



Special Education Plan

2005 – 2007
Updated 2008

Learning  Together

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Introduction

Each year the Board reviews and updates a Special Education Plan about delivery of Programs and Services in the Board. The plan is written 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.

It is also a forward-looking document that outlines initiatives that can be undertaken to continue our efforts to improve the quality of our special education programs and services.

As a result of the Board's three year Strategic Plan C.R.E.W., the Special Education Program and Service Review Report and the Feedback Report (Fall 2007), there have been and will continue to be changes to roles, responsibilities and titles in special education. Forms and procedures will be updated during the course of the year to reflect these changes.

PART A CONSULTATION PROCESS

Purpose of the Standard To provide details of the board's consultation process to the ministry and to the public.

In developing and modifying the Special Education Plan, the UCDSB takes into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students.

Consultation with SEAC regarding Special Education Plan

In accordance with Regulation 464/97 made under the Education Act, SEAC is involved in the annual review of the board's special education plan. SEAC members are consulted on sections of the Special Education Plan and offer suggestions and amendments. The plan is presented in its entirety for approval prior to presentation to the Board.

The Consultation process includes:

- distribution to SEAC of Ministry feedback on previous plan
- presentation of sections of the Special Education Plan to SEAC
- discussion of each section
- feedback provided by SEAC to staff regarding recommended revisions
- presentation of plan in its entirety for approval

Information on SEAC is available on the UCDSB website:

<http://www.ucdsb.on.ca/Programs+and+Initiatives/Special+Education/Boards+General+Model+of+Special+Education/Our+Plan.htm>

Through these links information is available on SEAC, and the public can contact SEAC members to express their views.

Majority and Minority Reports

When a Majority or Minority Report is written by a member of SEAC, it is first presented to the Associate Director. The Associate Director responds to the report in writing and a copy of both is forwarded to the Ministry of Education. The Associate Director takes the Report to the Board of Education.

SEAC maintains Trustee representation on SEAC and will present recommendations to the Board. The Trustees will provide SEAC with the Board response. The Associate Director with responsibility for SEAC will respond to minority and majority reports.

There have been no majority or minority reports this year.

Special Education Program and Service Review

In 2004, the Board commissioned an external review regarding the broad range of programs and services it provides. Dr. Jean Hewitt and Mr. Jerry Clarke, working with a Steering Committee, conducted an extensive survey, completed site visits, held Focus group interviews, and completed a document review, including Financial and Human Resource allocations. They identified four broad areas of concern:

- Quality Assurance
- Communication
- Capacity Building
- Accessibility

The complete report titled **Special Education Program and Service Review, January 2005** is attached (**Appendix 1.1**) and is available on the UCDSB website. The report contains detailed recommendations, summarized as follows:

1. The Student Support Services Department should develop a delivery model within each region that provides the regional Associate Directors with tighter lines of accountability, more flexibility and a higher quality of direct service;
2. The Student Support Services Department should develop detailed guidelines regarding the roles, responsibilities and accountability of support staff within the special education delivery model;
3. The Student Support Services Department should develop guidelines for the education of all exceptional students, including a set of program indicators, resource allocation and reporting procedures;
4. The Student Support Services Department should develop a communication strategy plan to address the flow of information in both directions from central administration, regional offices, schools, parents and community partners; and
5. The Student Support Services Department, in conjunction with Human Resources and Program Departments, should develop a 3-5 year staff professional development plan that targets the development of knowledge about the nature and needs of exceptional students.

The Board is committed to the implementation of these recommendations to shape the development and delivery of programs and services. The following projects have been identified, in alignment with the Board's Strategic Plan (CREW). Each project aligns with a project number in CREW for reference. (**Appendix 2**)

1. Development of System-wide Student Support Services Model (R - 17)
2. Exceptional Student and Program Guidelines (revised E-26)
3. Guidelines for School-based Student Support Delivery Model (C - 23)
4. Student Support Services Communications Plan (C - 24)
5. Multiyear Professional Development Plan to Serve Exceptional Students (E - 15)

Feedback on the Special Education Program and Service Review (Fall 2007)

After completing the initial stages of the January 2005 report's action plan, the UCDSB senior staff asked Dr. Jean Hewitt and Mr. Gerry Clarke to conduct a follow-up review. The complete report titled **Feedback on the Implementation of the 2004 Special Education Program and Service Review Recommendations and Action Plans** is attached (**Appendix 1.2**) and is available on the UCDSB website.

Special Education Cabinet

A Special Education Cabinet, with representation from a wide range of board personnel, meets with the Associate Director on a regular basis. Information shared by Special Education staff at these meetings provides current feedback that is very useful in developing an effective response to the needs presented.

Community Links

The Associate Director and other Board personnel meet regularly with community partners to share information from a variety of sources and determine how best to respond to the needs of our students. While all of these input forums contribute to the day-to-day operation of Special Education services, they also help to shape the direction of the Board's Special Education Plan.

Opportunities for Public Input Concerning Special Education Plan:

The public is made aware of discussions concerning the Special Education Plan in the following ways:

- agendas and minutes for SEAC meetings are posted on UCDSB website
- minutes of all SEAC meetings are provided to School Council Chairs
- information on how to access information on special education on the Board's website accompanies every set of minutes sent to Parent Councils
- Special Education Program and Service Review, January 2005 is posted on the Board's website
- 2007 Feedback on Implementation of the Special Education Program and Service Review is posted on the Board's website.
- SEAC has developed a template to enable parents to communicate special education concerns with SEAC members. It is available on the Board's website at:
<http://www.ucdsb.on.ca/Programs+and+Initiatives/Special+Education/Boards+General+Model+of+Special+Education/Our+Plan.htm>

Annual review of the Special Education Plan:

SEAC provides feedback on annual reviews of the Special Education Plan.

SEAC is provided with information on the results of any internal or external reviews of Special Education Programs and services and SEAC has the opportunity for input.

PART B STUDENT SUPPORT PROGRAMS AND SERVICES

Purpose of the Standard

To provide the ministry and the public with information on the board's philosophy and service-delivery model for the provision of student support programs and services

Philosophy of Programs and Services

Belief Statements

1. Special education is an integral part of the programming provided to students within the school setting, not a separate system. To this end, every effort will be made to maintain an inclusionary and flexible approach to meeting the needs of those who require additional support and/or challenge.
2. All students can benefit from and contribute to the school community.
3. Parents and/or students are consulted in the development of Individual Education Plans and establishing goals and expectations.
4. Student placements will be selected from a range of options as listed by the Ministry of Education and our Board; all placements will have the support of parents as required by regulation.
5. Programs for exceptional pupils are based on the strengths and needs of these students as developed through appropriate assessments, the Identification, Placement and Review Committee process and planning (i.e. Individual Education Plans).
6. Students will be encouraged to be involved in their IEP where possible.
7. The education of exceptional pupils is a responsibility shared among board personnel, students, parents and community partners.
8. Everyone involved in the education of an exceptional student should practice effective communication which, concurrently, promotes fairness and respect for those involved.
9. Students who have special education needs are more likely to be successful if there is a strong focus on early intervention.
10. The contributions that teachers and educational assistants make in meeting the needs of exceptional students are enhanced by regular professional

development, clear role descriptions and appropriate classroom resources.

11. Coordination among service providers, both within the Board and within the larger community, is important to ensure the success of students with special education needs.
12. System and regional planning must consider the important transitions that exceptional students make as they move into Kindergarten, from elementary to secondary schools and from secondary schools to the larger adult community.

Board's General Model of Special Education

Purpose of the Standard To provide the ministry and the public with information on the board's philosophy and service-delivery model for the provision of special education programs and services

The Board's special education programs and services have been developed in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and regulations made under the act, and other relevant legislation. When a student's learning is compromised by behavioural, communicative, intellectual or physical exceptionalities, special education support is required. Programs and services are designed to meet the individual needs of students through a continuous process that includes ongoing assessment and program development and implementation. The board is committed to using the available resources to provide special education programs and services of the highest possible quality.

The board has developed a broad range of programs and services for students with special needs. The vast majority of students with special needs are supported in regular classroom settings by the classroom teacher through modification of curriculum and/or accommodations to the learning environment. Programming for these students may include intervention and support delivered by Learning Resource Coaches and/or Learning Resource Teachers assigned to each school, as well as itinerant personnel with expertise in various areas, e.g., speech and language, blind-low vision, behaviour, social skills, developmental issues and enrichment.

If students require more intensive assistance, intervention may include withdrawal from the regular classroom to a small group or individual setting in their home school.

When students are challenged with more profound needs, the board provides specialized congregated programs to respond to their unique learning needs. Since these programs are not available in every school, the student may be transported to another school.

In all areas of exceptionality, the regular classroom in the home school is considered as the placement of first choice when such a placement meets the needs of the student, is in accordance with parental wishes and allows for the continuation of a positive learning environment. The programs and services within special education are broadly aligned with the various exceptionalities and definitions provided by the ministry.

In July 2005, student support services staff were reorganized and redeployed to provide improved service to UCDSB schools.

Our plan notes a 'differentiated' staff model. With a variety of professional and para-professional staff serving students, there is significant administration, supervision, and staff development required to ensure success. The special needs of students are very idiosyncratic which necessitates specialized training and considerable collaboration and planning.

Special education cannot stand alone. Students with special learning needs are a part of every school within our Board. Every child is special and our goal should be to have all students receive the best possible education which challenges their learning abilities.

Roles and Responsibilities in Special Education

Purpose of the Standard to provide the public with information on roles and responsibilities in the area of special education.

Roles and responsibilities in Special Education have been clearly defined by the Ministry **Special Education a Guide for Educators, 2001** (pages A7-A1). They are as follows:

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 student 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 determine appropriate placements for them;
- establishes a Special Education Advisory Committee;
- provides professional development to staff on special education.

The Special Education Advisory Committee

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs 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, and policy/program memoranda, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- ensures that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students, and parents;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;

- ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program as set out in the IEP;
- 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 parents;
- 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

Purpose of the Standard to provide details of the board's early identification procedures and intervention strategies to the ministry and to the public.

