be possible at a later date.
- It is the practice of SEAC to include presentations from Associations as part of their regular meetings. The time for these presentations may vary. Please inform the Chair, or Secretary, of the amount of time needed for the presentation.
- To be in an advocacy role, the Special Education Advisory Committee needs to be continuously informed about school communities.

SEAC Roles and Responsibilities

The SEAC of the Upper Grand District School Board fulfilled its roles and responsibilities by:

- meeting the required number of times
- receiving reports from various board members regarding activities undertaken by board employees to support special education as follows

ASSOCIATION CONCERNS

SEAC received monthly reports from its members concerning ongoing association activities and concerns

Tourette Syndrome

- Michael McDevitt distributed a pamphlet from the Tourette Syndrome Foundation of Canada which gave answers to some of the most common questions about Tourette syndrome. Tourette syndrome (TS) is a neurological or “neurochemical” disorder characterized by tics, that is, involuntary, rapid, sudden movements or vocalizations that repeat at irregular intervals. Tourette’s is closely related to ADD/ADHD.
- Sandy Auld focused on the issue of bullying specifically related to all exceptionalities. When retaliation occurs it sometimes happens that the ‘victim’ is the receiver of a suspension. She requested that suspension numbers/percentages be provided as to special needs students in relation to all suspensions.

Lynda McRae commented that any numbers provided may not be totally accurate, as Tourette Syndrome and Fetal Alcohol Syndrome, are categories that are not recognized by Ministry descriptions, and would therefore not be reflected in the suspension data.

Sue Adams referred to a conference on Autism recently attended by her and gave a brief review of some of the recent research that tends to suggest that obsessive compulsive behaviour and A.D.H.D. are more closely related to Tourette Syndrome rather than Autism.

Sue Palmiere agreed that awareness and education levels have to be raised on the overlapping of the various exceptionalities.

Michael McDevitt has found that many parents are at a loss as to what to do when confronted with a diagnosis of Tourette Syndrome. He offered to talk to any parent of special needs children to lend support and provide information and/or referrals.

Learning Disabilities Association's next training session for new SEAC members scheduled for the December 11, 2004.

Public meeting on Non-Verbal Learning Disabilities with guest speaker Cheryl Pidgeon, NLD networking group of Ontario, scheduled for November 2nd. The Learning Disabilities Association has developed a web-based teaching tool purchased by the Ministry. The Upper Grand Board participated in this pilot project.

Michael McDevitt advised that the Tourette Syndrome Association has a new information package available, in both DVD and VHS formats. Paola Argentino requested ordering information so that copies can be catalogued by the Terry James Resource Centre and be available for viewing by teachers and other support staff.

Michael McDevitt provided information by means of a video, "Circle of Support," from the Tourette Syndrome Foundation. The video focused on support for parents, principals, social workers, various support staff, etc. to assist in successful integration of students with TS.

ABC – Association of Bright Children

Discussion of future agenda items included: the number of gifted children identified; the availability of programs for them; the kind of testing available; a recent report on congregated programs; the success rate for these programs; the number of students currently taking advantage of these programs, or not, and the reasons; the drafting of a plan aimed at parents to draw attention to the advantages of programs for gifted children; the numbers of parents who may prefer non-congregated programs; the availability of gifted programming at secondary level; congregated classes; fast tracking, enrichment; advanced placement in all secondary schools; transition planning for those going on to post-secondary education; sites offering elementary gifted classes, by grade and location; the number of consultants with gifted qualification

Learning Disability Association

Discussion of future agenda items included: IEP's (Individual Learning Plans) at the secondary level; teachers should be made aware of identified students and also whose responsibility it is to look after them; home instruction/home schooling; the qualifications and experience necessary to teach LD students; upcoming legislation intended to keep students in school until age 18 and its effect on exceptional students; transition

assessments/exit assessments; assistive devices such as AlphaSmart; and the problem of awareness as it relates to parents.

Carolyn Adams-Vining reported that LDA is having one of the few Canadian doctors of audiology present at their May 10, 2005 meeting at the University of Guelph.

