

# Special Education Plan

## 2023-2024

**Mission:** We prepare all students for a successful life

**Vision:** Creating Futures, Leading and Learning for All

**Values:** Caring, Courage, Empathy, Fairness, Generosity, Honesty, Perseverance, Resilience, Respect, and Responsibility

Approved May 2023

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**Definition**

Within this plan “parents” refers to parents and/or guardians.

**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.

**Special Education Grant**

(An excerpt from “2022-2023 Education Funding: A Guide to the Grants for Student Needs”)

This grant provides boards with funding for programs, services, and/or equipment for students with special education needs. Boards may use the grant only for special education and must set aside any unspent funding to use for special education in a future school year. There is flexibility in how they may use some of the individual allocations within the grant, as long as the funds are spent on special education. The grant, which is projected to total about \$3.25 billion provincially in 2022-2023, is made up of six allocations:

<b>Provincial Allocation</b>	<b>2022-2023</b>
Special Education per Pupil Amount (SEPPA)	1.61 billion
Differentiated Special Education Needs Amount (formerly high needs amount) (DSENA)	1.21 billion
Special Incidence Portion (SIP) Allocation	142.0 million
Special Equipment Amount (SEA)	140.1 million
Other	150.6 million
<b>Total</b>	<b>3.25 Billion</b>

- The **Special Education per Pupil amount** provides every board with foundational funding toward the cost of special education supports. It is calculated using a board’s total enrolment and a per-pupil amount. There are different per-pupil amounts for kindergarten to Grade 3 pupils, Grade 4 to 8 pupils, and Grade 9 to 12 pupils. The per-pupil amounts in the earlier grades are higher to direct more funding towards early intervention.
- Recognizing the variation across boards in the share of students with special education needs, the nature of the needs, and boards’ ability to meet them, the **Differentiated Special**

**Education Needs Amount (DSENA)** aims to better align the allocation with boards' needs and resources. The new model was phased in over four years, with full phase-in completed for 2017-18.

- The other allocations of the grant are the **Special Incidence Portion (SIP)** for students who require more than two full-time staff to address their health and safety needs and those of others at their school, **the care, treatment, custody, and correctional amount** (previously named the facilities amount) for providing instruction in a care, treatment, custody or correctional facility, and an amount to support board-level expertise in applied behavioural analysis.
- Under the **Special Equipment Amount (SEA)**, each board receives a base amount plus a per-pupil amount, which together may be used to buy computers, software, and other equipment for students with special education needs in line with funding guidelines. In addition, boards may submit claims to recover the costs, less a deductible, of other equipment recommended by a qualified professional for a student with specific special education needs.
- Additional details can be found in the [Technical paper available on the ministry's website](#)

## 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:

[Upper Canada District School Board - Special Education Plan and Documents](#)

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 Superintendent of Special Education. The Superintendent of Special Education responds to the report in writing and a copy of both is forwarded to the Ministry of Education. The Superintendent of Special Education 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 Superintendent of Special Education with responsibility for SEAC will respond to minority and majority reports.

## **Community Links**

The Superintendent of Special Education 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. Information gathered during these meetings will be considered as the UCDSB shapes its Special Education Plan and the implementation of services.

## **Opportunities for Public Input Concerning Special Education Plan:**

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

- Special Education Advisory Committee (SEAC) meeting dates are posted on the UCDSB website
- Agendas and minutes for SEAC meetings are posted on UCDSB website and BoardDocs

## **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 to provide feedback.

## UCDSB Philosophy and Beliefs

**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. Parents and students will be encouraged to be involved in their IEP where possible.
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 each student as developed through appropriate assessments, the Identification, Placement and Review Committee process and planning (i.e. Individual Education Plans)
6. The education of exceptional pupils is a responsibility shared among board personnel, students, parents and community partners.
7. Everyone involved in the education of an exceptional student should practice effective communication which, concurrently, promotes fairness and respect for those involved.
8. Students who have special education needs are more likely to be successful if there is a strong focus on early and ongoing intervention.
9. 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.
10. Co-ordination among service providers, both within the board and within the larger community, is important to ensure the success of students with special education needs.
11. System 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 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, to ensure student's access to the Ontario Curriculum.

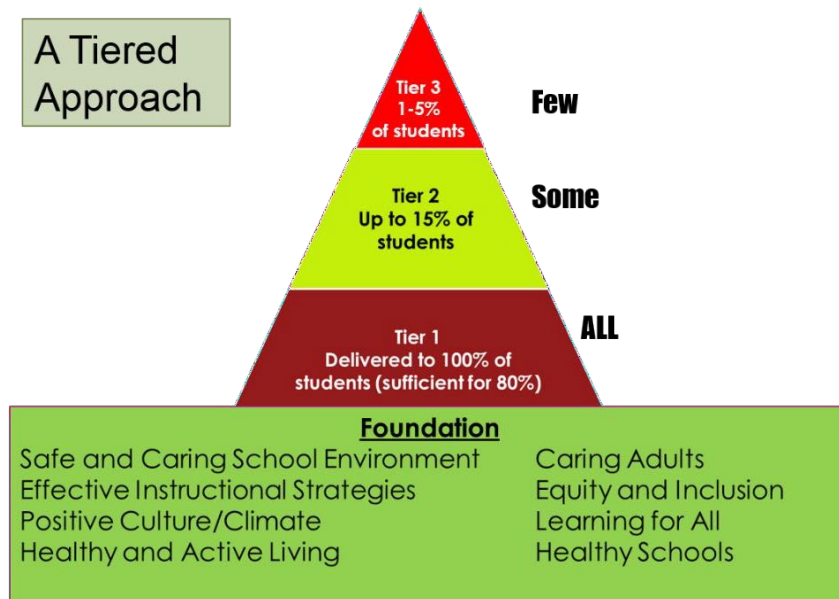
The board has developed a broad range of programs and services for students with special needs. The vast majority of students with special needs are receiving instruction in regular classroom settings by the classroom teacher through modification of curriculum and/or accommodations to the learning environment. **Programming for students is the responsibility of a classroom teacher.** Programming for these students may include intervention and support delivered by Special Education 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.