As required by Policy/program Memorandum No. 11, "Early Identification of Children's Learning Needs", UCDSB has in place procedures to identify each child's level of development, learning abilities and needs. Educational programs are designed to accommodate these needs and to facilitate each child's development. These procedures are part of a continuous assessment and program planning process which is 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.

The Upper Canada District School Board is committed to high standards through programs and services that meet the needs of all students. Educational programs are provided and designed to accommodate diverse needs and to facilitate each child's growth and development. The formative years for language development and social skills development are at a critical juncture as a child enters the school system. Our Junior and Senior Kindergarten classes are blended in order to provide modelling for junior students, the opportunity for leadership by senior kindergarten children, and the opportunity for a secure relationship with the same teacher over a two year period. This model allows for the development of a secure bond, standard expectations from the teacher, and tracking of progress over a two year period.

The Upper Canada District School Board is committed to early intervention for children who enter school with previously identified special needs. In the early spring, local agencies are contacted by regional personnel requesting notification of high needs children who will be enrolled with our Board the following fall. These agencies may include: Developmental Services; the Ottawa Children's Treatment Centre; Speech and Language programs accessed through the Health Unit, such as Words in Bloom and Language Express; Preschool Autism; Community Care Access Centres; and the Sir James Whitney School for the Deaf. Once entry of a high needs child to the Upper Canada District School Board is confirmed, Student Support Services staff from the Regional Education Centre co-ordinate a case conference with parent(s) and agency(ies). Preparations for entry into the local school may include provision for adequate resources, staff supports and training in order to meet the needs of the student. Once the child enters school in the fall, regional staff continue to assist with training and resources as appropriate. Should additional assessments be advised by regional Student Support Services staff,

consultations with parent and In-school Student Success Teams meetings occur as outlined in the following.

Procedures for Early and Ongoing Identification

The requirements in the Education Act, for Boards of Education, to implement procedures for early and ongoing identification of the learning abilities and needs of pupils is echoed in The Kindergarten Policy document. In addition to their own observations and the information provided by parents, teachers use the information available through the **Process for Early and Ongoing Identification of Children's Learning Needs** (May 2001). **(Appendix 3)**

An Early Identification Process (EIP) portfolio is maintained throughout the kindergarten program to be passed on to the Grade 1 teacher. The most current EIP is placed in each student's Ontario Student Record file at the end of the kindergarten years.

Communication regarding a child's level of achievement is part of the regular reporting of progress to parents. This occurs at scheduled intervals three times per year. In addition, many informal discussions occur at the classroom door for this age group.

The Teacher's Role in Early Identification

It is expected that kindergarten teachers will regularly assess each kindergarten pupil using the indicators provided and will adjust programming and instruction to assist children in demonstrating the expected knowledge and skills. Where there are concerns, the teacher may discuss them with the Learning Resource Coach and/or regional staff for some general teaching strategies. Often the variety of strategies suggested by these informal methods will suffice to manage behaviours and/or target learning improvements. Throughout, the teacher is in contact with the parent to discuss concerns and progress or lack of same. If appropriate, similar strategies are encouraged at home.

The Parent's Role in Early Identification

Discussions with the teacher, responses on the report card, participation in parent teacher interviews and responses to the developmental portfolio are an important role in collaborating on the progress of each child.

Participation in interventions which may be suggested by school and/or regional staff such as an eye examination, a hearing test, a discussion with the family physician or pediatrician are important components of a parent's role. In addition, staff may recommend adjustments in discipline and literacy expectations.

In-school Team Process

UCDSB is committed to the utilization of a school based team, called an In-school Student Success Team to improve success for all students. Where concerns over

lack of progress exist, the case is presented to the In-school Student Success Team (SST). Parents are informed of the case presentation at the In-school SST meeting. This team may consist of the classroom teacher, the Learning Resource Coach and/or Learning Resource Teacher, principal and may include support staff or other teachers. The student's case is reviewed, including a description of the concern, results of classroom screening, a summary of social and/or emotional concerns, etc. The team brainstorms possible strategies, and selects interventions to be implemented. Monitoring and follow-up is planned, and documented with responsibilities outlined. One or more follow-up In-school SST meetings may take place, to monitor the success of the interventions, and to modify the interventions if necessary. Following this procedure, if little or no progress is noted, the team is expanded to involve appropriate student support services staff. Student support staff involvement may include Learning Strategies Consultants, SERTs, Behaviourists, Speech and Language Pathologists or Chief Psychologists. Strategies suggested by this expanded team are implemented, and closely monitored, and recommended supports and services are put in place.

Request for Assessment

In some cases, when the student continues to struggle, and more information is required, a formal request for services commences. The request may be for Behaviourist intervention, for a psycho-educational assessment, for a speech language assessment, or any combination thereof. The method for processing these requests is standardized across the Board. **(Appendix 4)** A parent's signature is required for submission of the request. Should an assessment be recommended, parents will receive a letter from the school explaining the procedure. **(Appendix 5)** A psychometrist or psychological associate will call the parents to explain the process and the nature of the assessment. **(Appendix 6)** A letter is sent to parents requesting permission to schedule a psycho-educational assessment of their child **(Appendix 7)**; as well as the Parental Consent Form for Additional Student Support **(Appendix 8)**. Occasionally, psychological services require consent for information that already exists outside the school board that is needed in order to proceed with programming and/or further assessment. **(Appendix 9)**

Communication with Parents

Parents are an essential component in the successful education of their child. Regular informal communication as well as discussions at parent-teacher interviews maintain communication and facilitate the early identification of problems so that strategies may be implemented. Prior to a child's presentation at an In-school Student Success Team meeting, education concerns are discussed with parents and their input is sought. Where possible, responsibilities for strategies are shared between the parents and the school.

Following the In-school Student Success Team meetings, parents are consulted with the results and recommendations from the meetings. Strategies and interventions may be formalized by the development of an Individual Education Plan. This is developed by the classroom teacher and the Learning Resource Coach/Teacher, in consultation with the parent(s).

In some cases, as the result of a formal assessment, there may be a recommendation that the student should be identified as an exceptional student.

IPRC Notification

Once an assessment has been completed, parents discuss the results with the professional who tested the student at a case conference. At that point a recommendation regarding formal identification may be discussed. The implications of a formal identification are outlined and the **Information Guide for Parents/Guardians about the IPRC** is explained and given to the parent. **(Appendix 10)**

Early Development Instrument (EDI)

UCDSB administers the EDI, a tool which was developed with the support of the Ministry of Children and Youth Services to measure school readiness, to students in Senior Kindergarten.

EDI includes five measures of school readiness:

- Physical health and well-being
- Social knowledge and competence
- Emotional health/maturity
- Communication skills and general knowledge
- Language and cognitive development

Two additional indicators may be:

- Special skills (includes numeracy, literacy, dance, music, etc.)
- Special problems (health problems, learning problems, behaviour problems)

The purpose of the EDI is to:

- Report on areas of strength and deficits for populations of children in different communities
- Create a provincial baseline
- Monitor populations of children over time
- Predict how children will do in elementary school
- Reinforce the importance of early learning activities and school readiness

Information collected will provide additional data to make informed decisions about resource allocation and support services for families of schools. It will also assist community agencies to determine the level of need in a community for school readiness activities and programs. **(Appendix 11)**

Early Identification Process

Step One

Kindergarten teacher completes assessment (using **Process for Early & Ongoing Identification of Children's Learning Needs** document)

Step Two

Student has satisfactory readiness skills

Student does not have satisfactory readiness skills and is deemed "at risk", parents consulted; LRC/LRT and/or LSC consulted

Student Success Team meets following parent consultation and consent; create/implement program plan; ongoing evaluation/tracking

If interventions are not successful, Student Success Team meets again and involves Student Support Services staff; procedures and recommendations discussed with parent, consent from parent required

Referral is sent to appropriate student support services staff for formal assessment and/or services.

Following a formal assessment, parents are informed of the results at a case conference and advised regarding a formal identification; if appropriate, parents are given an IPRC guide

If appropriate, the student is formally identified through an IPRC process.

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

Purpose of the Standard To provide details of the board's IPRC process to the ministry and to the public

Function of the IPRC

According to Regulation 181/98 (under the Education Act), a school board Identification, Placement and Review Committee must determine, for each student referred to it, the following:

- whether or not the student is exceptional in terms of the categories and definitions of exceptionalities provided by the Ministry of Education
- the appropriate special education placement for the student if the student is determined to be exceptional
- the date the Board will be notified of the determinations

Addressing Teacher/Parent Concern for Student's Learning

The Board has identified a process to enable a student who is experiencing difficulty to succeed in the learning environment. The Upper Canada District School Board utilizes a "team approach" to address difficulties that a student may be experiencing in the classroom prior to, and after, formal assessment and identification. Referral to the different committees depends on the complexity of the student's challenge, and the probable placement and support which will be required.

