

Supports Available in the UGDSB



Welcome



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I have worked in the UGDSB for over 20 years in various roles within the elementary panel that includes 8 years as a elementary principal. My current role is to support the implementation of special education supports and services for students with special education needs for students K-12

**Student
Profile**

**Instructional
Plan**

**Individual Education Plan
(IEP)**



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graph TD; A([Student Profile]) --> C([Individual Education Plan (IEP)]); B([Instructional Plan]) --> C
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The diagram illustrates the components of an Individual Education Plan (IEP). At the top, two smaller blue ovals labeled 'Student Profile' and 'Instructional Plan' are positioned. Two yellow arrows originate from the bottom of these ovals and point towards a larger blue oval at the bottom labeled 'Individual Education Plan (IEP)'. The background is a light gray gradient.

Supporting Learning Individual Education Plans (IEP)

A student's IEP outlines 2 key areas of intervention that educators will focus their instruction to support a student and their success at school: individualized accommodations and modifications

- **Accommodations:** Educational staff are able to tailor the learning environment and the design of a student's learning tasks to enable them to access learning
- **Modifications:** Some students are not at the same learning point in the curriculum as their grade level peers. Modifications outline the specific areas of instructional focus and becomes the student's curriculum focus.

A Team Based Approach

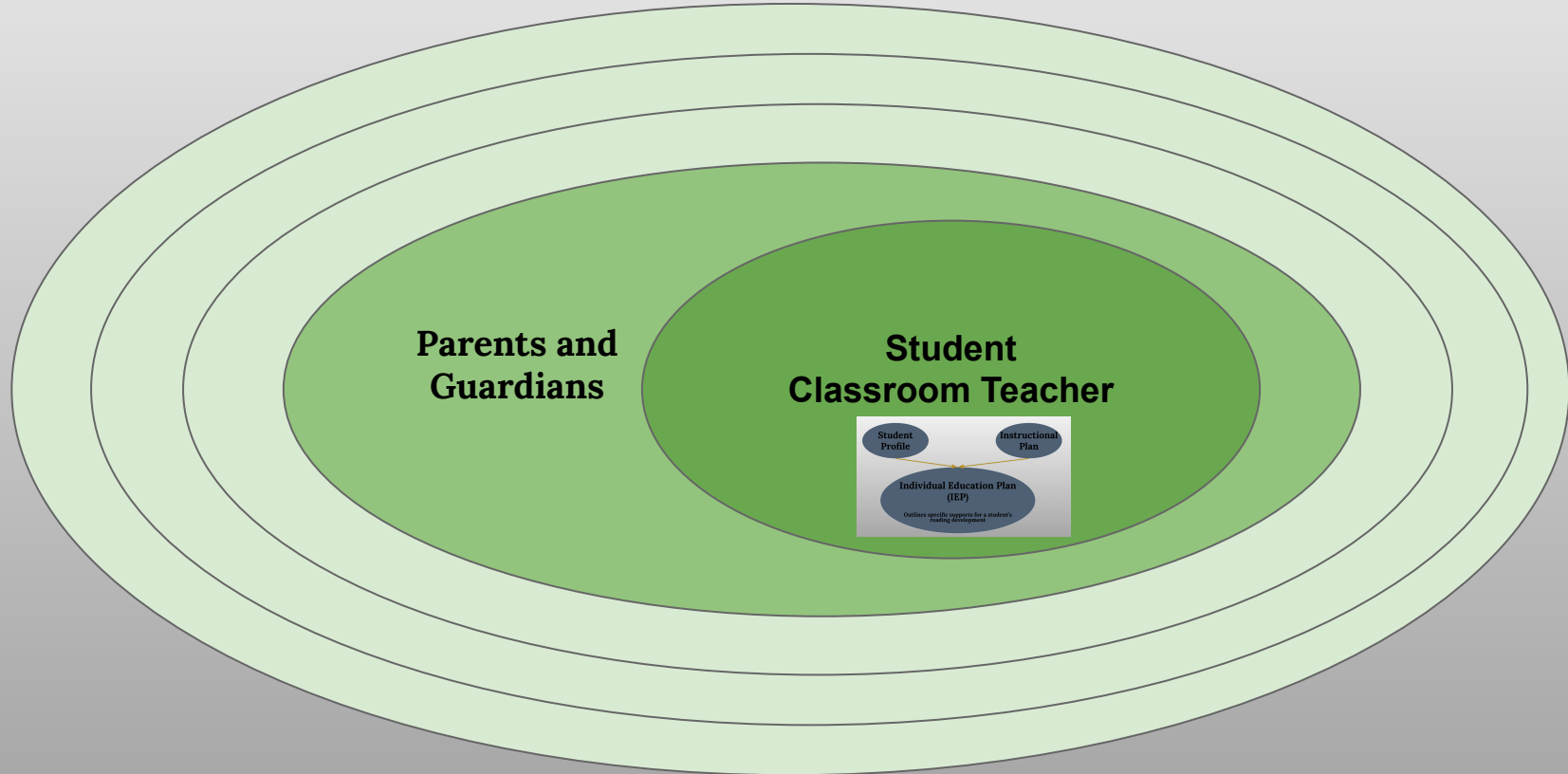
Supporting and Implementing Student Learning Goals