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.

If students require more intensive instructional intervention this 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.

In July 2011, June 2015, and again in June 2019 (as a result of an external review) 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 diverse which necessitates specialized training and considerable collaboration and planning.





A key of the model of Special Education in our system is “A Tiered Approach” built on a solid foundation of what all students should expect in every classroom. The tiers of intervention represent a variety of supports, which will provide more specific and specialized resources as needed by the students. Our provision of deployment is based on the “right resource at the right time” – supports for students as needed.

Special education cannot stand alone or be viewed in isolation of teaching and learning within the board. Every educator is responsible for meeting the needs of all students, including students with special education needs.

## 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 are clearly defined by the ministry Special Education in Ontario, 2017 (Pages A10-A13)

They are as follows:

### **The Ministry of Education:**

- Sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- Prescribes the categories and definitions of exceptionality;
- Requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students;
- Establishes the funding for special education through the structure of the funding model;
- Requires school boards to report on their expenditures for special education through the budget process;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- Establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- Operates Provincial and Demonstration Schools for students who are deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

### **The School Board:**

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda; Part A: Legislation, Policy, and Funding A11 Draft;
- Monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;
- Requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- Provides appropriately qualified staff for programs and services for the exceptional students of the board;
- Plans 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 students of the board;
- Reviews the plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the ministry as required;
- Prepares a parent guide to provide parents with information about special education

programs, services, and procedures;

- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- Establishes a SEAC;
- Provides professional development to staff on special education;
- Adheres to all applicable legislation.

#### **The Special Education Advisory Committee (SEAC):**

- Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the board;
- Participates in the board's annual review of its special education plan;
- Participates in the board's annual budget process as it relates to special education;
- Reviews the financial statements of the board as they relate to special education.

#### **The School Principal:**

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and board policies;
- Communicates Ministry of Education and school board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes; Special Education in Ontario, Kindergarten to Grade 12 A12 Draft
- Communicates board policies and procedures about special education to staff, students, and parents;
- Ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- Consults with school board staff to determine the most appropriate programs for exceptional students;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- 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 that the program is delivered as set out in the IEP;
- Ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

#### **The Teacher:**

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- Follows board policies and procedures regarding special education;
- Works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- Works with special education staff and parents to develop the IEP for an exceptional

student;

- Where appropriate, works with other school board staff to review and update the student's IEP;
- Provides the program for the exceptional student in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents.

### **The Special Education Teacher:**

The special education teacher, in addition to the responsibilities listed above under "The teacher":

- Holds qualifications, in accordance with the regulations under the Education Act, to teach special education;
- Monitors the student's progress with references to the IEP and modifies the program as necessary;
- Assists in providing educational assessments for exceptional students.

### **The Early Childhood Educator:**

The early childhood educator, in co-ordination and cooperation with the classroom teacher:

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

### **The Parent:**

- Is 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;
- Is acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and educators 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 documents, including 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", the 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 CHEO-Ottawa Children's Treatment Centre; KidsInclusive (Kingston Health Sciences Centre), Speech and Language programs accessed through the Health Units, 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, Special Education staff co-ordinate a case conference with parents 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, Special Education staff continue to assist with training and resources as appropriate. Should additional assessments be advised by Special Education staff, consultations with parents and In-school Student Success Teams occur as outlined in the following section.

### **Procedures for Early and Ongoing Identification**

The Education Act requires all school boards to implement procedures for early and ongoing identification of the learning abilities and needs of pupils. These requirements are echoed in The Kindergarten Policy (2016) document. Information is gathered through teacher observations, on-going classroom assessment and information provided by parents.

### **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 Special Education Teacher and/or Special Education system 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 parents to discuss concerns and progress.

### **The Parents Role in Early Identification**

Discussions with the teacher and Registered Early Childhood Educator (if applicable), along with responses on the report card are key in collaborating on the progress of each child. Participation in interventions which may be suggested by school and/or Special Education 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 cognitive, academic and language 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 should consist of the classroom teacher, the special education teacher, principal and may include support staff or other teachers. The student's case is reviewed, including a description of the concern, the results of classroom screening, and a summary of social and/or emotional concerns. Also examined are a variety of samples of student work including transcripts of student talk/thinking, observational notes, video, anecdotal records and student products. The team reviews attempted interventions and strategies already tried, 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 Special Education staff.

Special Education staff involvement may include Special Education Teachers, Teacher of Deaf & Hard of Hearing or Teacher of Visually Impaired, Speech and Language Pathologists or Chief Psychologist. Strategies suggested by this expanded team are implemented, and closely monitored, and recommended supports and services are put in place.

### **Early Development Instrument (EDI)**

The Ontario Ministry of Education continues to work closely with the Offord Centre at McMaster University to collect information on Senior Kindergarten students to affect change at regional and provincial levels. The collection of this information was last done in 2017-18. The Offord Centre collects information through the Early Development Instrument (EDI) from across Canada as well as from many countries throughout the world. The EDI is a 103-item questionnaire completed by kindergarten teachers, which measures children's ability to meet age-appropriate developmental expectations in five general domains: 1) Physical Health and Well-Being; 2) Social Competence; 3) Emotional Maturity; 4) Language and Cognitive Development; and 5) Communication Skills and General Knowledge.

The purpose of the EDI is to:

- Compile a community-based report on areas of strengths and deficits for populations of children.
- 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.