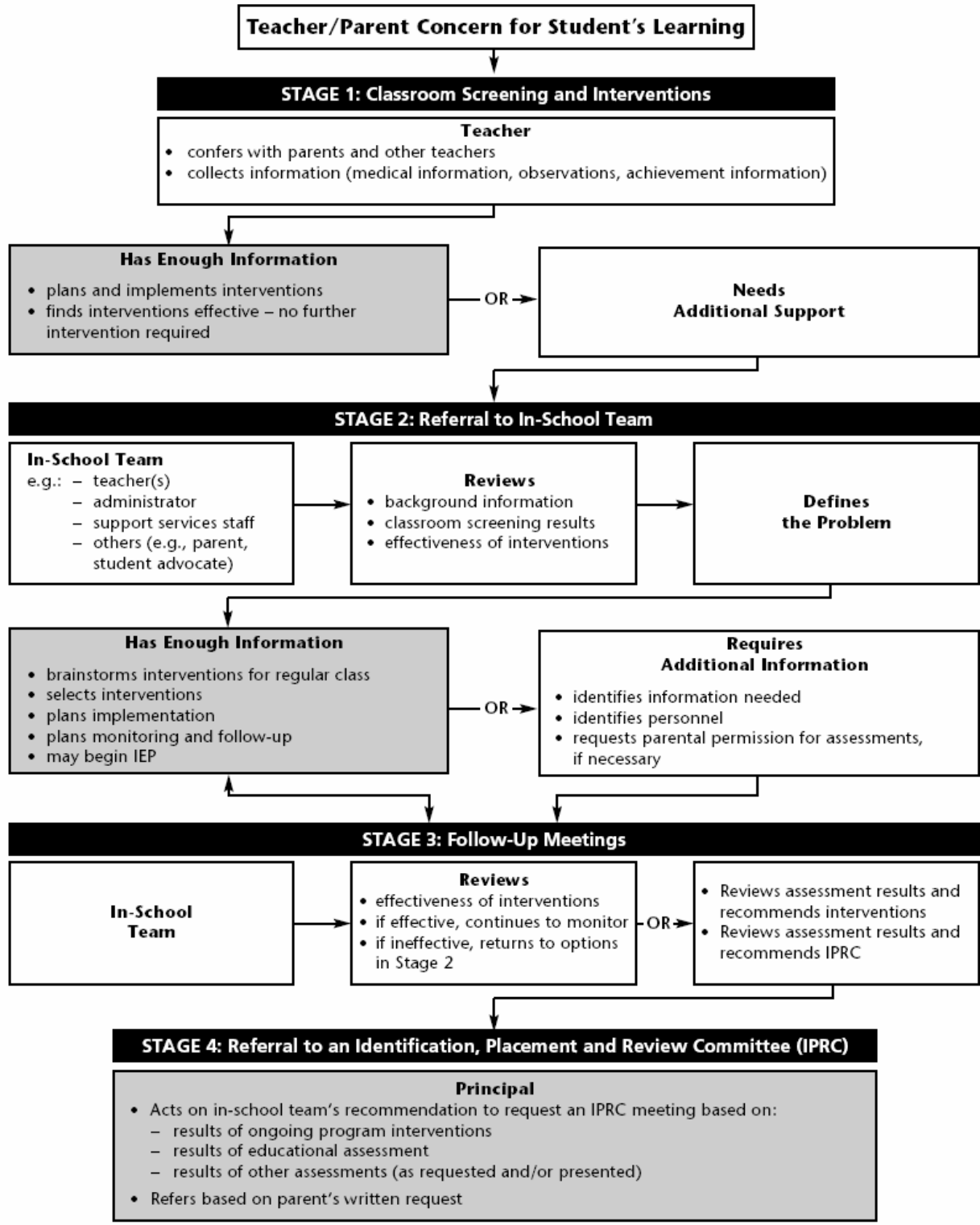
Composition of IPRC Committees

The majority of IPRC meetings are held in the student's home school. The IPRC Committee shall be composed of three or more persons, as stipulated in Regulation 181/98. The board shall appoint, as one of the members of each committee,

- a principal employed by the board;
- a supervisory officer employed by the board; or
- a supervisory officer whose services are used by the board

The other members of the IPRC Committee shall consist of the Learning Resource Coach and/or Learning Resource Teacher, and one or more members of the In-school Student Success Team.

In some circumstances, for example when a System Designated Class placement is being considered, or when a return to a regular class placement from a System Designated Class is being considered by the committee, an IPRC Committee would expand to include appropriate levels of expertise. This would also occur when a student's needs are considered to be more complex, requiring personnel with greater expertise in certain areas. This Type of IPRC may include Student Support Services staff, such as a Learning Strategies Consultant or a SERT, and may include another principal or a Supervisory Officer.



Requesting an IPRC Meeting

The principal of the student's school:

- must refer the student to an IPRC, upon receiving written notification from the parent;
- may, with written notice to the parent, refer the student to an IPRC (for example, if the principal and the student's teacher(s) believe that the student may have needs that require the provision of a special education program and/or services).

Within 15 days of the school receiving a request or the school giving a parent notice, the principal will provide the parent with a copy of A Parent Guide to Special Education and a written statement acknowledging the parents request (if the IPRC is being convened at parental request) and indicating approximately when the IPRC will take place.

Notice of the IPRC Meeting

At least 10 days before the meeting, the chair will must send written notification to the parent, stating the date, time and place of the meeting. It is expected that the parent will notify the school if they are unable to attend the scheduled meeting by contacting the school principal beforehand to arrange an alternative date and/or time.

Prior to the IPRC Meeting

Some time prior to the IPRC meeting a case conference is usually held to review educational and other assessments that were completed, ensure that parents understand their rights concerning the IPRC and discuss the possible decisions the IPRC might make. This meeting may also take place immediately prior to the IPRC.

Attendance at the IPRC Meeting

Regulation 181/98 entitles parents and pupils 16 years of age or older to be present at and participate in all committee discussions about the student; and to be present when the committee's identification and placement decision is made. In addition to the three people who constitute an IPRC, other people may attend the IPRC meeting, including:

- the principal of the student's school, if not already a member of the IPRC;
- resource people, such as the student's teacher, special education staff, board support staff, or other professionals who may be needed to provide further information or clarification;
- a representative of the parent or student 16 years of age or older - that is, a person who may provide support for or speak on behalf of the parent or student;
- an interpreter, if one is required. The UCDSB will attempt to support sign

language, oral and specific language interpretation. Requests should be made through the Principal of the school.

- other individuals whose presence is requested by either the parent or the principal of the student's school (subject to the agreement of the IPRC chair).

During the IPRC Meeting

The IPRC meeting is to be cordial and collaborative. The parents are encouraged to be present, engage in dialogue, ask clarifying questions and express their preferences regarding special education programs and services. The parents may have an advocate act on their behalf.

The IPRC will review all available information about the student. The committee will:

- consider an educational assessment;
- obtain, with appropriate parental consent, a health or psychological assessment, if it is believed that such an assessment is required to make a correct identification or placement decision;
- interview the student, with the parent's permission, if the child is less than 16 years of age and the committee feels that it would be useful to do so;
- consider any information about the student submitted by the parent, or by the student if he or she is 16 years of age or older.

Although many other items may be discussed during an IPRC meeting, such as program objectives, transportation, facilities, equipment, supplies, care or treatment, these items are not part of the IPRC decision-making process.

The IPRC Decision

After all the information has been presented, considered and discussed, the committee will make its decision about identification and placement. The committee need not make its determination at the IPRC meeting. It may reserve its decision (for example, pending the receipt of further information). However, parents (and students aged 16 or over) are entitled to be present whenever the IPRC makes its decision. The decision is recorded on the UCDSB IPRC form, and later entered into eSIS. The parent(s) will receive a written statement of the determinations of the IPRC. This statement will indicate:

- whether the student is identified as exceptional, and if so, the category and definition of the exceptionality, as defined by the Ministry of Education
- the IPRC's description of the student's strengths and needs;
- the IPRC's placement decision, and where the IPRC has determined that the student should be placed in a special education classroom, the reasons for that decision
- the IPRC's recommendations regarding a special education program and special education services, if any.

If the student's parent did not attend the IPRC meeting, the statement of decision form should be mailed to the home for parent's consent and returned to the school principal. **(Appendix 12)**

After the IPRC Meeting

If the parents agree with the IPRC determination and the child is placed in a special education program, the board will notify the principal of the school where the special education program is to be delivered, if it is at another school. The principal will initiate the development of an Individual Education Plan (IEP). The IEP must be developed within 30 school days of the start of the special education program and should be done with the involvement of the parents. The parents will receive a written copy of the IEP after it is completed.

If the parents do not consent to the IPRC determinations and do not appeal, the Board will implement the IPRC decision and give written notice to the parent.

IPRC Review Process

At any time after a placement has been in effect for three months, a request for an IPRC process may be made by:

- the school principal with written notice to the parents;
- the parent in a written request to the principal; or
- the director of education of the board (in purchase-of-service situations).

An IPRC review meeting must be held once within each school year, unless the principal of the school at which the special education program is being provided receives written notice from the parent dispensing with the annual review.

A Case conference, involving the parents, usually occurs prior to the IPRC annual review. At this time, appropriate teaching staff discuss in detail the student's progress, the potential special educational placement and any changes that should be made for the coming year. The case conference may or may not include the standing IPRC members. If the parents are in agreement with the recommendations for the designated placement and identification is to remain the same for the next school year, they may dispense with the IPRC annual review meeting by signing the appropriate form. The option of dispensing with the IPRC annual review will need to be reconsidered every year. If there is a change in the designated identification or placement, the option of waiving the IPRC annual review meeting is not available.

The use of a case conference process reflects best practice in providing clear communication with parents. If this is not possible, alternative means of sharing information will be attempted.

Disagreement with IPRC Decision

A parent who receives an IPRC statement of decision may, by written notice delivered to the chair of the IPRC within 15 days of receipt of the statement of decision, request a meeting with the committee. The principal shall arrange for the committee to meet as soon as possible with the parents to discuss the statement of decision. If changes in the committee's decision are made as a result of the meeting, a revised statement of decision is prepared, together with written decisions for the changes.

If a parent disagrees with the revised decision, he or she may:

- within 30 days of receipt of the initial IPRC decision, file a notice of appeal with the secretary of the board;
- within 15 days of the receipt of the decision of the second meeting, file a notice of appeal with the secretary of the board.

**Notices of appeal should be addressed to:
David K. Thomas, Director of Education and Secretary,
Upper Canada District School Board,
225 Central Avenue West,
Brockville Ontario
K6V 5X1**

The notice of appeal must:

- indicate the decision with which the parent disagrees;
- include a statement that sets out the reason for disagreeing.

Statistics Regarding the IPRC Process and Appeals for the Previous School Year

School administrators enter essential information on all students into the Upper Canada District School Board Student Information System (eSIS). When students are formally identified, the IPRC forms are entered into eSIS. Data on identified students is entered by schools and reviewed by student support services staff. The Ontario Education Numbers (OEN) for all students have been added to the system. As of October 31, 2007, the total number of students with an IPRC (including TR Leger) is 4093. It is not possible to differentiate between new identifications and IPRC reviews. No appeals have occurred.