A team of people are in place to support a student with their learning goals:

- This work is led by the classroom teacher while informed and supported by the student, parents/guardians as well as special education staff at the school
- Some of our students have additional partners in place in both the community and from our program services department. When in place, they would also be part of the student support team.

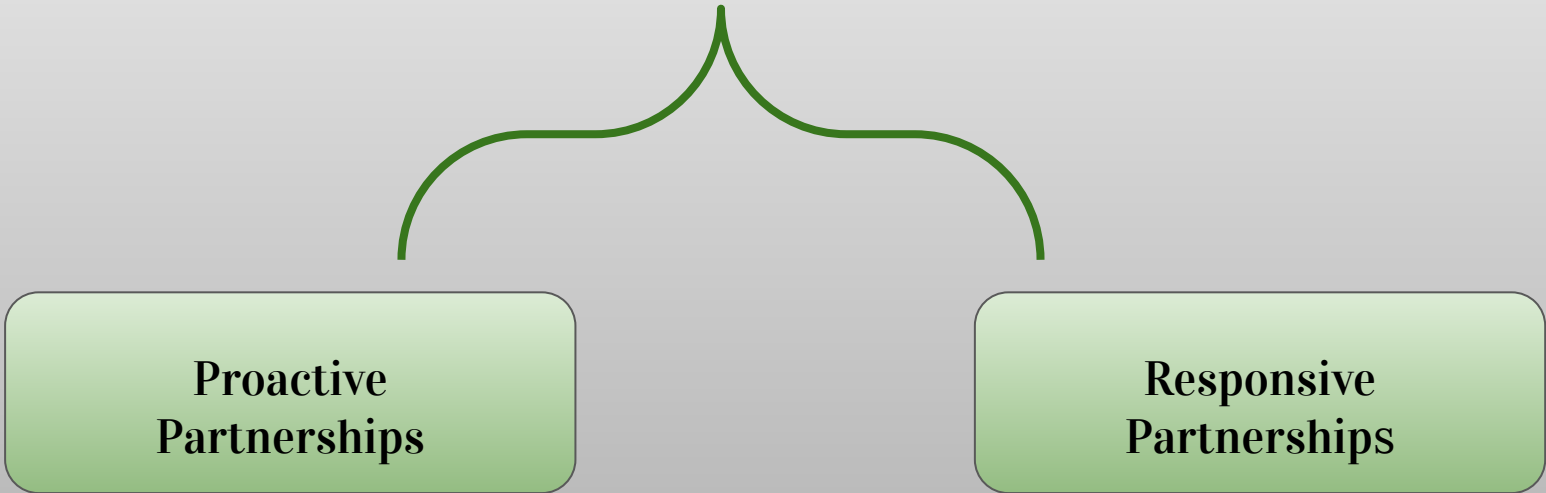


Wrap Around Support



Special Education Supports

Program Services Staff



Proactive Partnerships

Classroom Teachers and Special Education Staff

Proactive Partnerships

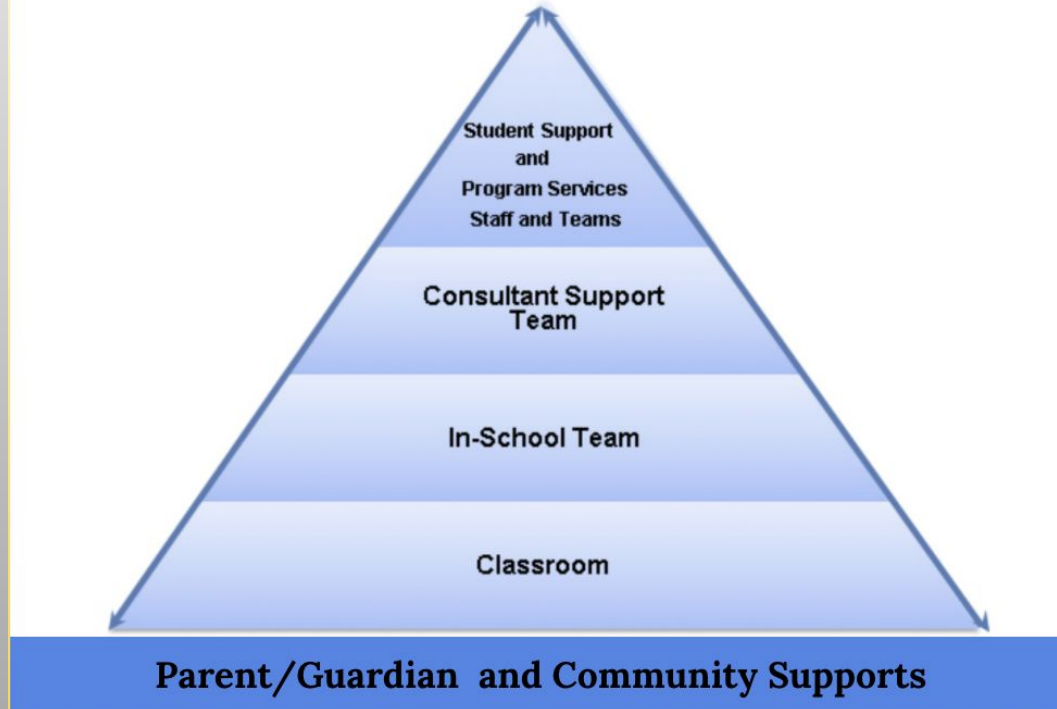