### **JK-SK Reporting**

Reporting guidelines implemented in September 2016:

- *The Kindergarten Program, 2016*
- *Growing Success, The Kindergarten Addendum; Assessment, Evaluation, and Reporting in Ontario Schools, 2016*
- *Kindergarten Communication of Learning*

There is now alignment with assessment, evaluation and reporting policy in Grades 1-12 and will ensure consistency across all grades, schools, and boards in Ontario. It will support kindergarten children in making a successful transition from kindergarten to Grade 1. The *Kindergarten Communication of Learning* templates will ensure that parents receive formal communication using the provincial templates from kindergarten educators three times a year.

## 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, and the ways in which assessments are used.**

**Note:** The policies and procedures outlined below are regularly reviewed by the Chief Psychologist and may be revised to reflect recommendations from the Special Education review.

In monitoring a student's progress, 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. Through regular communication with school staff, parents are made aware of on-going concerns and participate in a constructive dialogue with school staff about next steps for intervention. In some cases, additional information may be required, beyond that which is part of the ongoing assessment process in order to refine the program.

Assessment, broadly speaking, 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.

Within the school, the assessment skills of the Special Education Teacher may complement the perspective of the classroom teacher. The Special Education Teacher may also access the Intensive Support Teacher for support in collecting additional information and program planning. However, when questions or concerns fall outside the experience of these staff, it may be necessary to involve personnel from within other disciplines of Special Education.

In the case of Special Service Counsellors (SSC) services, prior discussion with school staff most often through the Student Success Team (SST) meeting process enables the team to prioritize students for more formal involvement. When this occurs, the school team requests consent from the student's parents in the case of SSC involvement uses the Special Services Counsellor Referral Form to document the request for **SSC involvement (Appendix 3)**. When concerns result in a request for assessment through Psychology or Speech-Language services, parents sign **Confidential Request for Support Services Form 10** to be collected and shared with relevant Special Education staff (**Appendix 4**)

Since Speech-Language and Psychology services fall under the regulated health professional umbrella, **informed consent procedures** are adhered to through the use of appropriate consent forms and are also tracked using the "**Informed Parental Consent Phone Contact Information Sheet**" (**Appendix 5**) The nature, purpose and implications of the assessment are discussed with parents and information about policies and procedures for protecting personal and health information are communicated (**Appendix 6**). Parents are kept informed of the assessment process and are notified of the assessment results. Occasionally, information that already exists outside the school board is helpful and/or required in order to proceed with additional programming and/or further assessment. **Parental consent requesting the release of this information to school and/or Special Education staff** is required (**Appendix 8 and Appendix 8.1**)

Once an assessment has been completed, the professional responsible for the assessment discusses results with parents at a school-based case conference. Often, results from a formal assessment will contribute to an Individual Education Plan. There may also be a recommendation that the student be identified as an exceptional student. In these cases, discussion around the IEP and IPRC processes will



occur and the **Information Guide for Parents/Guardians about the IPRC (Appendix 20)** and the **Information Guide about the IEP (Appendix 19)** are provided to the parents.

The board completes approximately:

<b>Speech Language</b>	<b>2022-2023</b>
• Full Assessments	160
• Articulation Screen only	347
<b>Psycho-Educational Assessment</b>	
• Full Assessments	64
• Formal Consultation	82

Currently, the average time from referral to starting a psycho-educational assessment is four to six months. This time gap will vary somewhat depending on the caseload of the examiner. However, priorities for conducting timely assessments may be set in consultation with the school administration, Special Education team and examiner. A template outlining the process and components of **psycho-educational assessments** has been developed and standardized for the board.

Speech-Language assessments are generally completed within six months of receiving a referral and are almost always completed within the same school year of receipt.

#### **Gifted Assessment**

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, and the results can be requested by parents. Further testing for some students may be recommended. The CCAT is one component of the board's **Protocol for Gifted Identification. (Appendix 10)**. Board-wide screening using the CCAT takes place each fall.

## 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 children's treatment centres (CHEO-OCTC and KidsInclusive) and health units supported by the Ministry of Health and several mental health and social services supported by the Ministry of Children, Community, and Social Services. Service providers work with students to support health, and with educational staff and parents to participate in preparing Individual Education Plans. Ministry of Children, Community, and Social Services transfer agencies assist the board by providing early intervention programs and counseling services and by partnering with the board in Education and Community Partnership Programs (ECP).

## 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**

To enable a student who is experiencing difficulty to succeed in the learning environment the board has identified a process. 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.