IPRC Parent Guide

The Upper Canada District School Board has an extensive parent guide. Copies are made available to the schools on the Board website at:

http://www2.ucdsb.on.ca/_docs/seac/iprc-guide.PDF: I. **(Appendix 10)** They are available to parents and are given to parents as part of the IPRC process.

Educational and Other Assessments

Purpose of the Standard To provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used.

Note: The policies and procedures outlined below will be reviewed this year by the chief psychologists, and may be revised to reflect recommendations from the Special Education review.

In monitoring a student's progress in school, concerns sometimes arise regarding the student's acquisition of academic skills and/or the student's behavioural or social-emotional response to learning activities and experiences. Within the school, the assessment skills of the Learning Resource Coach and/or Learning Resource Teacher may be accessed to complement the perspective of the classroom teacher. However, when the questions or concerns fall outside the expertise and experience of in-school staff members, it may be necessary to involve personnel from student support services staff to assist in gathering more information about a particular child. Assessment may involve speaking with school personnel who know the child, talking with parents, observing the child in the school setting, interviewing the child one-to-one, collecting information from other professionals or agencies, reviewing available school records and reports, and/or administering standardized and non-standardized measures or tests.

Assessments are usually undertaken to assist parents and school staff in better understanding the student's learning strengths and needs, the ways in which the student learns more effectively, and the areas that require remediation. This information is then used to adjust programming and to plan intervention strategies, e.g., remedial assistance in a specific skill area.

It is the practice of the board to seek parental permission when there is a request for the involvement of student support services staff with a particular student.

Parents are first informed by a school staff member, usually the Learning Resource Coach or the classroom teacher, about the desire to seek further assessment through Student Support Services. Parents are then contacted by student support services personnel to initiate the assessment process. This process may also be initiated when parents approach their child's teacher or other school staff members regarding concerns they have about their child's performance at school.

The board maintains staff and resources to provide the following types of assessment: Educational, Psychological, Speech-Language, Behavioural.

The staff responsible for these assessments are governed by the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*, as well as legislation that is specific to each discipline. All board staff are expected to ensure

the privacy of personal or confidential information by discussing students only with those individuals who are directly involved in working with the student and by maintaining controlled access to and secure storage of written records.

The attached table (**Appendix 13**) outlines the assessment tools used, who administers the tools, administrator's qualifications, average waiting times, method of parental consent and communication of results.

Canadian Cognitive Abilities Test (CCAT)

The Canadian Cognitive Abilities Test (CCAT) is used in UCDSB to screen all Grade 4 students (with parental consent). Results are used to identify students for follow up in determining giftedness or other learning needs.. Further testing for some students may be recommended. The CCAT is one component of the board's protocol for gifted identification. (**Appendix 14**) Board-wide screening using the CCAT takes place each fall.

Criteria for managing waiting lists

The At-Risk Student Success Committee, comprised of the Coordinating Principal of Student Support Services, Chief Psychologist, a Learning Strategies Consultant, and a Special Services Counsellor meets bi-monthly to discuss school requests for support services. Upon approval by this committee, the sent's school based assessment material is forwarded to a psychological associate or psychometrist. These individuals complete a battery of psycho-educational testing for identification purposes. The board usually completes approximately 280 assessments per year.

Prior to scheduling an assessment, parents are requested to give consent to an assessment. The waiting time for assessment varies depending upon demand and the complexity of the referral. The Board has developed a process to assist schools in determining students for whom psycho-educational assessment is appropriate and to collect information in support of further assessment. (**Appendix 15**) Currently, the average wait time for a psycho-educational assessment is four and one-half months. A template outlining the process and components of psycho-educational assessments has been developed and standardized for the Board. (**Appendix 16**)

School based assessments using the tools found in the table (**Appendix 13**) are completed year round on an as needed basis. Waiting lists for this service are significantly shorter and assessments are typically completed within 1 to 3 months. These results are primarily used for programming purposes and to assist in the development of the IEP. Schools are asked to submit referrals for assessment by prioritizing the needs of their students. A checklist has been developed to assist

schools in this process. **(Appendix 17)**

Speech Language assessments are processed through the Regional Coordinating Principal of Student Support Services and Regional Chief Psychologist. Six Speech Language Pathologists (SLPs) service schools within the board. Most assessments are completed within the year. Speech Language assessments from outside professionals are delivered directly to the regional Speech Language Pathologists.

Once an assessment has been completed, the chief psychologist, psychological associate or psychometrist schedules a case conference at the school with parents and staff to discuss the results of testing. At this point, a recommendation for an identification may be made. Following this, as appropriate, the parents are given the Parent Guide to an IPRC **(Appendix 10)** with an explanation about procedures and implications. Ministry standards for time lines are observed throughout this process.

Description of Protocols for Sharing Information with Staff and Outside Agencies

Upper Canada District School Board follows the guidelines of the appropriate professional agencies involved and adheres to the requirements of the *Municipal Freedom of Information and Protection of Privacy Act*.

Chief Psychologists, Psychological Associates and Speech Language Pathologists as regulated health professionals are required to operate under a privacy policy regarding confidentiality of health record information collected during the assessment period. **(Appendix 18)**

In addition, the Upper Canada District School Board has developed an **Information Guide for Parents/Guardians about obtaining outside Psycho educational Assessments. (Appendix 19)**

Specialized Health Support Services in School Settings

Purpose of the Standard To provide details of the board's specialized health support services to the ministry and to the public.

The UCDSB works with several community partners to provide support services for exceptional students. Chief in these are Community Care Access Centres (CCAC) supported by the Ministry of Health and several mental health and social services supported by the Ministry of Children and Youth Services (MCYS). In the main, the CCACs provide direct intervention for medical procedures such as suctioning and tube feeding. They also provide therapy, and both direct service and consultation. Case managers and service providers work with educational staff and parents to participate in preparing Individual Education Plans. There are two CCACs operating in our jurisdiction concurrent to two Health Units.

Ministry of Children and Youth Services transfer agencies assist the Board by providing early intervention programs and counseling services and by partnering with the Board in Care and/or Treatment, Custody and Corrections Facilities (Section 23 Programs).

Speech Language Assessments from outside the Board go directly to the regional Speech Language Pathologist. The Board has developed a collaborative, seamless model for speech language services and participates in discussions to clarify the links between community and Board services.

Please see **(Appendix 20)** for further information on school health support services.

Categories of Exceptionalities and Definitions

Purpose of the Standard To make information on the categories and definitions of exceptionalities available to the public, including parents and community associations.

Subsection 8(3) of the Education Act requires the Minister of Education to define exceptionalities of pupils, prescribe categories of exceptional pupils and to require school boards to employ such definitions. Identification, Placement and Review Committees (IPRC) of this school board use the categories and definitions to identify the specific needs of a pupil in order to ensure that an effective individual education plan may be developed for the pupil. Regulation 181/98, which governs the Identification, Placement and Review Committee process, contains a requirement for an IPRC to include the category and definition of any exceptionalities in its statement of decision when a pupil is identified as exceptional.

This section will provide an overview of the Ministry categories of exceptionalities and definitions.

Behaviour Exceptionalities

Ministry Definition:

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 Exceptionalities

1. Language Impairment

Ministry Definition:

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

- 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.

2. Speech Impairment

Ministry Definition:

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

3. Autism

Ministry Definition:

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 representational symbolic behaviour that precedes language

4. Deaf/Hard-of-Hearing

Ministry Definition:

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

5. Learning Disability

Ministry Definition:

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 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

1. Giftedness

Ministry Definition:

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.

2. Mild Intellectual Disability

Ministry Definition:

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

3. Developmental Disability

Ministry Definition:

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

Multiple Exceptionalities

Ministry Definition:

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.

Physical Exceptionality

1. Physical Disability

Ministry Definition:

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.

2. Blind/Low Vision

Ministry Definition:

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

Special Education Placement Provided by Upper Canada District School Board

Purpose of the Standard To provide the ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC.

The following placements apply to both the elementary and secondary panels. Throughout our Board, the first choice considered in placement options for the IPRC committee is always in a regular class.

The Upper Canada District School Board has changed the description of the range of placement options, as recommended by SEAC and to more closely comply with Ministry of Education standards. On the new IEP and IPRC templates, the range of placements is outlined and described with drop-down boxes. These changes bring us into compliance with the October report to the Ministry.

SEAC's Involvement in Providing Advice on Range of Placements Offered

SEAC meets monthly to review and make recommendations to staff as well as trustees regarding the provision of special education programs and services for exceptional students under the board's jurisdiction. Statistics and projections are shared at SEAC meetings. Presentations from various associations representing children with special needs are sometimes included in the monthly agenda, and Focus groups sometimes make presentations concerning an exceptionality or program. Ongoing dialogue occurs throughout the year to address concerns raised by SEAC representatives regarding programs and services designed for exceptional students.

Description of IPRC Placement Options

Regular Class with Indirect Support

- the exceptional student is placed in the regular classroom on a full time basis
- the classroom teacher in consultation with the Special Education Resource Teacher monitors the student's progress and makes program adjustments as appropriate.