Autism Society of Ontario

- The Autism Society of Ontario provided SEAC training. Paola Argentino and Bonnie McEachern addressed a meeting of the local chapter of the Autism Society. Mehran Alaei also commented on the variety of service delivery models available throughout the Province.
- Mehran Alaei distributed copies of *The Autism Newslink*. Further information may be obtained at www.autismsociety.on.ca

Fetal Alcohol Syndrome

Alex Macrae told SEAC that there is ongoing concern about the lack of awareness by teachers, Children's Aid societies and other children's organizations pertaining to the effects of Fetal alcohol syndrome, the implications of such lack of awareness, and the Association's ongoing search for funding to further educate others.

Children's Mental Health

Tracey Demolder reported on two new resources for high school-aged students dealing with mental health. These are available through www.cmha.ca. A handbook is also available at secondary schools or through the CMHA. A preview of a new play, "A Permanent Solution," which deals with teenage depression, is scheduled for February 24. A resource package providing pre- and post-learning activities may be obtained.

Marg Abbink referred to "New Heights / New Hopes", an initiative intended to ease the transition from pre-school agencies to school-based support, being presented at St. Peter's Catholic School (Guelph) on March 9 at 6:45 p.m. Similar presentations are also scheduled for Fergus and Orangeville.

Accessibility Issues

SEAC decided that, with reference to Co-Op placements for the physically disabled, awareness of the role that Work Experience Facilitators have in DD placements should be furthered throughout the Board.

Nancy Richardson was selected to receive a Guelph Access Recognition Award in the category of Outstanding Contribution by an Educator.

Academic and Social Inclusion of Children with Non-Verbal Cerebral Palsy: Sue Palmiere introduced parents, teachers, and educational assistants involved with non-verbal cerebral palsy children. Liz LeBrun, a teacher who has worked with a non-verbal cerebral palsy student, presented lessons she has learned:

- ❑ the Life of the Mind is Equal to the Life of the Body
- ❑ physical countenance does not indicate mental ability
- ❑ efficient communication requires a solid communication relationship
- ❑ the verbal person assumes responsibility for both communicators
- ❑ independence is 90% thinking and 10% action

- ❑ assistance will become more valuable if you can do less
- ❑ equal and identical are not Synonyms
- ❑ tasks can be equal if they demonstrate thinking behind the action
- ❑ inclusion is much more than simulated friendship
- ❑ able-bodied children can be taught teacher techniques of communication
- ❑ there is no need to ‘reinvent the wheel’, just ‘change the tires’
- ❑ a change in approach and a shift in thinking are required.

Special Olympics

The 2005 Special Olympics was held Wednesday, May 25 at St. James Catholic High School in Guelph. Work Experience Facilitators Nancy Richardson and Kim Webb provided background information and extended appreciation to the many volunteers and sponsors who make this venture possible. Special attention was drawn to the pledge of *“Let me Win; But if I cannot win, Let me be Brave in the Attempt.”* SEAC was shown a DVD depicting some of the various events.

TRACKING STUDENTS

Database Program

Tom Craig informed SEAC of two types of databases in existence with the Board: Maplewood, serving the day-to-day activities of a school, e.g. attendance, vital student information, timetabling, safe school arrival program, etc.; and the I.E.P. engine, which looks after the legislative requirements for special needs students. Bonnie Evans commented that various data is available but not adequate tools for analysis. Steve Magee, referring to Maplewood usage at the secondary level, stated that report cards, disciplinary notes, as well as entries for the October Ministry report are making use of this software program. Tom Craig remarked that at the secondary level, most teachers are familiar with Maplewood, whereas at the elementary level Maplewood is concentrated in the school office. The difficulty appears to be that centralized access to Maplewood is not available to Special Education staff or to Program Services (Orangeville office) to collect data. Bonnie Evans referred to programs such as IBM program Insight and Mercuron which are not user friendly. NA+N is another program being investigated. Sandy Auld suggested that clear outcomes need to be established before conducting any further research into software programs. Bonnie Evans explained that some data could be ‘mined’ from the I.E.P. engine, though a highly sophisticated level of technical knowledge and skill is required to do so. Future needs have to be investigated before other software is considered. Discussion ensued as to information required by SEAC such as number of students within each exceptionality, students’ home schools, congregated programs, geographic areas covered, and also what information could be gleaned from the present systems.