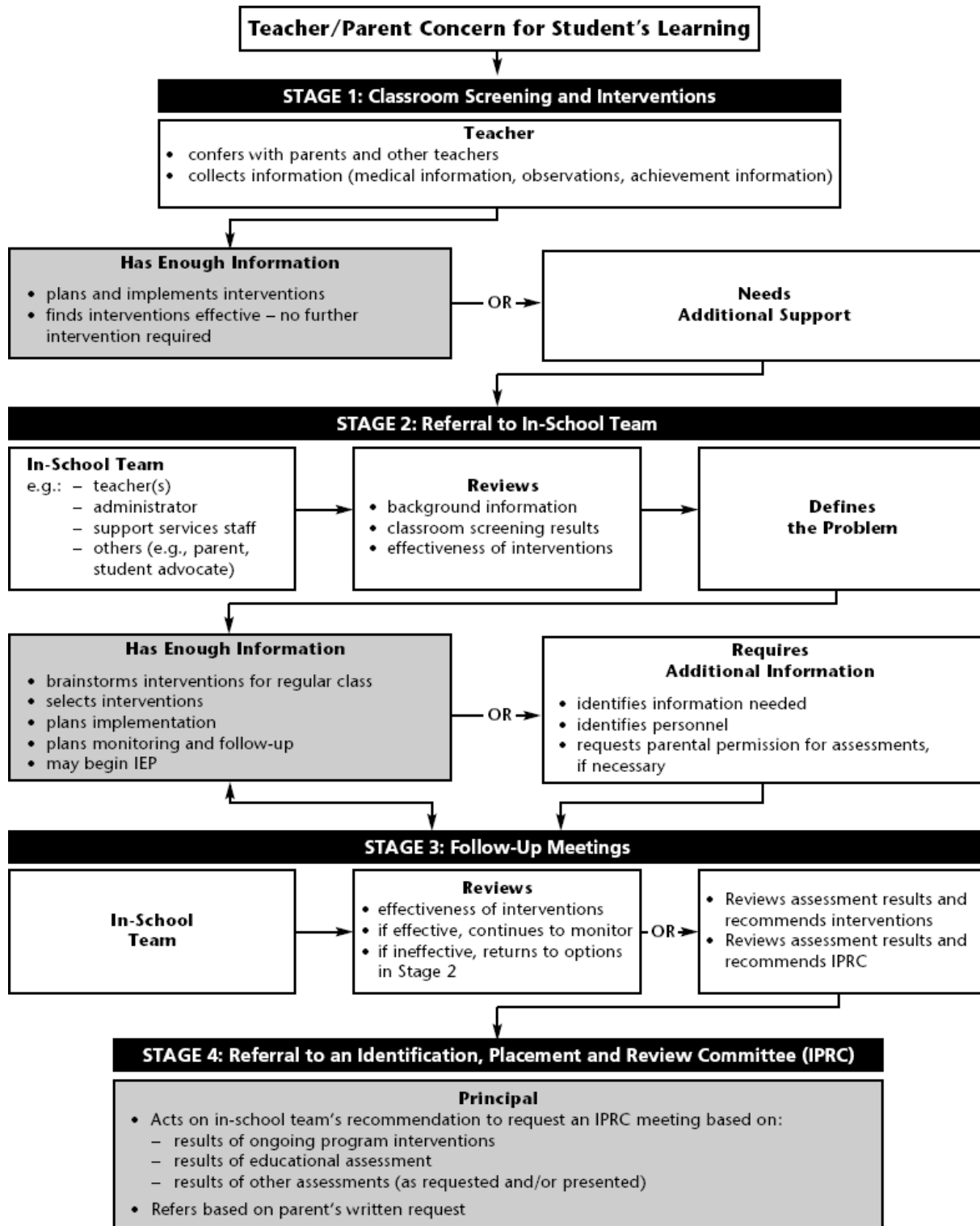
### **Composition of IPRC Committees**

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
- a supervisory officer whose services are used by the board

The other members of the IPRC Committee shall consist of the Special Education Teacher, and one or more members of the **school-based** Student Success Team.

In some circumstances, (for example when a specialized placement is being considered, or when a return to a regular class placement from a specialized placement 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 Special Education staff, such as a Special Education Teacher, Intensive Support Teacher, Teacher of Deaf & Hard of Hearing or Teacher of Visually Impaired, 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 parental 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 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 the earliest preferable mutually agreeable date and 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 Chair of the IPRC meeting is responsible for ensuring the documentation is completed and entered into the IEP system.

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, which is later transferred to the IOL software. 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 10**)

### **After the IPRC Meeting**

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 one of the following:

- the school principal with written notice to the parents
- the parents in a written request to the principal
- 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 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:  
Ron Ferguson, 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. When students are formally identified, the IPRC forms are entered into PowerSchool. Data on identified students is entered by schools and reviewed by special education staff. The Ontario Education Numbers (OEN) for all students have been added to the system. As of March 25, 2023, the total number of students with an IPRC (including TR Leger) is 3078.

### **(IPRC Form – Appendix 10)**

## Special Education Placements Provided by the Board: Description of IPRC Placement Options

### UCDSB Teaching and Learning Philosophy

The basic human needs for growth and development are: autonomy, personal mastery, acceptance, and a sense of belonging to a social group. Therefore, students are entitled to be educated with their peers in a safe, accepting, inclusive environment. Our aim is to coach all students in the skills that enable mastery of self; successful participation within a community of learners; and as contributing members of society.

*Special Education in Ontario, Kindergarten to Grade 12, page D10*

Placement	Description
<b>A regular class with indirect support</b>	The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
<b>A regular class with resource assistance</b>	The student is placed in the regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
<b>A regular class with withdrawal assistance</b>	The student is placed in a regular class and receives instruction outside of the classroom for less than 50 per cent of the school day, from a qualified special education teacher.
<b>A special education class with partial integration</b>	The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to the standards in O.Reg.298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
<b>A special education class full time</b>	The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to the standards in O.Reg.298, section 31, for the entire school day.

<https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12>



## 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 (IEP) 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 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:**

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- a. affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range
- b. results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support
- c. results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills
- d. may typically be associated with difficulties in one or more cognitive processes, such as phonological processing, memory and attention, processing speed, perceptual motor processing, visual-spatial processing, executive functions
- e. May be associated with difficulties in social interactions, with various other conditions or disorders, diagnosed or undiagnosed, or with other exceptionalities
- f. Is not the result of a lack of acuity in hearing and/or vision that has not been corrected, intellectual disabilities, socio-economic factors, cultural differences, lack of proficiency in the language of instruction, lack of motivation or effort, gaps in school attendance or inadequate opportunity to benefit from instruction

## 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.

## **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.

## **ALTERNATIVES TO BOARD PLACEMENTS:**

When an IPRC determines that the student's needs are such that they cannot be met in the regular class, even with all available interventions and support, and the board's Designated Class placements are not appropriate, alternative placements outside of UCDSB may be recommended. Options may include placement in Government Approved Education and Community Partnership Programs, 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 Education and Community Partnership Programs are initiated by Special Education 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 an Education and Community Partnership Program (ECP) 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 or the Principal of Special Education.

## 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.**

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 19)**. SEAC was consulted in the development of this process.

### **IEP Online**

UCDSB uses IOL (IEP Online) to create and manage IEPs. The developer of the software is Public Consulting Group (PCG). The Special Education Department and school teams can document IPRCs and create IEPs for students. All records are maintained digitally. Access to different features of IOL are dictated by each person's job classification.