Regular Class with Resource Assistance:

- the exceptional student is placed in the regular classroom on a full time basis
- resource assistance is provided to the student by Special Education personnel within the regular classroom

Regular Class with Withdrawal Assistance

- the exceptional student is placed in the regular classroom and is withdrawn for Special Education support
- resource assistance is provided to the students under the direction of the Special Education Resource Teacher

Special Class Placement (partially self-contained):

- the exceptional student is placed for more than fifty percent (50%) of the school day in a system designated class
- the exceptional student is integrated into the regular classroom

Special Class Placement (fully self-contained):

- the exceptional student is placed for one hundred percent (100%) of the school day in a system designated class

We have System Designated Class Placements for students with Behaviour needs, Developmental Disabilities, Multiple Exceptionalities, Multi-Needs and DEPP classes. See **(Appendix 21)** for locations of Elementary classes and **(Appendix 22)** for

locations of Secondary classes

RANGE OF PLACEMENT OPTIONS BY EXCEPTIONALITY:

The following table provides information about the placement options available, in the Upper Canada District School Board, for each exceptionality. The numbers in the third column refer to the following IPRC placements:

1. Regular Class With Indirect Support
2. Regular Class With Resource Assistance
3. Regular Class With Withdrawal Assistance
4. Special Class Placement (partially self-contained)
5. Special Class Placement (fully self-contained)

Category of Exceptionality	Subcategory of Exceptionality	Placement Options
a) Behaviour	Behaviour	1, 2, 3, 4, 5
b) Communication	Autism	1, 2, 3, 4, 5
	Deaf and Hard-of-Hearing	1, 2, 3
	Language Impairment	1, 2, 3
	Speech Impairment	1, 2, 3
	Learning Disability	1, 2, 3
c) Intellectual	Gifted	1, 2, 3
	Mild Intellectual Disability	1, 2, 3, 4, 5
	Developmental Disability	1, 2, 3, 4, 5
d) Physical	Physical Disability	1, 2, 3
	Blind and Low Vision	1, 2, 3
e) Multiple	Multiple	1, 2, 3, 4*, 5*

* For placement in an SDC class for a student identified as Multiple, the student must meet the criteria for SDC under one of the exceptionalities.

a) Behaviour:

Students identified as behaviourally exceptional are placed in the regular classroom with either indirect support, resource assistance or withdrawal assistance. Placement in a special class may be considered when the following criteria are met: the student demonstrates a pattern of significant

behavioural difficulties which have not responded to less intrusive approaches such as previous intervention by the school through program modification or accommodation and involvement of regional staff; student is identified as an exceptional student with behavioural needs documented in the IEP; and it is determined that the student will benefit from short-term SDC placement. Admission to the SDC-Behaviour involves a referral by the home school to the Support Services Coordinating Committee. If approved, there is a planned transition to the SDC, including a visit to the class by the student and family, a case conference, and a Level 3 IPRC. There is a board protocol for SDC-Behaviour placement which is followed. The maximum number of students permitted in the System Designated Class (Behaviour) is 8 according to Ministry of Education guidelines. **(Appendix 23)**

b) Communication:

Students identified within the Communication exceptionality (Learning Disability, Language Impairment, Speech Impairment, Deaf and Hard-of-Hearing) are placed in the regular classroom, with either indirect support, resource assistance or withdrawal assistance. Students identified as autistic may be placed in a regular class, with either indirect support, resource assistance or withdrawal assistance. They may also be admitted to the System Designated Class (Developmental Disability), if appropriate. **(Appendix 24)**

c) Intellectual:

Students identified as Gifted are placed in the regular classroom with either indirect support, resource assistance or withdrawal assistance.

Students identified with a Mild Intellectual Disability may be placed in the regular classroom with either indirect support, resource assistance or withdrawal assistance. Several Secondary schools are piloting a Destination Employment Program (DEP), which is a System Designated Class for students identified with a Mild Intellectual Disability.

Students identified with a Developmental Disability may be placed in the regular classroom with either indirect support, resource assistance or withdrawal assistance; or they may be placed in special classes. Placement in a special class may be considered when the following criteria are met: previous intervention by the school through program modification, involvement of regional Student Support Services staff; an IEP reflects the primary need for functional programming; student is identified as an exceptional student, either Intellectual- Developmental Disability or Communication- Autism.; and it is determined that the student will benefit from SDC placement. Admission to the SDC is made through the At-Risk Committee. If approved, there is a planned transition to the SDC, including a visit to the class by the student and family, a case conference, and a Level

3 IPRC. There is a board protocol for SDC-Developmental Disability placement which is followed. The maximum number of students permitted in the System Designated Class (Developmentally Delayed) is 10 according to Ministry of Education guidelines.

d) Physical:

Students identified as physical are placed in the regular classroom with either indirect support, resource assistance or withdrawal assistance.

e) Multiple:

Students identified with multiple exceptionalities are placed in the regular classroom with either indirect support, resource assistance or withdrawal assistance. Students who meet the criteria of the SDC (Behaviour), SDC (Developmental Disability) or SDC (DEP) may access those placements as outlined above.

CRITERIA FOR CHANGING PLACEMENTS:

The IEP and IPRC processes provide collaborative decision-making opportunities for parents, teacher(s), support staff and administrators. Student and parental concerns regarding degree of satisfaction with the placement for meeting the student's needs are also taken into account.

The IPRC determines when a change of placement is appropriate. All relevant documentation is reviewed and considered, and discussed with parents. A change in placement occurs at the school level when the committee determines either that the student requires more support from special education staff (i.e. change from Regular Class with Indirect support to Regular Class with Resource or Withdrawal assistance) on a regular basis; or less support.

The Identification, Placement & Review Committee (IPRC) may determine that a special class placement is appropriate. The Identification, Placement & Review Committee (IPRC) must consult with the Regional Education Centre before making a determination of a Special Class placement. The criteria for placement, in a System Designated-Behaviour or System Designated Class-Developmental, is detailed in the attached protocols. Placement is dependent on the student meeting the criteria for admission, and on whether a place is available. The Ministry mandates maximum class sizes in System Designated Classes.

ALTERNATIVES TO BOARD PLACEMENTS:

When an IPRC determines that the student's needs are such that they can not be met in the regular class, even with all available interventions and support, and the Board's System Designated Class placements are not appropriate, alternative placements outside of UCDSB may be recommended. Options may include placement in Government Approved Care and/or Treatment, Custody and

Correctional Facilities Program (Section 23), or in a Provincial Demonstration School. Alternatives are explored with the full knowledge and support of the student's parents. If an appropriate alternative placement is found, parents are consulted in planning the transition, details of which are worked out in consultation with the facility the student will be attending. These are not UCDSB placements, so an IPRC is not held within the Board.

Referrals to Section 23 are initiated by student support services staff. While the board refers, decisions on admission are made by the partner in the facility, usually on the recommendation of a Committee. The decision to transition a student from a Section 23 Program is usually made based on recommendations of a Treatment Team, but the final decision is usually the responsibility of the treatment partner.

Referrals to Provincial Demonstration Schools are facilitated by an identified contact person at each Regional Centre.

Individual Education Plans (IEPs)

Purpose of the Standard To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs.

The Ministry of Education audited IEPs across the province several years ago, and shared a template that meets Ministry requirements. The UCDSB adopted this template, and converted it to a web-based format. Learning Resource Teachers and administrators received training on the new format from the Ministry of Education. Training was provided in schools or families of schools for all school staff. SEAC was consulted and was invited to the training sessions.

A handbook was written and distributed to schools. The IEP committee has an email address allowing teachers to provide feedback about the template, and to have questions answered in a timely fashion. Committee members confer and then respond to questions, usually by the end of the day. Minor alterations have been made to the program as required. Difficulties and concerns with the technology are forwarded to regional computer SATs or to the Information Technology (IT) contact for resolution. The IEP committee meets regularly with personnel from IT to refine the IEP template as necessary.

The UCDSB is pleased with this new format, which facilitates the transfer of IEPs from school to school as students move geographically or progress to other schools. The new format also encourages a collaborative approach to the writing of the IEP, and allows easy access for all teachers who work with a student. The new IEP brings the Upper Canada District School Board into full compliance with Ministry standards.

In the fall of 2004 the Ministry released A new Resource Guide for the IEP, which replaced Part E, "The Individual Education Plan (IEP)" of the Ministry document Special Education: A Guide for Educators, 2001, as well as the 1998 publication Individual Education Plan (IEP): Resource Guide. This resource guide was received and is in use in all of our schools.

Parents and staff collaborate in the development of an Individual Education Plan for students. The process for dispute resolution between parent(s) and School/Board can be located in **(Appendix 25)**. SEAC was consulted in the development of this process.

Provincial and Demonstration Schools

Purpose of the Standard To provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

UCDSB accesses several Provincial and Demonstration schools. Generally speaking our school-based special education resource teachers and regional centre staff work with parents where students fit a profile for admission and parents wish for their son or daughter to be considered. Each application is managed by a key person identified in each of the regional education centres as the contact for consultations and for admissions for that region. Consultation with provincial and demonstration school staff is well-established and on-going.

The UCDSB is committed to the transportation of its students to provincial and demonstration schools. Normally this is provided on a weekly basis so that students may return home on the weekends. Given the size and location of our jurisdiction in proximity to the available programs, the cost of transportation is great.

As of the writing of this report, the numbers of UCDSB students attending Provincial schools are as follows:

Saganaska School - 2

Sir James Whitney School for the Deaf - 0

W. Ross MacDonald School - 1

Please refer to **(Appendix 26)** for further information on Provincial Schools and Demonstration Schools.

Special Education Staff

Purpose of the Standard To provide specific details on board staff to the ministry and to the public.