Special Education staff are key members of the school team and regularly collaborate with classroom teaching staff to support students to learning. Collaboration with special education falls into 2 main categories:

- **Supporting Learning Goals and the Instructional Plan**
 - Gathering of assessment information
 - Collaborating on best practices for student specific learning strategies to address student concerns
- **Providing Direct Student Instruction**
 - Providing individual or small group targeted instruction on learning focus
 - Co-teaching and direct instruction with targeted outcomes for students with Individual Education Plans (IEP)
 - Monitoring student growth

Pyramid of Interventions

Responsive
Partnerships

The Special Education Intervention Model



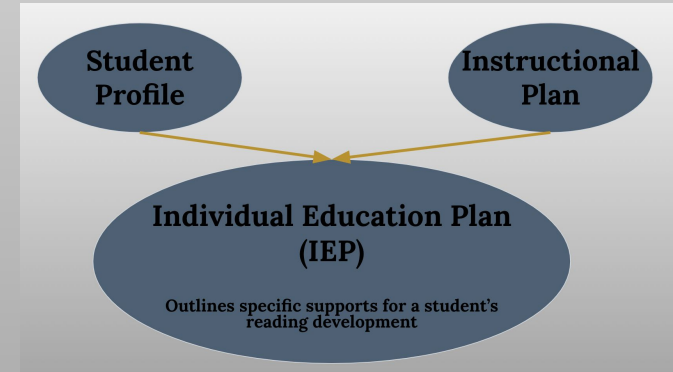
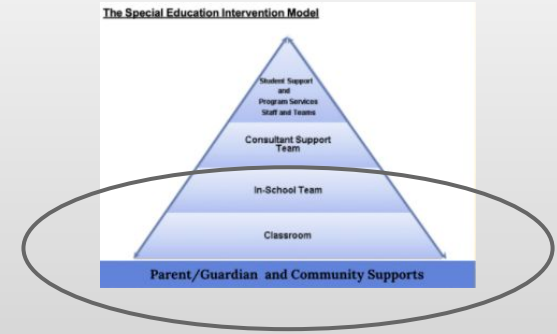
In School Team (IST)