Mehran Alae provided an example of how data entry is achieved in the medical research field. Data is faxed to a central point and output is forwarded via relatively simple programs such as Excel or Access. SEAC needs to establish the outcomes required. The two data systems, the I.E.P. engine for identified exceptional students and Maplewood for all students, need to be interfaced.

The Special Education Advisory Committee recommended to the Board that regular updates be provided to SEAC pertaining to the number of suspensions involving different exceptionalities in a manner that does not breach privacy and confidentiality. This recommendation was later approved by the Board. This information will be provided, possibly on a quarterly basis, recognizing that confidentiality has to be maintained.

RESPONDING TO PRESENT NEEDS

Specialized Support Teams (SST)

Mary Sue Crawford provided an overview of the Special Education Intervention Model consisting of three stages – In-School Team (IST), Consultant Support Team (CST), and Specialized Support Team (SST). Stressing that classroom strategies are the important first step to most interventions, the IST, CST and SST, are structures to respond with increasing intensity to most needy of students. Every teacher within the Board will become familiar with this intervention model through presentations at school staff meetings. Sue Bagnell spoke about the make-up of the In-School Team, its function and procedure; Marg Finlayson followed suit with the Consultant Support Team; and Mary Sue Crawford finished with the Specialized Support Team, which is the most intensive level of discussion, planning and problem solving.

Special Education Literacy Skills Kit (SELISK)

Paola Argentino acknowledged Wintergreen's generous sponsorship in supporting the Special Education Literacy Skills Kit (SELISK) and for the support of its senior sales consultant, Denise Melanson. Sandra Szpular drew attention to the various displayed resources which form part of the SELISK to support special education programming delivered by resource teachers.

Special Needs Transportation

Mehran Alae, referring to a recent incident of a taxi transporting a special needs child, suggested that taxi drivers be given some kind of training to make them aware of the effects that changes to their transportation can have on special needs children.

REVIEWING BOARD POLICIES

Sue Palmiere drew attention to the *Guidelines on Accessible Education*, specifically the section on the Prevention of Bullying and Harassment – available on Internet www.ohrc.on.ca. Both Sue Palmiere and Mehran Alae suggested that an overview of these guidelines be put on the agenda in the near future.

Special Education Board Plan

Standards for School Boards' Special Education Plans were developed that all school boards have to meet when developing their plans. The Standards provided a suggested format in reviewing and assessing Board Plans. Since its inception in 2000, a review has been requested approximately every two years. The latest feedback was given by the Ministry in April, 2004. Accessibility of Buildings was the only standard not met. A few others were partially met. However, the majority of items provided sufficient information to meet the standards. In June 2004, a response, along with amendments, was forwarded to the Ministry. As sections are updated and received from various departments of the Board, they will be forwarded to SEAC members for comment. One example of an addition to the Plan is the Three-Stage Intervention Model of additional strategies provided by in-school, consultant, and specialized support teams. The upcoming Junior Kindergarten implementation will impact the Plan as well.

A comprehensive Special Education handbook, a reference guide for teachers, is presently in process, based on the Board Plan, Standards from the Ministry, and the IEP (individual education plan) resource guide.

An OPSBA position paper on special education funding was released this year and is to be taken into account by the Ministry before legislative grants are released.

MONITORING STAFF DEVELOPMENT

Bonnie McEachern introduced Ray Gibbs who replaces Jeni Vaughan as Special Education Consultant. Jeni Vaughan is now a full-time vice-principal administering the Section 20 schools. Ray Gibbs has provided much assistance in his years at Centennial Collegiate and a number of other secondary schools as Head of Special Education.

Staff held a technology evening which focussed on information about specialized software programs, including the Specialized Support Team model for behaviour and Autism, the Board's Special Education Plan, a Learning Disability Demonstration program, a review of professional development pertaining to Special Education, the board's new Asperger/Autism spectrum disorder program (which Upper Grand initiated using the Central-West Region's model which they developed with the Ministry of Child & Youth Services), secondary support for children (offered by child & youth counsellors and attendance counsellors, social workers and psychological consultants).