ELEMENTARY for the year 2008-2009

Special Education Staff	FTE	Staff Qualifications
Teachers of exceptional students		
Learning Resource Teachers	41.5	Special Education, Part 1: minimum requirement
Teachers of System Designated Classes	20.7	Special Education, Part 1: minimum requirement
Support Staff		
Education Assistants for Special Education	tbd	Education Assistant diploma/CYW/ DSW/SSW/BST/ECE/university degree in Psychology, Sociology, English

SECONDARY for the year 2008-2009

Special Education Staff	FTE	Staff Qualifications
Teachers of exceptional students		
Learning Resource Teachers	38.33	Special Education, Part 1: minimum requirement
Teachers of System Designated Classes	28.83	Special Education, Part 1: minimum requirement
Support Staff		
Education Assistants for Special Education	tbd	Education Assistant diploma/CYW/ DSW/SSW/BST/ECE/university degree in Psychology, Sociology, English

The following are System Special Education staff for the year 2008-2009		
Associate Director	1	Supervisory Officer's Qualifications Note: not funded through Spec. Ed. envelop
System Principal of Student Support Services	1	Principal's Qualifications
Principal of Care and/or Treatment, Custody and Correctional Facilities (Section 23)	1	Principal's Qualifications Specialist in Special Education (Direct funding by Ministry of Education)
Special Education Teachers for Care and/or Treatment, Custody and Correctional Facilities (Section 23)	11	Special Education, Part 2: minimum requirement (Direct funding by Ministry of Education)
Education Assistants for Care and/or Treatment, Custody and Correctional Facilities (Section 23)	4.5	Education Assistant diploma/CYW/ DSW/SSW/BST/ECE/university degree in Psychology, Sociology, English (Direct funding by Ministry of Education) (Direct funding by Ministry of Education)

The following are System Staff working with specific elementary and secondary schools		
Learning Resource Coaches (Elementary)	64.8	Special Education, Part 1: minimum requirement
Learning Resource Coaches (Secondary)	11	Special Education, Part 1: minimum requirement

The following are Regional staff working from Regional Education Centres and work in both elementary and secondary panels for the year 2008-2009

Coordinating Principal of Student Support Services	2	Principal's Qualifications
Regional Special Education Resource Teachers	20.8	Specialist in Special Education
Chief Psychologists	2	PhD in psychology; registration with the Ontario College of Psychologists
Psychological Associates	4	C.Psych.Assoc.
Psychometrists	4	University degree, Masters in psychology preferred
Speech-Language Pathologists	6	Masters degree in Speech Language Pathology, registration with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO)
Behaviourists	12	CYW or BST diploma
Special Services Counsellors	8	University degree in Social Sciences; membership with Ontario Association for Counseling and Attendance Services

The following are Regional staff working from Families of Schools and work in both elementary and secondary panels.

Speech-Language Assistants	12	2 year community College program plus Communications Disorder Assistant post-diploma certificate or 3 year community college program; alternately, 2 year community college diploma with 2 years related experience
Child & Youth Workers	7	2 year community college program; alternately, 2 year community college diploma with 2 years related experience
Children's Aid Workers	5	Employed on a cost-sharing basis with Prescott and Russell CAS. Qualifications are determined by Prescott and Russell CAS

Staff Development

Purpose of the Standard To provide details of the board's professional development plans for special education staff to the ministry and to the public.

A comprehensive Staff Development Plan is being prepared to ensure that all of our Special Education staff are highly trained in current research-based practices that reflect Ministry of Education guidelines. In consultation with SEAC, the plan will be soon be finalized and presented to the Board

Staff Input

Special education teachers from each of the Regional Educational Centres provide service to Families of Schools on a regular basis. As a result of these visits, the need for professional development training is reported to the regional centres and provided accordingly. Regional staff meet regularly to plan PD within the region. In addition, focus groups for each exceptionality plan and implement PD activities across the regions.

Consultations with SEAC

SEAC has the opportunity to be consulted about staff development. A multi-year staff development plan is developed by the Board and regional staff and is presented to SEAC for discussion and opportunities for feedback prior to fall implementation. SEAC provides annual recommendations to the Associate Director responsible for professional development in special education. SEAC continues to be involved with professional development opportunities such as:

1. School Councils
2. Parent awareness programs
3. Professional development opportunities offered by the Upper Canada D.S.B.
4. Professional development opportunities offered by community agencies

Priorities for Staff Development

Priorities are established by request from regional staff, exceptionality focus groups, school staff, Ministry policy and parent requests.

UCDSB Professional Development Activities

Training follows a 'train the trainer model' in which the special education teacher returns to train staff in his/ her home school. Student Support Services staff attend conferences regularly according to their discipline and interest. Workshops are conducted regularly by student support services staff to relay current practices and research in developmental education, special education, instructional strategies and brain research. In addition, presentations from local agencies may be a

feature of such meetings, keeping schools apprised of current services and procedures available to them. Learning Resource Coaches and/or Learning Resource Teachers are invited to attend these meetings. To build capacity in the system, regular classroom teachers are sometimes included. Shorter sessions may be appropriate for specific skill development in schools for a variety of reasons. In these cases, student support services staff will visit a Family of Schools to present workshops to smaller groups, thereby offering more individualized support.

New teachers benefit from four PD opportunities called “Promoting Student Success”, designed specifically to meet their needs. Student Support Services personnel participate in these workshops, and ensure that new teachers have a basic understanding of special education issues. Specifically, they have been given information about IEPs, IPRC and their responsibility to provide accommodations and modifications outlined in the IEP.

The UCDSB offers courses on many topics at Summer Institute, which is available to all board staff. Some of the courses offered are on Special education topics.

Training for Ministry of Education Policies

The need for further skill development in schools is established by the regional offices both as a result of formal surveys, informal requests, and Ministry of Education direction. Board-wide professional development opportunities focusing on different exceptionalities are offered regularly. Other board-wide training sessions are offered to achieve compliance with Ministry policies.

Cost-Sharing Arrangements

The UCDSB has participated in a cost-sharing arrangement to present Autism Conferences. Costs were shared by UCDSB, Catholic District School Board of Eastern Ontario, Geneva Centre, Brockville and District Association for Community Involvement, and Children With Autism Parent Advocates. The conferences were attended by parents, school administrators, regional special education staff and school resource teachers. The conferences were well-attended and supportive of programming for students with Autism Spectrum Disorder.

Board Budget Allocation

The budget allocation for staff development for special education for the 2008-09 school year will be \$380,000 in accordance with the Staff Development Plan.

Communication with Staff

Notices of PD sessions are sent to school administrators with an agenda of topics to be presented and discussed. A board calendar on INSITE is regularly updated with information about PD opportunities and conferences. In addition, information on outside conferences and workshops is frequently sent to Head Office, Regional

Education Centres and schools.

ELEMENTARY & SECONDARY

TOPIC	2005-2006	2006-2007
Speech Language	<p>Components: Language interventions; checklist to identify students at risk</p> <p>Target Population: Learning Resource Coaches, Learning Resource Teachers Educational Assistants</p>	<p>Components: Continuation of Language interventions</p> <p>Target Population: Classroom teachers (Primary) Resource teachers Educational Assistants</p>
Autism/PDD	<p>Components: Workshops on social stories, programming communication, PECs, Asperger's Welcome Package in-service Ministry standards if available Training on Boardmaker Picture exchange communication Communication with students with Aspergers Do Watch Listen Say Approach Early language for students with PDD Assessment training</p> <p>Target Population: Teachers of self-contained classes Learning Resource Coaches, Learning Resource Teachers Classroom Teachers Educational Assistants</p>	<p>Components: Follow-up on components from Year 1 Continuation of in-service according to Ministry standards Continue training on Boardmaker</p> <p>Target Population: Resource teachers Teachers of self-contained classes Classroom teachers Educational Assistants</p>
Physical	<p>Components: Catheterization training Acquired Brain Injury</p> <p>Target Population: Educational Assistants</p>	<p>Components: Catheterization training Acquired brain injury Seizure disorders</p> <p>Target Population: Resource teachers Educational Assistants</p>
Deaf/Hard of Hearing	<p>Components: Standardization of A-V Techniques for board</p>	<p>Components: Standardized training for Education Assistants delivered by</p>

TOPIC	2005-2006	2006-2007
	personnel Continue training in audiometry and amplification devices Target Population: Teachers of the Deaf/Hard of Hearing	Teachers of the Deaf Target Population: Educational Assistants
Behaviour	Components: Non-violent Crisis Intervention training Presentations on children's mental health issues from local provider Working with angry students Target Population: Classroom teachers Educational Assistants Staff in self-contained classrooms	Components: Social Skills workshops Non-violent Crisis Intervention training Working with angry students Target Population: Classroom teachers Educational Assistants Staff in self-contained classrooms
Learning Disability	Components: Inclusive technology training (Kurzweil, Dragon Naturally Speaking, Co:Writer, Speak Q, /Word Q) Target Population: Learning Resource Coaches, Learning Resource Teachers Educational Assistants	Components: Standardized resources Implementing IEP Inclusive technology training (Kurzweil, Co:Writer, Speak Q/Word Q) Target Population: Classroom Teachers Learning Resource Coaches, Learning Resource Teachers Educational Assistants
Developmental Disability	Components: Spring meeting of SDC teachers and DD working group Training in Intelli-tools, overlay maker, writing with symbols Target Population: Teachers of SDC- DD classes Learning Resource Coaches, Learning Resource Teachers	Components: Spring meeting of SDC teachers and DD working group Training in Intelli-tools, overlay maker, writing with symbols Components: Teachers of SDC- DD classes Learning Resource Coaches, Learning Resource Teachers
Mild Intellectual	Components: Training in modifying programs	Components: Standardization of secondary programming in preparation for

TOPIC	2005-2006	2006-2007
	Training in Inclusive Technology Target Population: Learning Resource Coaches, Learning Resource Teachers	the world of work Target Population: Learning Resource Coaches, Learning Resource Teachers Classroom teachers Guidance teachers
Gifted	Components: Inservice on new identification procedures and CCAT implementation Core resources to schools Differentiated Instruction Target Population: Regional staff Learning Resource Coaches, Learning Resource Teachers Classroom teachers (G. 4-8) Secondary teachers	Components: Differentiated Instruction Core resources to schools In-service on mentorships for gifted secondary Target Population: Learning Resource Coaches, Learning Resource Teachers Secondary curriculum leaders
Blind/Low Vision	Components: Training in Orientation and Mobility (by Canadian Institute for the Blind) Technology training (Kurzweil 1000) Target Population: Educational Assistants Learning Resource Coaches, Learning Resource Teachers	Components: Orientation and Mobility continued Technology training continued Target Population: Educational Assistants Learning Resource Coaches, Learning Resource Teachers
General	Components: Standardized testing IEP/IPRC SEA New Learning Resource Coaches, New Learning Resource Teachers Special education handbook EQAO results/analysis Differentiated Instruction Target population: Learning Resource Coaches, Learning Resource Teachers Administrators	Components: Standardized testing IEP/IPRC SEA New Learning Resource Coaches, New Learning Resource Teachers Special education handbook EQAO results/analysis Differentiated Instruction Assessment and Evaluation Collaboration/Coaching Skills Target population: Learning Resource Coaches, Learning Resource Teachers Administrators Educational Assistants

TOPIC	2005-2006	2006-2007
	Educational Assistants	
Conferences	Differentiated Instruction Target population: Learning Resource Coaches Learning Resource Teachers Administrators Classroom teachers Behaviour Conference Target Population: Teachers of Self-contained classes Section 23 Programs Target population: Administrator	Differentiated Instruction Target population: Learning Resource Coaches Learning Resource Teachers Administrators Classroom teachers Behaviour Conference Target Population: Teachers of Self-contained classes Section 23 Programs Target population: Administrator

Special Equipment Acquisition (SEA)

Purpose of the Standard To inform the ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs.