IOL is also capable of generating reports in the Flexible Reporting module. The Administrator for the board is able to create queries to generate reports and send them out to all schools so that they can pose the same query for their school population.

## Education and Community Partnership Programs

An ECPP placement provides an educational program and mental health services for students whose circumstances or needs prevent them from being successful within their community school. Funding is provided by the Ministry of Education under Section 23 of the Grants for Student Needs, in partnership with the Ministry of Community and Social Services, Ministry of Children and Youth and Ministry of Health.

The Upper Canada District School Board, through funding provided by the Ministry of Education, provides the educational staff for each of the agreements that have been entered into with a community mental health partner. Each class, serving up to an average enrolment of eight children ranging in ages from 5 to 18 years old, is staffed with a Teacher and an Educational Assistant. The educational staff is responsible for academic programming, monitoring progress and evaluating achievement.

In addition, the partner agency will assign a Child and Youth Worker or Family Resource Worker to support the student's achievement of their therapeutic goals. Children placed in an ECCP classroom are not resident pupils of the board and are considered to be in the care of the mental health partner during the school day.

Each child in an Education and Community Partnership Program will have an education plan which describes their specific, individualized educational goals. The education plan will be part of the overall service or treatment plan which outlines the therapeutic goals for the child.

Referrals to the programs are initiated by the student's home school Student Success Team (SST) or the partner agency's staff. Each agency develops its own admission criteria in consultation with the UCDSB System Administrator and has an Admissions Committee that determines intake. The length of time a student spends in an Education and Community Partnership Program is determined by the student's particular situation. Where the multi-disciplinary staff in the facility or class agrees, and on-going assessment indicates the child's/youth's readiness, re-admission to a community school is considered. The facility and the school board work co-operatively with community agencies and the home community school to create a plan for the successful transition of the pupil.

Transition planning is an integral component of the program for pupils returning to the school system. Transition planning is essential for those pupils proceeding to postsecondary education, job training or employment. Wherever possible, transition plans include re-integration of a pupil into the home community school following a clearly defined integration plan which is developed collaboratively with the Education and Community Partnership Programs staff, the home school Student Support Team and the parents/guardians.

Students, parents, teachers and staff associated with an Education and Community Partnership Program have the ability to access a wide-variety of supports depending on the child's needs. UCDSB resources can be accessed by the classroom teacher in consultation with the System Administrator. Agency resources can be accessed by the agency case manager assigned to the child.

## UCDSB Education and Community Partnership Programs (ECP)

1. Day Treatment Program – This program operates in partnership with the Cornwall Community Hospital – Children’s Mental Health Unit. Elementary aged students from Stormont, Dundas & Glengarry can be referred by their community school or hospital outreach workers. The focus of the program is to support students with emotional or behavioural difficulties by providing intensive therapeutic support while receiving individualized academic instruction focusing on literacy, numeracy and learning skills. There are three classrooms in this facility with a Teacher, Educational Assistant and Child and Youth Worker supporting students in each classroom. Currently the Day Treatment Program operates three classrooms at Rothwell-Osnabruck Public School.
2. Stormont, Dundas & Glengarry (SD&G) Adolescent Program (located at Cornwall Collegiate and Vocational School)
  - a. This secondary classroom operates in partnership with the Laurencrest Youth Services Inc. Secondary aged students from Stormont Dundas & Glengarry can be referred by their community school. The focus of the program is to support students with emotional or behavioural difficulties by providing social/emotional support while receiving an individualized academic programming which allows students to complete credits for their Ontario Secondary School Diploma (OSSD).
3. Stormont, Dundas & Glengarry Intermediate Program (located at Cornwall Collegiate and Vocational School). This intermediate level classroom operates in partnership with the Laurencrest Youth Services Inc. Grade 7 and 8 students from Stormont Dundas & Glengarry can be referred by their community school. The focus of the program is to support students with emotional or behavioural difficulties by providing social/emotional support while receiving individualized academic programming.
4. Growing Together – This elementary classroom is operated in partnership with Valoris, a multiservice agency for children, teenagers, adults and their families living in the United Counties of Prescott-Russell. The class is located on the Pleasant Corners Public School campus. Prescott & Russell students can be referred to the program through their community school in collaboration with Valoris. The focus of the program is to support students with emotional or behavioural difficulties by providing social emotional learning support and behaviour modification strategies while receiving individualized academic instruction focusing on literacy, numeracy and learning skills.
5. Building Bridges Program at Arklan Public School: This program operates in partnership with Open Doors for Lanark Children & Youth. The focus of the program is to support students with emotional or behavioural difficulties by providing intensive therapeutic support while receiving an individualized academic instruction focusing on literacy, numeracy and learning skills. There are two classrooms in this facility with a Teacher, Educational Assistant and Child and Youth Worker supporting the 8-12 students in the class.
6. Creating Pathways Program at Oxford-on-Rideau Public School: This program operates in partnership with Children’s Mental Health of Leeds and Grenville. The focus of the program is to support students with emotional or behavioural difficulties by providing intensive therapeutic support while receiving individualized academic instruction focusing on literacy, numeracy and learning skills. There is one classroom in this facility with a Teacher, an Educational Assistant and Child and Youth Worker

## 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).**

The UCDSB accesses several Provincial and Demonstration Schools. When a student matches the profile for admission to a Provincial and Demonstration School, school-based and education centre staff work with the student's parents to pursue admission. Each application is managed by a key person identified in each of the 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 significant.