Professional development opportunities:

- 'Survivor' resource/withdrawal three-day workshop
- technological in-service updates
- technology for demonstration classes and literacy kits
- "Kurzweil" technology to allow students to achieve beyond their reading level
- "Kurzweil 2"
- Vocabulary development
- Presentation by Dr. Duncan McKinley from the Tourette's Syndrome Association
- Technological topics of special interest, pertaining to Autism, Deaf and Hard of Hearing, Blind and Low Vision; and
- Continual updating of the Individual Education Plan.

Marg Abbink requested that information on in-services be published in the Program Services newsletter prior to the event so that SEAC members could take advantage of the opportunity.

Special Education Companion of Curriculum Unit Planner

- Steve Magee gave a brief history on the development of this useful software tool. He showed the Special Education-related areas of the “Teacher Companion,” listing various exceptionalities and further sub-dividing into check lists on topics such as intervention and management, classroom environment, etc. There are a number of such checklists that can be used by teachers, parents, and students. If adhered to consistently, these strategies can work successfully at school as well as at home. Access to the complete version may be obtained at www.ocup.org.

Learning Disabilities Demonstration Sites

Paola Argentino provided an overview of a presentation focusing on:

- Learning Disabilities Demonstration Sites
- Infusion of technology for Special Education students
- Special Education Learning Disabilities Literacy Skills Kit
- Professional Development for Special Education.

Sandra Szpular, in commenting on the demonstration classes, noted that the purpose of the demonstration classes was to promote professional development, through the observation of exemplary teacher modelling strategies, resources and programming with students. At present, four schools within the Upper Grand Board - Grand Valley, Mitchell Woods, Rockwood Centennial, and Victoria Terrace - are housing these classes and are providing opportunity to view both self-contained programs and resource/withdrawal programs. Invitations were extended to SEAC members and Trustees to arrange for a visit to any of these classes to view the emphasis placed on balanced literacy and numeracy, various teaching forms such as visual, kinesthetic, and auditory, as well as differentiated instruction and memory supports.

MONITORING MINISTRY FUNDING

Annual Budget review

Responses to Ministry funding initiatives

Position-taking re: special education needs vs. levels of funding

Special Education Funding

- Janice Wright, Chief Financial Officer for the Board, apprised SEAC of an issue that has arisen with the Ministry of Education. The Ministry of Education now views the existence of a Special Education Reserve as an indicator that the Upper Grand Board has not spent funding allocations for programs and services for students with special needs. CFO Wright reviewed a sequence of events that led to the establishment of this reserve earmarked for special needs and the subsequent Ministry announcement that the 2004/05 grant would be lessened by a portion of the Special Education Reserve. The Director and Board Chair have been in touch with the Minister in an attempt to rectify this misinterpretation.

- Marg Abbink asked for clarification of criteria used for access to this reserve. Janice Wright indicated that in-services for Educational Assistants, such as Non-violent Crisis Intervention, or specific resources within the special needs realm would be considered.
- The government's delay in releasing Cycle 5 ISA funding for 2003/04 was also a major issue of concern.
- Marg Abbink enquired as to the effect of the 2004/05 budget on Special Education. Bonnie McEachern advised that all schools/departments had been instructed to decrease their operating budget. With reference specifically to Program Services, a half-time reduction was made to a curriculum leader at the secondary level, one Speech and Language Pathologist and a 0.8 Special Education Assistant from Speech & Language Services, and a 0.8 psychological consultant from Psychological Services. No reductions were made to Educational Assistant staffing. The Board's approved budget spending in Special Education will, again this year, exceed the funding allocation from the Ministry of Education.
- Sue Palmiere alluded to a presentation, "Changing Paradigms," by the Acting Director of the Ministry's Special Education Branch, which outlines the government's shift from a "proof of compliance" model to an "accountability for change" model of funding.

REVIEWING CORRESPONDENCE

- SEAC received correspondence from the Special Education Advisory Committees of Thunder Bay Catholic District School Board and Durham District School Board. Both boards have written to the Minister of Education objecting to the proposed repatriation of special education reserves.
- The Ottawa-Carleton D.S.B. SEAC sent a letter to the Minister of Education enquiring about the *Criteria for Effectiveness and Equity Fund*, specifically the Minister's proposed "clawback" of ISA funding. Thames Valley D.S.B. SEAC has also expressed concern to the Minister of Education about his recent announcements regarding special education funding.

COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Inter-ministerial Initiatives:

The School Support Program: *Autism Spectrum Disorder* (SSP-ASD)

This program is a joint partnership between The Ministries of Education, and Children and Youth Services. The program is intended to provide training and consultation to educators and other school-based staff. The Upper Grand District School Board entered an agreement with Erinoak in January, 2005 as the provider of the program.

The School Support Program has four main components: planning, consultation, training and resource development. The Upper Grand District School Board was provided with three SSP-ASD consultants. Training and consultation provided by the SSP-ASD will be based on the principles of Applied Behaviour Analysis, an approach using the principles of behaviour based learning to teach skills. The focus will be on general skill development strategies that can be used to enhance learning in the areas of communication, social skills, and life skills development for students with ASD in school and classroom settings. The SSP-ASD will also use other evidence-based strategies in its approach to consultation and training as appropriate.

[Appendix 47: Erinoak Protocol between: Erinoak, Serving Young People With Disabilities and Upper Grand District School Board for the delivery of: The School Support Program - Autism Spectrum Disorder](#)

Working With Community Partners

Transition Planning for Pre-School Students with Special Needs

Each spring Special Education Consultants meet with preschool agencies. At this meeting, information is gathered concerning students with special needs who will be entering Kindergarten in the fall. Additional referrals from Guelph Rotary Children's Centre's therapists are sent to the Special Education Consultants. With parent permission, Special Education Consultants may visit the student to observe them in their day-care or home environment to gather information to assist the transition process to school. The information gathered is then shared with the principal of the school which the student will be attending. The principal uses the information, with parent permission, to organize a case conference with appropriate outside agency staff, as well as board

staff, to discuss the student's needs. For details on this process see the chart contained in the succeeding section entitled, "Transition Plans: Speech and Language Services and Special Education Services."

[Appendix 48: Preschool to School Transition Procedure](#)

[Appendix 49: Kindergarten Referral/Consultation \(Preschool Intake Form\)](#)

[Appendix 50: Community Mental Health Clinic: Kindergarten Referral/Consultation](#)

[Appendix 51: Dufferin Association for Community Living: Kindergarten Referral](#)

**[Appendix 52: KidsAbility Centre for Child Development Guelph-Wellington
Program: Transition to School - January 2005 Process and Form](#)**

**[Appendix 53: Wellington-Dufferin Preschool Speech and Language Services:
Preschool to School Transition for Children with Special Needs](#)**

[Appendix 54: Preschool Transition Planning Case Conference Form](#)

[Appendix 55: Observational Checklist](#)

Students with special needs entering the Upper Grand Board from other boards register through contact with the student's home school. As soon as the home school has information about the pending registration of a special needs student, every attempt is made to liaise with the sending board to arrange a case conference to discuss the student's needs. The principal of the home school is responsible for arranging the case conference with appropriate personnel from the sending board and inviting the appropriate Upper Grand DSB board personnel from Program Services to attend. At the case conference, with the signing of appropriate Consent For Release Of Information forms, all documentation pertinent to the transfer of a student with special needs is shared. It is the policy of the Upper Grand Board to accept and use documentation, assessments, reports, letters, etc. which are shared to inform and plan for the programming of special needs students.

Special Education Consultants facilitate the transition to this board of students with special needs from preschool settings, IBI programs, Demonstration Schools and students entering from special class placements in other boards. The Board's Speech and Language Services is involved in the transition of students who may be in need of their services. The Board's Itinerant Teacher of the Deaf and Hard-of-Hearing is involved in the transitioning of students with these needs into the board. The transition of students from Section 20 programs and those in the care of Family and Children's Services is facilitated by a member of Psychological Services who will attend a case conference prior to the student entering the Board. At this time a transition plan will be formulated to facilitate school entry. A protocol has been developed with Family and Children's Services to outline the procedures for entry into the Upper Grand Board of children who are in their care.