A variety of specialized equipment is provided for exceptional students. This is a collaborative approach among parents, community agencies, the Board and the Ministry of Education.

Criteria

- an assessment with specific recommendations be completed by an appropriate qualified professional such as occupational therapist, physiotherapist, audiologist, chief psychologist, speech & language pathologist, consultants from provincial schools
- collaboration with school Board Student Support Services staff to determine need/priorities
- Regional Student Support Services staff consultation with Board's purchasing department.

Special Equipment Acquisition (SEA)

The Upper Canada District School Board does reserve the right to determine the type of equipment that is purchased and whether the need is warranted.

Some equipment may qualify for Special Equipment Acquisition (SEA) funding. There must be an assessment from a qualified professional demonstrating that the equipment is essential in order for the student to access the curriculum. These equipment claims are in excess of \$800.00 in a school year and are purchased through the Board's Special Education budget. The Ministry of Education audits these claims once per school year. The Board is reimbursed by the Ministry for costs beyond the initial \$800.00 per student claim submitted in a school year.

These purchases on behalf of students are recorded at the Regional Education Centres; forms are completed for the student's Ontario Student Record file to track the equipment and a protocol outlining procedures and responsibilities has been developed by the Board. The Learning Resource Coach/Teacher in the school tracks the student's equipment and use of same and ensures that it is recorded in the student's IEP. Protocols for the management and tracking of equipment have been developed by the Board. **(Appendix 27)**

Other Equipment

A portion of the Special Education budget is allocated to the Regional Education Centres. Some of this money is used to buy specialized equipment for students as deemed necessary. These equipment claims cost less than \$800.00. Some typical items purchased through the regional centres include: brailers, word processors, specialized tables and/or chairs, slant tops, etcetera. The facilities services department builds change tables and plinths and physiotherapy tables for students with physical disabilities at a rate which is competitive relative to commercial prices.

Previous Terminology		New Terminology (2005–06)	
Name	Short Form	Short Form	Name
Student-focused Funding	SFF	GSN	Grants for Student Needs
Special Education Grant			Special Education Grant
Special Education Per Pupil Amount	SEPPA	SEPPA	Special Education Per Pupil Amount
Intensive Support Amount, Level 1	ISA 1		Special Equipment
Intensive Support Amount, Levels 2 and 3	ISA 2 and 3		High Needs Amount
Intensive Support Amount, Level 4 (Section 20)	ISA 4		Facilities Amount (Section 20)
Special Incidence Portion/Special Incidence ISA	SIP	SIP	Special Incidence
Equity and Effectiveness Fund (criteria 3)	EEF	NNN	Net New Needs (funding)

Accessibility of School Buildings

Purpose of the Standard To provide the ministry with further details of the board's multi-year plan, which was previously submitted to the ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

The Upper Canada District School Board has a diverse inventory of school and office buildings. A systemized inventory will be completed. This will include everything from some definition of "basis access" to key parts of a school building through a higher level of access to include all of the school buildings and accommodating the wide-ranging needs presented when approaching the needs of physically challenged individuals. The identification of specific schools within a family of schools which would be deemed accessible at a high level for student program needs will be completed.

Given the requirement to complete this inventory and the resources available Board staff contracted a Health and Disability Consultant, Jayne Pivik, to identify issues of accessibility within specific school sites. Two checklists were developed with a Focus group consisting of parents of students with physical disabilities, the plant manager, plant supervisors, regional Student Support Services staff, school administration, and Ms. Pivik. The checklists, THE BARRIERS CHECKLIST and the THE INCLUSIVE SCHOOL CHECKLIST were completed by the Learning Resource Teacher, a physically challenged student (where one attends the school) and the school administrator. Once completed, the results were standardized and utilized in the formulation of a Board Accessibility Plan. This plan was completed in August 2003 and is attached (**Appendix 28**).

Currently, until all schools within the jurisdiction of the Upper Canada District School Board are accessible, when a student with a physical disability is scheduled to enroll in a school, Student Support Services staff from the Regional Education Centre coordinate visits to the school with the plant supervisor, the appropriate community professional who is familiar with the student, the parent(s) and school staff. As a result of visits to the school and discussions among the group, equipment is ordered and alterations to the building are made to meet the needs of the student.

The Accessibility Working Group continues to meet on a regular basis. The current Accessibility Plan is attached. (**Appendix 29**)

The Board is currently working to comply with The Accessibility for Ontarians with Disabilities Act, 2005.

Transportation

Purpose of the Standard To provide details of the board's transportation policies to the ministry and to the public.

The UCDSB has an area in excess of 12,000 square kilometres. There are more than 110 schools and facilities serving our students. Most exceptional pupils attend their neighbourhood schools. Some attend special programs in out-of-boundary schools. A few attend provincial or demonstration schools.

Transportation officials ensure that all school bus drivers have had criminal record checks and that all school bus operators comply with MTO regulations. The UCDSB has developed a Standards of Performance document which is used to ensure that school bus operators meet board criteria.

Special Transportation

The first choice for transportation of exceptional pupils is regular or school bus. Specialized vehicles (i.e. mini-buses, cars/vans, or "Handi-Transit") are provided when required. School officials, in consultation with parents, determine the most appropriate transportation arrangements for a student. The welfare of the student in question, the welfare of other students and overall safety are primary considerations in such cases. Given the wide dispersion of students, scheduling is a major concern. A special effort is made to plan schedules which benefit both the child and maximize transportation efficiencies.

Some students with special needs are eligible for special transportation:

- students with physical disabilities which prevent them from accessing the regular school bus
- students who are placed in a system-designated class in a school other than their community school
- students identified with behavioural disorders, developmental disabilities or autism whose disabilities are of such severity that, for safety reasons, they are unable to walk to school or access the regular school bus
- students in Care and/or Treatment facilities outside their communities
- students attending Provincial and Demonstration Schools
- students attending summer school who have physical disabilities which prevent them from accessing the regular school bus

The following process is used for deciding whether a special needs student will access special transportation:

- request comes into the regional office (**Appendix 30**). Regional special education staff, in consultation with regional supervisory staff, determine the

student's needs and consult with transportation staff about accessibility, availability and cost

- approved request is forwarded to the transportation department
- regional Student Support Services Executive Assistants, transportation staff and Regional Coordinating Principals keep records of all special transportation arrangements

Of our 54 contractors, 32 provide special transportation. Contractors are selected by the route planners based on the information received on the "Request for Special Transportation" form received from the Student Support Services Executive Assistant at a Regional office. Contractors are paid according to standard negotiated rates. Contractors must meet the Board's STANDARDS OF PERFORMANCE criteria (**Appendix 31**). In addition, training (such as CPR, seizure training and the use of Epi-pen) is provided by the contractor as recommended by Transportation Department staff. In the case of a physically challenged student, the driver can assist the student on and off the bus, both at home and at school, but cannot leave the vehicle unattended. At school a staff member meets the student at/just inside the school door to escort him/her to class and delivers the student to the driver at the end of the school day. The driver does not leave a student at home at the end of the day unless a caregiver is present. If there are difficulties with the driver, reported either by parents and/or the school, the regional staff and transportation route planner and transportation manager investigate. A variety of solutions may be applied to manage any difficulties with behaviours en route to school. On occasion, the Board has provided special car seats, safety belt clasps, special door locks, a grid separating the driver from the student, special arrival and departure times. Each situation is unique and each requires an individualized response for resolution.

Transportation to Provincial and Demonstration Schools

The transportation provided to the provincial/demonstration schools is funded and coordinated by the Ministry of Education. It includes air and motorcoach with attendant care as required.

Transportation to Specialized Programs

Students are transported by specialized vehicles to Care and Treatment Facilities (Section 23 Programs) in the UCDSB geographical area, and in the Ottawa area.

Transportation of Students in Order to Attend Summer School

The board establishes regular transportation routes each year for students who are attending summer school. If a student with special needs requires special consideration, arrangements are made for the student to be transported to and from classes.

PART C SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Purpose of the Standard To provide details of the operation of the board's SEAC to the ministry and to give members of the public information to which they are entitled.

SEAC's Role

- SEAC members were presented with sections of the Special Education Plan and have provided feedback to Board staff on the Plan;
- SEAC sends motions and recommendations to the Board;
- SEAC presents to the Committee of the Whole of the Board on its recommendations for budget spending;
- SEAC reviews the areas of exceptionality annually and makes recommendations on budget;
- SEAC establishes time lines in September of each year to review the Special Education Plan;
- SEAC provides advice to committees of the Board, as required;
- SEAC promotes effective communication between parents, community partners, the Board and Student Support Services staff.

The Upper Canada District School Board's SEAC is comprised of 8 members. They are affiliated as follows:

- Association representatives - 4
- Trustees - 2
- Alternates - 2
- Members at large – 1
- First Nations Representative – 1

A list of members is appended. **(Appendix 32)**

UCDSB Administrative Special Education staff assist SEAC and provide information. They are:

- Ian Carswell, Associate Director
- Linda Lumsden, System Principal, Student Support Services
- Jane Godard, Executive Assistant

SEAC has a Chair and Vice-Chair duly elected by the membership. Members are elected for a 3 year term or until November 30, 2009.

SEAC meets once a month. Meetings are held on the second Tuesday of each month in order to discuss matters and provide input to the Board of Education in a timely manner. Meetings are normally held at the Head Office of the Upper Canada District School Board in Brockville. Occasionally, meetings are held in other parts of the jurisdiction. This provides an opportunity to tour facilities and review programs. While this necessitates extensive travel for some members, the committee values the face to face contact. Meetings normally take three hours or

more. A travel allowance is provided.