The In School Team in **elementary** is made up of the following staff:

- Principal/Vice principal
- Special Education Resource Teacher
- Child Youth Counsellor
- Classroom teacher
- If requested, the school social worker would attend if a student came to IST on their caseload

The In School Team in **secondary** is made up of the following staff:

- Principal/Vice Principal
- Head of the Special Education
- Special Education Resource Teacher
- Child and Youth Counsellor
- Social Worker
- Student Success Teacher
- Guidance Teacher



In School Team (IST)

Supports and Next Steps to Support Student Learning

Strengthening the Student Profile

- Collaboration with the classroom teacher on classroom based assessment tools to further develop the student's learning profile and support programming changes
- Complete additional assessments, consider data that could be collected to support and inform programming, direct observations of the student, interviews with student, parents, community partners, etc.

Additional Instructional Supports

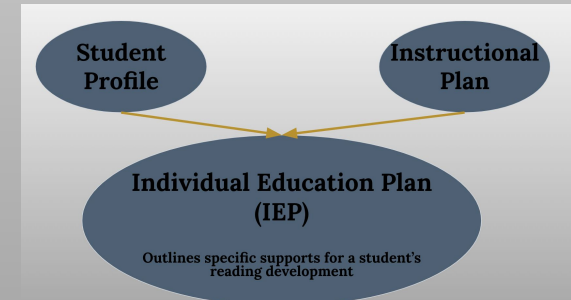
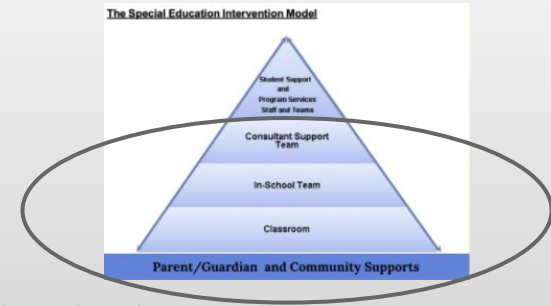
- Direct special education supports within the classroom
- Small group targeted instruction focused on learning goals
- Resources withdrawal for 1-1 instructional support on targeted skills

It is important to note that as these supports and strategies are put into place, the Individual Education Plan (IEP) is revised to reflect these changes.

Consultant Based Team (CST)

The CST is made up of the following roles in our board at both the elementary and secondary levels:

- Members of the In School Team
- Special Education Consultant
- Speech and Language Pathologist
- School Psychologist
- Mental Health Secondary Support - Psychologist



Specialized Staff and Services

In Schools

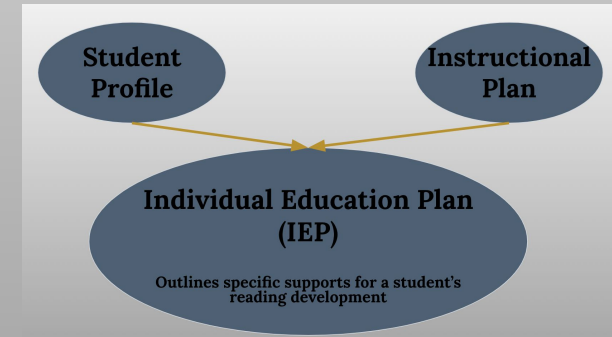
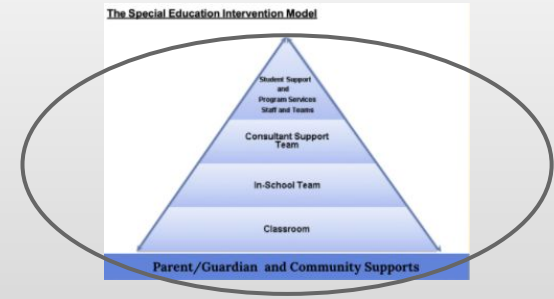
- Child and Youth Counsellors
- Social Workers
- Mental Health Practitioners (Highschool)

School Based Consultants

- Speech and Language Pathologist
- Psychologist
- Special Education Consultant
- Community Occupational Therapist