[Appendix 56: Protocol For The Educational Programming Of Children Under The Care Of A Children's Aid Society](#)

[Appendix 57: Section 20 Protocol](#)

New Heights New Hopes: Collaboration With Community Agencies

A series of parent information sessions (New Heights New Hopes) are held each spring to explain the transition from pre-school services to school-based services. These sessions are developed by numerous community agencies in collaboration with the Upper Grand District School Board and The Wellington Catholic District School Board. The following agencies are involved in providing information: Community Mental Health Clinic (CMHC), Community Living Dufferin (DCL), Community Care Access Centre of Wellington-Dufferin, Dufferin Child and Family Services, Dufferin Peel Catholic School Board, Therapy Partners, Wee Talk Preschool Speech and Language Services and KidsAbility Centre for Child Development.

During these evening sessions parents are invited to learn more about: making a successful transition to school; how therapy works at school (Occupational and Physiotherapy) and connecting with the school system.

[Appendix 58: New Heights New Hopes Flyer](#)

Students in Need of Speech and Language Services

The chart found in the appendices contains information concerning the Kindergarten referral and transition process for students with speech and language needs.

[Appendix 59: Wellington And Dufferin Preschool To School Transition Plan For Speech and Language Services](#)

The following two documents are available to parents to assist with the transition process. In addition, there is a video entitled "Moving On To School" available to parents of preschool aged children through the Wee Talk Program.

[Appendix 60: "Moving On" pamphlet \(Speech and Language Services\)](#)

[Appendix 61: Speech and Language Services brochure](#)

Intensive Early Intervention Programs for Students Diagnosed with ASD

The Ontario Ministry of Community and Social Services allocates funds for Intensive Early Intervention Programs for preschool aged children with a diagnosis of Autism Spectrum Disorder (ASD). This funding has been used to set up regional centres to provide an average of 20 hours of Applied Behaviour Analysis (ABA) type treatment for children under the age of 6 with a diagnosis of ASD. This government funding is being used to provide intensive behavioural treatment, which is being referred to as Intensive Behavioural Intervention or IBI.

Intensive Behavioural Intervention (IBI), a form of Applied Behaviour Analysis (ABA), is a very structured way of working with children with ASD. Treatment goals are clearly defined and broken down into small teachable steps. Systemic behaviour teaching methods (e.g. positive reinforcement, shaping) are used to build and generalize skills. Programs are individualized to the needs of each child and detailed data collection is used to measure progress.

Procedures For IBI Services

IBI services for children in Dufferin and Wellington counties, is coordinated through Erinoak in Mississauga. Children with a diagnosis of ASD will be assessed by an Erinoak team including a Psychologist, Speech-Language Pathologist and Occupational Therapist. The team will determine whether the child is eligible for the IBI program and how much intervention will be received.

Children in Dufferin and Wellington counties will receive IBI treatment through KidsAbility/Erinoak. The Senior Therapist designs the IBI curriculum for students. Instructor therapists provide intensive IBI treatment under the supervision of the Senior Therapist in family homes, preschools and day-care settings. KidsAbility staff providing IBI treatment work closely with speech-language pathologists, occupational therapists and other professionals who also provide early intervention for children with ASD.

IBI Services for School Aged Children

Discussions have taken place between the Upper Grand District School Board and the KidsAbility/Erinoak regarding provision of IBI treatment in the schools. Of the possible 20 hours of IBI service a child might receive, up to 5 hours of treatment may be provided in the school setting. This might involve direct programming with the child within the classroom, occasional one-to-one teaching outside of the classroom, guiding the child through transitions, observing for the generalization of skills taught outside of the school setting within the school setting and gathering information about important skills to be taught in future sessions. Visits will most often be made by the Instructor Therapist, but may also be made by the Senior Therapist. Ongoing communication between the classroom teacher and the IBI staff is important.

When an educational assistant (EA) has been assigned to the student with whom the IBI staff are working, the E.A. will have opportunities for learning and mentoring. In most cases the E.A. will be observing or demonstrating when the IBI staff are present in the classroom. In some cases, the E.A. might be assigned to work with other children in the classroom when the IBI staff are present. The student's E.A. time allocation will not be reduced because of involvement in the IBI program.

Much discussion has taken place regarding the most appropriate procedures for setting up the working relationship for IBI staff in the schools. As much as possible, the same steps will be followed as for other children with special needs who enter the Kindergarten programs.