The presence of a SEAC committee and its members has been promoted through the “Parent Guide”, through invitations to SEAC members to participate in School Council “Forum” workshops and through the creation of a link on the Upper Canada District School Board’s web site. Minutes of SEAC meetings are provided to Parent Councils for discussion and distribution. In addition, SEAC, with the assistance of Student Support Services Staff, is creating a series of guides to communicate with parents.

SEAC has been provided with the Ministry binder **Special Education, A Guide for Educators**, which outlines Ministry policies and guidelines for special education. In addition the SEAC membership is provided with committee meeting agendas, Board agendas, the draft budget and drafts of special education working documents for the exceptionalities. Documents are provided as appropriate.

In the Spring of 2004, the Ministry of Education launched a website for SEAC members. This information program was developed by the Ontario Ministry of Education to assist SEAC members to undertake the roles and responsibilities ascribed to them by legislation. The website is www.seac-learning.ca. Upon completion of the five program units, each SEAC member will have:

- A general understanding of the history of special education in Ontario;
- An understanding of the role and responsibility of special education partners;
- A clear understanding of SEAC’s legislated role and responsibilities;
- An understanding of the legislation and policy direction for special education programs and services; and
- A knowledge of current special education funding policies.

The Superintendent of Business or designate consults annually with SEAC and the Board on the budget as it pertains to Special Education. Provision is contained in the By-Laws of the Upper Canada DSB for the appointment of Trustee representatives to the Special Education Advisory Committee, with such appointments to be for the full three year term of the Board. The By-Law reads as follows:

Article 4.55: At each Organizational Meeting, the Chair shall appoint a Nominating Committee consisting of two (2) members of the Board. The Nominating Committee shall recommend at the first meeting following, where applicable, appointments of members to statutory and Board committees as follows:

- appointees to the Special Education Advisory Committee;
- appointees to the Suspension Appeal Committee;
- appointees to Board Committees in accordance with these By-Laws;
- appointments of delegates to OPSBA

In accordance with The Education Act which requires that “every District School Board shall establish a Special Education Advisory Committee”, and further

provides for Regulations there under, the Upper Canada District School Board applies Regulation 464/97.

SEAC Appointments

As a matter of practice, the Upper Canada District School Board, subsequent to its Organizational Meeting tri-annually, calls for nominations to the Special Education Advisory Committee. All associations referenced in Regulation 464/97 are advised of the call for nominations and asked for submissions in accordance with the Regulation. The names of all associations listed in the Ministry guidebook: **Special Education, A Guide for Educators**, Part H, Appendix 2 are contacted. In the past, the SEAC newsletter has increased community awareness of this committee and encouraged membership applications. SEAC continues to discuss the issue of communicating with parents and is in the process of developing a series of guides for parents and students. When SEAC requires additional members, a letter is sent out to associations to encourage applications to SEAC.

Submissions received for appointment of representatives to the Special Education Advisory Committee are compiled and presented to the Upper Canada District School Board for required ratification.

SEAC Consultation

The monthly meetings of the Board's Special Education Advisory Committee (SEAC) provide regular opportunities for the representatives of community associations and the public at large to share their observations and requests regarding programs and services.

In addition, the Board has ongoing representation on various community committees and working groups. Student Support Services staff also interact with representatives of a wide variety of community agencies and partner organizations in the normal course of their work. These forums provide additional information on an ongoing basis and contribute to the board's development and delivery of programs and services.

SEAC meetings:

- ongoing presentations by Upper Canada District School Board staff concerning exceptionality areas and programs are offered
- annual reports on Special Education statistical data are collected

Special Education and SEAC information will be provided in the following ways:

- the Upper Canada District School Board website and links: www.ucdsb.on.ca
- Special Education, A Guide for Educators was provided to all members of SEAC
- minutes of all SEAC meetings are provided to Parent Councils
- packages for each exceptionality which are being prepared for schools will be presented to SEAC
- Ministry of Education's SEAC e-Learning program, available to all SEAC

members, will provide update regarding legislation, regulations , policy and other initiatives that potentially impact on exceptional students

PART D CO-ORDINATION OF SERVICES WITH OTHER MINISTRIES AND AGENCIES

Purpose of the Standard To provide the ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

The Upper Canada District School Board and its staff have been full partners on a number of collaborative ventures designed to plan in advance for special needs children arriving to school from other programs and/or leaving for other programs:

- In partnership with Early Years Centres, an Early Years Committee has been formed to establish a network to share information and expertise to ensure that children come to our schools with the prerequisite skills for learning. Partners include representatives from UCDSB, Early Years Centres, Nutrition for Kid, and the Ministry of Children and Youth Services. The Committee will be expanded to include other community partners.
- A Memorandum of Understanding was signed recently between Pathways for Children and Youth and the Children's Hospital of Eastern Ontario and UCDSB regarding the School Support Program - Autism Spectrum Disorders. This program will provide consultation services and resources to schools and to the board regarding Autism Spectrum Disorders.
- Contact is made with the various agencies providing support to high needs pre-schoolers several months prior to school entry. Regional Student Support Services staff meet with parents and representatives from the agencies to identify the child's strengths and needs and to assess the level of support required for successful school entry.
- The UCDSB is currently collaborating with local Pre-School Speech and Language Systems, CCACs and co-terminus boards to maintain a smooth Transition to School Agreement.
- When students are attending programs offered by care and treatment facilities, regional Student Support Services staff, along with staff from the student's home school, attends regular treatment team meetings in order to be kept informed of the student's progress and to be involved in a plan for successful re-integration. Prior to discharge from the care and treatment facility, a re-integration plan is developed for the student and necessary supports are put in place. Re-integration is usually a gradual process, often extending over a period of weeks.
- In preparation for meeting the needs of an exceptional student arriving from a program offered by another board of education, contact is made with the sending board, documentation is acquired, a case conference is held and appropriate placement decisions are made.
- The Upper Canada District School Board is currently working with agencies in Lanark Leeds Grenville, Prescott Russell and Stormont Dundas and Glengarry Community Living programs for transition planning for students with

developmental disabilities who are leaving the school system. These efforts begin the year before the student turns 21 years. Gradually the community agencies intend to participate in planning for students from the age of 14 years.

- The Upper Canada District School Board has participated in joint planning sessions with the Regional Special Education Committee regarding intensive early intervention programs for children with autism to assist in the successful transition to school. A “Welcome Package” for students with ASD who are new to the Upper Canada District School Board has been developed.
- Before students leave the UCDSB to attend programs offered by care and treatment facilities, an extensive package of documentation regarding the student’s needs is prepared, presented and discussed at an Admissions Board meeting.

Criteria for Accepting Assessments for Incoming Students:

The necessary release of information forms are obtained (**Appendix 33**) and upon receipt of the third party (outside) assessment, a chief psychologist or psychological associate reviews the documentation and conferences the third party (outside) report with student support services staff and/or school based Learning Resource Coach/Learning Resource Teacher. The chief psychologist determines whether the student meets the criteria for identification as an exceptional student of the Upper Canada District School Board. If the student’s documentation does not meet the UCDSB criteria for identification, the student may be referred for further testing to be completed by the school Learning Resource Coach/Learning Resource Teacher, and test results are forwarded to the appropriate Education Centre with a request for an updated psycho-educational assessment. The estimated waiting time for completing this assessment may be as long as 1 year.

When a student is admitted to a program or transferred from one program to another, it is the responsibility of a Learning Strategies Consultant to facilitate a smooth transition into or out of the program. Consultations with other student support services staff, school Learning Resource Coach/Learning Resource Teacher, the school administrator, and the family may take place. Community agencies may also participate in this process.

PART E SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLANS

The Special Education Plan is available to the Public in the following ways:

- on the UCDSB Web Site
- at the Board office
- at the Capital, Gateway, Rideau and St. Lawrence Education Centres
- through SEAC.

In addition, two copies of the annual plan will be sent to the District office of the Ministry of Education with the date of approval by the Board.

A book of Motions passed by SEAC will be available in the SEAC library and from the Associate Director.

The motions passed by SEAC 2005-2008 (**Appendix 34**) are attached.

Appendices

1.1	Special Education Program and Service Review Report
1.2	Feedback on the Implementation of the 2004 Special Education Program and Service Review
2.	Special Education Project Charters (C.R.E.W.)
3.	Process for Early and Ongoing Identification of Children's Learning Needs
4.	Confidential Request for Support Services
5.	Parent Letter re Assessment
6.	Informed Parental Consent Phone Contact Information Sheet
7.	Psycho-educational Assessment Letter
8.	Parental Consent Form for Additional Student Support
9.	Consent for Release and Exchange of Information Third Party (outside) Assessment Reports
10.	Information Guide for Parents and Guardians/Special Education
11.	Early Development Instrument (EDI)
12.	Identification, Placement and Review Committee Determination
13.	Educational and Other Assessments
14.	Protocol for Gifted Identification
15.	Component of a Complete Request for Support Services
16.	Psycho-educational Assessment Process
17.	Checklist for Prioritizing School Support Services Requests
18.	Regulated Health Professionals Privacy Statement
19.	Information Guide for Parents re. Outside Psycho-educational Assessments
20.	Specialized Health Support Services
21.	System Classes – Elementary - Behaviour, Multiple Exceptionalities, Developmental Disability,
22.	System Classes – Secondary - Developmental Disability, Behaviour, DEPP, Multi needs
23.	Protocol for SDC- Behaviour
24.	Protocol for SDC- Developmental Disability
25.	Process for Dispute Resolution
26.	Provincial and Demonstration Schools
27.	Protocol for Equipment Purchased through Special Equipment Acquisition Grants
28.	Pivik Report, 2003
29.	Accessibility Plan, 2007-2008
30.	Request for Special Transportation
31.	Transportation Standards of Performance, 2007-2008
32.	SEAC Members, 2007-2009
33.	Consent for Release and Exchange of Information Third Party (outside) Assessment Reports
34.	Motions Passed by SEAC