System Specialized Support Staff

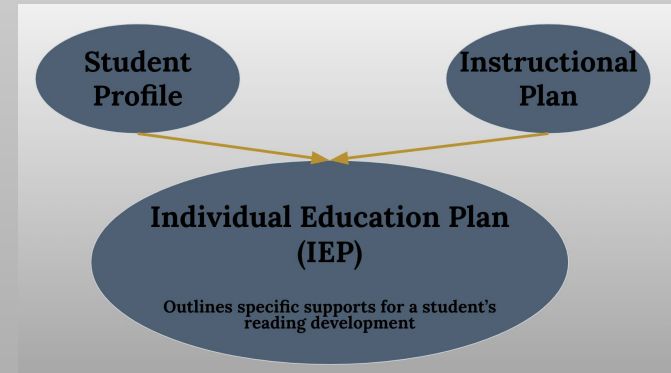
- ABA Facilitators-Board Certified Behaviour Analyst (BCBA)
- Behaviour Interventionist (Child and Youth Counsellor)
- Specialized Mental Health Interventionist (SMHI)
- Itinerant Mental Health Clinicians (Social Worker)
- Specialized Support Team (Social Worker/Psychologist)
- K-3 Intervention Team (Special Education Coach and CYC)



Direct Programming Supports

As a board, we are able to provide a variety of student-centered supports and strategies to enable students' to develop in their skill attainment:

- Individualized programing
- Targeted instruction within the classroom
- Direct support from Special Education staff
- Direct support from clinical staff
- Specialized Support Staff Consultation
- Assigned Specialized Equipment
- Individualized equipment training
- Educational Assistant Support
- Team Based Programming



Wrap Around Support

Specialized Staff

CST

IST

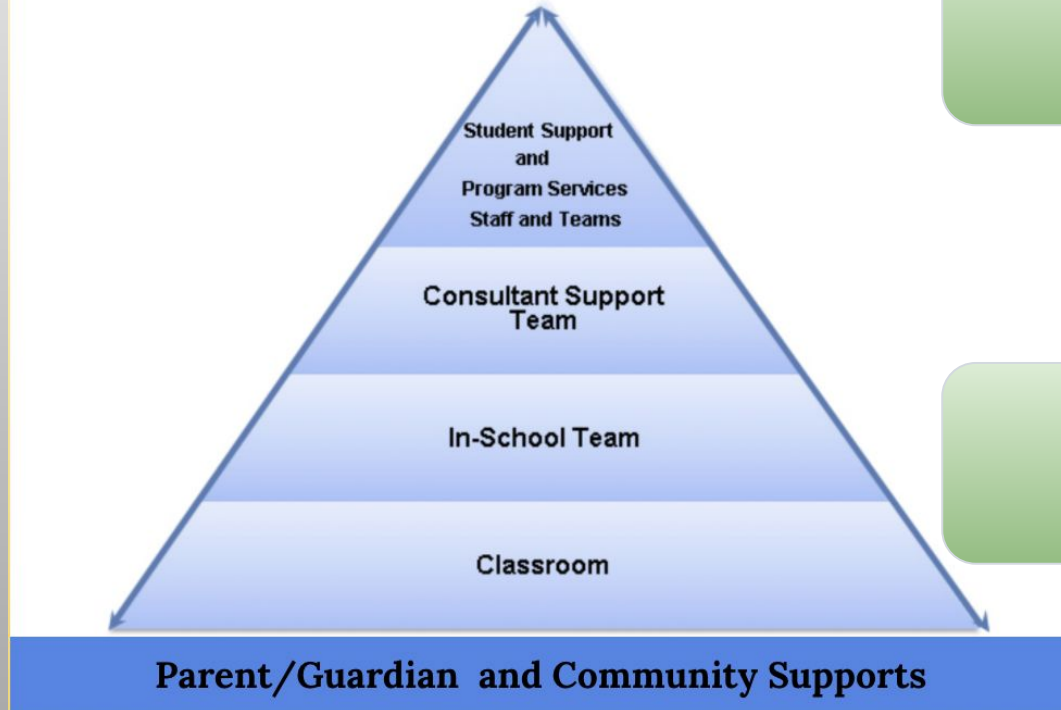
Parents and
Guardians

Student
Classroom Teacher



Pyramid of Interventions

The Special Education Intervention Model



Proactive
Partnerships

Responsive
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Questions