Regular meetings have been held with the IBI providers to lay out the procedures for the delivery of IBI to students within the Board. The details of these procedures are found in the appendices of this document.

[Appendix 62: Preschool Autism Services Intensive Behavioral Intervention: Entry and Exit Procedures](#)

[Appendix 63: IBI Case Conference Planning Forms](#)

Transition Planning for Students in Care, Custody, Treatment and Correctional Programs

- One to two months prior to discharge, a meeting is held with the student's current treatment staff, the receiving principal, and the Psychological Consultant. The Counselling & Attendance staff member, Special Education Consultant, Speech and Language Consultant, and Child & Youth Counsellor may also attend these meetings.
- At that time, all assessment results are shared. It is the policy of the Upper Grand Board to accept all assessments completed by qualified professionals as one of the bases for program planning as long as the assessment is current. (i.e. typically no more than three years old)
- Once an understanding of the child's emotional, behavioural and academic needs has been obtained, a placement is recommended and an IEP developed.
- A graduated re-integration program (over two to three weeks) is typically the plan of choice as students are usually much more successful gradually getting to know their teachers and peers, and becoming familiar with the academic material.
- A determination is made concerning whether the student will need additional assistance, and if so, during how much of the school day, and a decision is reached concerning who will provide this (e.g., a transitional worker from the agency; an educational assistant).
- The student's re-integration is closely monitored by the School Team, Child & Youth Counsellor, and Psychological Consultant.

Transition Planning for Students Who Are Deaf and Hard of Hearing, Blind

For students who are deaf and hard of hearing or blind, who are entering programs in the Upper Grand Board, pre-planning takes place prior to the student entering the program.

Case Conferences are held which gather together the educational partners who have been involved with the student: parents, resource personnel, teachers and principals. These conferences may be held at the local school. Information is shared with the school which identifies the strengths and needs of the student. These will have been identified through assessments which will have been done by the current school program, community based health resources or assessment facilities within the community.

Appropriate strategies are discussed which will help the student be successful. Equipment needs are identified and the type and amount of resource help is discussed. Depending on the program in which the child has been enrolled, decisions about the identification of the child will also be discussed. Information about the identification process will be given to the parents so that informed decisions can be made.

In the case of an Upper Grand student who is deaf or hard of hearing and is attending the Hearing Services program in Waterloo County, and who will be returning to this county, the above procedures apply. Usually the decision to return to this county is made at the annual IPRC review meeting. As mentioned above, a meeting will be held at the home school to provide information about the strengths and needs of the student.

In the case of an Upper Grand student who is blind and is attending the W. Ross Macdonald School in Brantford, and who will be returning to this county, the above procedures would also apply.

Transition Planning for Students Entering or Returning from a Demonstration School

Students enter a Demonstration school through the application and approval processes established by these schools. Information concerning the Demonstration Schools application procedures is found in the Parents' Guide to Special Education Services as well as through the schools or Program Department.

The process for students who are returning to the board from a Demonstration school usually begins with a contact from the Demonstration school. A transitions case conference is arranged at the Demonstration school where staff from the student's home school, and special education staff from the Program Department, attend to meet with the staff of the Demonstration school. At this time information is exchanged to facilitate the return of the student to the board. The IEP which contains information concerning the strengths and needs of the student will be discussed and the results of any assessments done will be shared. Equipment needs, strategies and resources are discussed. IPRC will occur upon re-entry into the school board.

Procedures for Sharing Information for Students Leaving The Board

It is the policy of the Upper Grand DSB to cooperate fully in the transition process for exceptional students who are leaving the board. When the appropriate consent forms for the sharing of information have been signed, and there is a request for assessment and/or other information from the receiving board or placement, all appropriate documentation will be shared. A student's IEP, as well as all IPRC information, is filed in the student's OSR which would be sent on upon request by another board.

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

The Board's Special Education Plan will be available to the public on the Upper Grand District School Board's web site. The website url is <http://www.ugdsb.on.ca>. A hard copy of the plan will also be distributed to each school in the District. All members of the Special Education Advisory Committee will receive a copy of the plan for sharing with their respective constituent group.