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

	<b>2022-2023</b>
Sagonaska School	0
Sir James Whitney School for the Deaf	1
W. Ross MacDonald School for the Blind	2
E.C. Drury School	0

Please refer to **(Appendix 11)** 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.**

### Staffing for the year 2022-2023 vs 2023-2024

Special Education Staff	FTE 22-23	FTE 23/24	Staff Qualifications
Special Education Teachers <b>Elementary</b>	105.26	131.4	Special Education, Part 1: minimum requirement
Special Education Teachers <b>Secondary</b>	50.63	48.33	Special Education, Part 1: minimum requirement
Education Assistants for Special Education (School based)	425	425	Education Assistant diploma/CYW/DSW/SSW/BST/ECE/university degree in Psychology, Sociology, English
Special Education Teachers for Education and Community Partnership Programs	9	7	Special Education, Part 1: minimum requirement (Direct funding by Ministry of Education)
Education Assistants for Education and Community Partnership Programs	9	6.66	Education Assistant diploma/CYW/DSW/SSW/BST/ECE/university degree in Psychology, Sociology, English (Direct funding by Ministry of Education)
Intensive Support Teachers	7	7	Special Education, Part 1: minimum requirement
Itinerant Student Support Workers	7	7	2 or 3 year community college diploma in Developmental Services Worker or Behaviour Science Technician. A minimum of 5 years demonstrated experience in an educational setting with respect to students with behavioural needs, Autism and Developmental Delays.
Language Acquisition Support Worker	1	1	Sign Language Proficiency minimum ASL proficient score of 3. Graduate of an Oral or Visual Language Interpreter Training Program or graduate from a minimum three-year college diploma in a related field such as Early Childhood Education, Youth Care Worker, Child and Youth Worker, ASL Instructor.

<b>Special Education Staff</b>	<b>FTE 22-23</b>	<b>FTE 23-24</b>	<b>Staff Qualifications</b>
Principal of Special Education	1	1	Principal's Qualifications
Vice-Principal of Special Education	1	1	Principal's Qualifications
Special Education Resource Teachers (Blind/Low Vision and Hearing)	4	4	Special Education, Part 1: minimum requirement with qualifications in teaching students in the areas of Blind/Low Vision and/or Deaf and Hard of Hearing
Chief Psychologists	1	1	PhD in psychology; registration with the College of Psychologists of Ontario
Mental Health Lead	1	1	Master's degree in social work, Clinical or School Psychology, registration with professional regulatory body
Psychological Associates	3	3	Master's degree in psychology. Registration with College of Psychologists of Ontario
Psychometrists	3	3	Bachelor's degree in psychology and 1-2 years of relevant experience.
Speech-Language Pathologists	6	6	Master's degree in Speech Language Pathology, registration with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO)
Speech-Language Assistants	6	6	Community College Program in the social and/or human sciences plus completion of a one-year Post-diploma Certificate in Communications Disorder Assistant.
Special Services Counsellors	9	9	University degree in Social Work; membership with Ontario Association for Counseling and Attendance Services
Behaviourists	5	5	Child and Youth Worker or Behavioural Science Technology Diploma, Behaviour Management System Certification
Board Certified Behaviour Analyst	1	1	Master's Degree in applied behavioural analysis. Certified as a BCBA with the Behaviour Analytics Certification Board
Social Emotional Learning / Wellness Support Workers	4	4	Diploma in a community and social services field program. Minimum of 2-3 years' experience working in school systems in the field of mental health and wellness including program / training and delivery is required
Autism / ABA Consultant	3	3	Undergraduate degree in Psychology or Human Services field.

## **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 professional learning plan is prepared yearly to ensure that all Special Education staff are highly trained in current research-based practices that reflect Ministry of Education guidelines.

### **Consultations with the Special Education Advisory Committee (SEAC)**

A professional learning plan is developed by the board and Special Education Staff and is presented to SEAC for discussion and opportunities for feedback prior to Fall implementation. SEAC feeds back to the Superintendent of Special Education. SEAC has professional development opportunities through the UCDSB, Ministry of Education and other community services.

### **Priorities for Professional Development**

Priorities are established based on the UCDSB Strategic Plan which is actioned by the district through the Board Improvement and Equity Plan (BIEP) that is reflective of the direction of the Ministry of Education.

### **Board Budget Allocation**

The budget allocation for staff development for Special Education for the current school year will be in accordance with the Staff Development Plan and driven by affordability and the wise use of resources given present and projected needs.

### **A Sample of Professional Learning Opportunities – 2022-2023**

Embedded professional learning related to special education topics will continue to take place in schools across UCDSB with the support of the Intensive Support Teachers and Special Education Resource Teachers and in conjunction with other system team members. The focus of the professional learning directly aligns with the Board Improvement and Equity Plan. Professional development opportunities include but are not limited to topics such as Instructional Strategies and Interventions, Baseline Assessments and deepening capacity of the strengths and needs of students with exceptionalities.

Teachers and Educational Assistants can access different online training modules to build capacity through the Sonderly, formerly the Geneva Centre for Autism. Topics range from Introduction to Autism to Understanding and Supporting Students with Autism to ADHD in the Classroom: Supporting Student Success.

## Special Equipment Amount (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, through a collaborative approach among parents, community agencies, the Board and the Ministry of Education.

### **Criteria**

- an assessment with specific recommendations completed by an appropriately qualified professional such as an occupational therapist, physiotherapist, audiologist, psychologist, speech and language pathologist, and/or consultants from Provincial Demonstration Schools
- collaboration with UCDSB Special Education staff to determine need priorities
- a complete SEA file prepared by Special Education staff and submitted to the Principal of Special Education for approval and processing

### **Special Equipment Amount (SEA)**

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

Equipment purchased with SEA funding is a set of physical assets which boards have a responsibility to protect, maintain and manage as a public resource. The Ministry of Education expects school boards will ensure that students with special education needs receive equipment necessary to attend school and learn. Boards are expected to make cost effective choices when acquiring equipment and ensure that students (where appropriate) and educators have received training in order to make the best use of the equipment. SEA equipment is not provided to students who are home-schooled.

UCDSB responsibilities include ensuring that:

- equipment is functioning properly and that the equipment is meeting the student's needs;
- equipment is replaced as required when a student outgrows equipment or when equipment wears out through use
- upgrades and refurbishment are considered as an option before replacement
- equipment is reused by/transferred to other students when no longer required or being appropriately used by the student for whom it was purchased
- efforts are made to share equipment among several students when appropriate and possible
- staff document the use of SEA equipment in the student's IEP

Boards will budget an amount of funding to support the other costs associated with ensuring that all students with special education needs who require equipment have access to appropriate equipment. These costs include:

- an \$800 deductible for non-technical equipment and furniture
- purchasing low-cost items that are less than the \$800 deductible per student
- the cost of parts for upgrading or refurbishing equipment
- staff costs for managing and purchasing equipment, set-up, repairs, and training

These purchases on behalf of students are recorded in the SEA database. Forms are completed and placed in the student's Ontario Student Record (OSR) file to track the equipment. A protocol outlining procedures and responsibilities has been developed by the Board. The Special Education Teacher and Classroom Teacher in the school track the student's equipment and document the use in the student's IEP. Protocols for the management and tracking of equipment have been developed by the Board.  
**(Appendix 12)**

## 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 is completed and maintained. This will include everything from definition of 'basic access' to key parts of a school building through to 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 also be included.

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, Special Education staff coordinates 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 Committee meets on a regular basis and is responsible for developing and implementing the Board's Multi-Year Accessibility Plan. The **Accessibility Plan** is updated yearly. **(Appendix 13)**

## 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 kilometers. There are almost 100 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. **(Appendix 15).**

### **Special Transportation**

The first choice for transportation of exceptional pupils is the regular school bus. Specialized vehicles (i.e. mini-buses, cars/vans, or wheelchair accessible buses) 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 for requests for special transportation. 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.

Special Transportation may be considered for students:

- with physical disabilities which prevent them from accessing the regular school bus
- 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
- in Care and/or Treatment facilities outside their communities
- attending Provincial and Demonstration Schools

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

- A completed '**Request for Special Needs Transportation**' form is submitted to the Student Transportation of Eastern Ontario - STEO **(Appendix 14)**.
- Special Education staff, in consultation with transportation staff determine the student's needs and consult further about accessibility, availability and cost
- if approved the request is forwarded to the transportation department
- Special Education Executive Assistants, transportation staff and Principals of Special Education keep records of all special transportation arrangements

Student Transportation of Eastern Ontario (STEO) is responsible for contracting services for special transportation. Contractors are selected by the route planners based on the information received on the "Request for Special Transportation" form received from the Special Education Executive Assistant. Contractors are paid according to standard negotiated rates. In addition, training (such as CPR, seizure training and the use of an 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 to escort them 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 education centre staff and transportation route planner and transportation manager investigate. For difficulties with student behaviour when in a special transportation vehicle, a variety of approaches may be used. On occasion, the board has provided special car seats, safety belt clasps, special door locks, a grid separating the driver from the student and 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 Provincial and Demonstration schools is funded and coordinated by the Ministry of Education. It includes air and motor coach transportation with attendant care as required.

### **Transportation to Specialized Programs**

Students are transported by specialized vehicles to Education and Community Partnership Programs (ECPP) in the UCDSB geographical area, and in the Ottawa area.



## 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.**

A new SEAC is formed every four years following the election of the Board of Trustees. SEAC membership strives to represent a broad base of student exceptionalities and also to represent the broad geographic region of the UCDSB.

### Selection and Appointment of SEAC members

The selection and appointment of SEAC membership is outlined in UCDSB Procedure 340.1, section 2.4, which states:

**Selection and appointment of SEAC members will be the responsibility of the Board of Trustees.**

**2.4.1** A Review Committee will be struck to review applications. When reviewing applications for SEAC membership the Review Committee shall strive to include a diverse representation of all exceptionalities and to include members from across the Board.

**2.4.2** The Review Committee will make a recommendation to the Board for the appointments of the selected members. The recommendation will be forwarded to the Board’s first regular meeting following the inaugural meeting of the Board.

### SEAC Membership

The Upper Canada District School Board’s SEAC 2022-2026 membership may be comprised of:

- Up to a maximum of 12 representatives of local associations, as nominated by the local associations and appointed by the Board.
- One alternate of each representative as nominated by the local associations and appointed by the Board.
- Two UCDSB Trustees and one alternate for each Trustee appointed by the Board.
- One person to represent the interests of First Nations students and an alternate as nominated by the councils of the First Nations with which the Board has entered into agreements and as appointed by the Board.
- Up to three members at large who are not representatives of a local association or a member of the Board or another committee of the Board.

The Upper Canada District School Board’s SEAC is comprised of 13 members. A list of SEAC members is **appended**. (Appendix 17) They are affiliated as follows:

- Association representatives – 6
- First Nations Representative – 1
- Trustees - 3
- Members at large – 3

Alternate representatives for the Associations and Trustees may attend all regular meetings as a gallery member and would only participate and vote in the member’s absence.

## **Vacancies**

Should a vacancy occur during the four-year term of SEAC, UCDSB procedure 340.1, s. 2.5, states:

### **Any vacancies that occur during the term of SEAC will be filled in the following manner:**

**2.5.1** When a Local Association seat becomes vacant the alternate will become the voting member. If there is no alternate the local association can nominate a new representative.

**2.5.2** If the Local Association does not nominate a new representative, the position is vacant and other associations ***who had made application and were not selected*** may be contacted by the Board to provide a representative on SEAC. The recommendation will be forwarded for approval to the Board of Trustees.

**2.5.3** If a Member-at-Large were to be replaced, the ad hoc committee will review applications on file and will make a recommendation to the Board for appointment of a new Member at Large.

**2.5.4** Member-at-Large applications will be submitted to the Review Committee. Notice of vacancies will be posted at least 60 days on the Board's web site. In addition to posting online, at least one notice will be sent home with students as a stand-alone notice or as part of a regular piece of communication (newsletter).

## **Meetings**

SEAC meets through a combination of face-to-face or virtual meetings. A list of SEAC meetings for the current school year is appended. **(Appendix 17):**

- Regular meetings take place 10 times per year. Special meetings may be called as required
- Meeting dates and arrangements will be determined annually and communicated to members
- In the event of inclement weather, a decision will be made by the Superintendent (by 12:00 p.m. on the day of the meeting) whether to cancel a meeting or set up a virtual meeting. SEAC members will be notified via email and may also phone the designated contact person to confirm meeting arrangements
- Minutes of each meeting will be kept and approved by SEAC and forwarded to the Board. Minutes will be distributed to all SEAC members and their alternates and Trustees
- Rules of Order will be followed as per the Upper Canada District School Board By-laws
- Mileage will be paid at the UCDSB corporate rate for meeting attendance by SEAC members. Other expenses for SEAC members shall be approved by the Superintendent in advance.

## **SEAC's Role**

- Review sections of the Special Education Plan and provide feedback to board staff on the Plan
- Send motions and recommendations to the Board
- Review the Special Education budget and makes recommendations
- Annually review the areas of exceptionality
- Establish timelines in September of each year to review the Special Education Plan
- Provide advice to committees of the Board, as required
- Promote effective communication between parents, community partners, the Board and Special Education Staff

## **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. Monthly meetings also provide an opportunity for UCDSB staff to present information regarding programming and resources for students with special education needs.

In addition, the board has ongoing representation on various community committees and working groups. Special Education 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.

## 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 children with special education needs arriving to school from other programs and/or leaving for other programs.

- School-based teams and Special Education support transitions for students with autism spectrum disorder. UCDSB is currently working on the development of a Memorandum of Understanding with ACT Learning Centre, the organization awarded Ministry funding for the Entry to School Program.
- Special Education staff and school staff meet with parents and representatives from partner agencies to identify strengths and needs and to assess the level of support required for a successful school entry for preschool children with complex special needs and to develop a transition plan.
- The UCDSB works collaboratively with local Pre-School Speech and Language Services, local Health Units and co-terminus boards to facilitate smooth transitions to school.
- When students are attending programs offered by care and treatment facilities (i.e. ECPP), Special Education staff, along with staff from the student's home school, attend 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.
- 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 works collaboratively with Community Living agencies throughout the district for transition planning for students with developmental disabilities who are leaving the school system. These efforts begin two to three years before the student turns 21
- The Upper Canada District School Board works in conjunction with Coordinated Service Planning (CSP) where this service is available, to facilitate a single, coordinated service plan that is responsive to the goals, strengths and needs for a child with complex needs. The service providers and educators work toward a set of common goals as set out in the child's plan

The Upper Canada District School Board's Intensive Support Teachers (ISTs) collaborate with partner agencies who provide dedicated Co-ordinated Service Planners to support families of children with multiple or complex special needs.

### **Process for Incoming Students:**

When a student with special education needs, particularly complex special education needs is registered at a school, the school team reaches out to the Special Education Department. Information is gathered, through the appropriate release and exchange of information. Information may be reviewed by the chief psychologist or a psychological associate. A case conference is held to gather further information, review information gathered and develop recommendations for programming and placement options for the student. If there is insufficient information or if further information is required, recommendations may be

made to refer the student for further testing to be completed by the school-based special education teacher. Information gathered will be reviewed to determine the best programming and placement options for the student. Should a specific type of placement be recommended, the school will convene an Identification, Placement and Review Committee (IPRC) to formally identify the student's placement.

When a student is admitted to a program or transferred from one program to another, it is the responsibility of the Special Education Department and school-based staff to facilitate a smooth transition into or out of the program. Consultations with other Special Education staff, school Special Education Teacher, the school administrator, and the family will occur. Community agencies may also participate in this process.

## **Part E – Submission and Availability of the Special Education Plan**

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

- on the UCDSB Website
- at the Central Board Office (225 Central Ave W, Brockville)
- at the Oxford-on Rideau Office (50 Water St, Kemptville), Eastern Regional Office (16750 Highway 43, Avonmore) and Frankville Office (231 Highways 29, Frankville)

In addition, changes to the Special Education Plan and a link to the UCDSB website are sent annually 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 Superintendent of Special Education.

## Appendices

<b>Appendix</b>	<b>Description</b>
1	Review of the Special Education Program and Services in the UCDSB
2	Early Development Instrument (EDI) Parent Letter
3	Special Services Counsellor – Referral Form
4	Request for Support Services – Form 11
5	Informed Parental Consent Phone Contact Information Sheet
6	Regulated Health Professionals Privacy Statement
7	7.0 Consent to Release & Exchange Information 7.1 Consent to Release & Exchange of Information–Third Party Outside
8	Psycho-Educational Assessment Process
9	Gifted Screening and Identification Process – Grade 4
10	Identification, Placement and Review Committee (IPRC) Determination
11	Provincial and Demonstration Schools
12	Special Education Funding Guidelines - Special Equipment Amount (SEA)
13	Multi-Year Accessibility Plan
14	Request for Special Needs Transportation
15	STEO Transportation Standards of Performance
16	16.0 Policy 340: Special Education Advisory Committee (SEAC) 16.1 Procedures 340.1: Special Education Advisory Committee (SEAC)
17	17.0 SEAC Membership for 2022-2026 17.1 SEAC Meeting Dates 2022-2023
18	Guide 1: Communication
19	Guide 2: IEP
20	Guide 3: IPRC
21	Guide 4: SEA – Special Equipment Amount
22	Guide 5: Assessments
23	Guide 6: Transitions
24	Guide 7: SEAC and Special Education Acronyms
25	Guide 8: Student Success Teams