Upper Grand District School Board

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Introduction to Special Education Plan

Members of the Upper Grand District School Board are committed to working with our students, parents, staff and community members to enable our learners to not only improve in their ongoing achievement, but also to support them to meet their full potential. This Special Education Plan is a document that outlines the structures, supports and programs our Board has in place that are designed to support the diverse needs of our students. It also provides a guide to our beliefs, services and goals for how we plan on supporting our students’ moving into this school year.

The Special Education Plan is written for both the communities we serve and the Ministry of Education. Yearly, the plan is reviewed, amended and submitted to the Ministry of Education according to Regulation 306. During this process, we reflect and consider the growth that we have experienced as a Board, the feedback we have been given and work collaboratively achieved with various Board and community partners.

The following are some of the ways we gather information to inform this yearly plan:

- Board collected data (e.g., EQAO results, climate surveys, parent feedback forms, etc.)
- UGDSB staff feedback (e.g., Professional learning opportunities, implementation successes/challenges, program reviews, etc.)
- Special Education Advisory Committee (SEAC) recommendations
- Board direction including the strategic plan, Board Improvement Plan (BIPSA), Strategies for Mentally Healthy Schools, Mental Health and Wellbeing Strategy as well as the Safe Equitable and Inclusive School Strategy.
- Ministry directives (e.g., Ontario Autism Program, Learning For All, etc.)
- Community partner input (e.g., ErinOakkids, CMHAWW, DCAFS, etc.)

Our goal with this plan is to ensure that it represents our Board direction and commitment to support our students with special education needs.
Strategic Directions 2019-2020

Mission and Vision
- Learn
- Lead
- Inspire ... together

As leaders in our educational community
We will:
- Develop students’ learning skills
- Foster achievement and well-being
- Create a positive and inclusive learning environment

Guiding Principles
As leaders in our educational community we will do our work by
- Leading with confidence
- Learning through collaboration
- Inspiring all voices

Goals & Action Plans
Achieve excellence
- Board Improvement Planning for Student Achievement
- Prioritizing initiatives and resources
- Supporting and developing staff

Promoting Well-Being
- Supporting well-being of students
- Supporting well-being of staff

Ensuring Equity of Access and Opportunity
- Providing a variety of programs and services for students

Enhancing Public Confidence
- Ensuring accountability and transparency
- Engaging the community
Board Improvement Plan for Student Achievement 2018-2019

The following highlights taken from the Board Improvement Plan for Student Achievement 2018-2019 are good for all students, but necessary for our students with Special Education needs. View the Board Improvement Plan in its entirety.

Student Inclusion, Well-Being and Engagement

- Developing staff understanding of the clear relationship between student well-being, mental health and achievement in order to increase resiliency and self-advocacy skills for all students with their academic, social, and emotional needs
- Incorporating Healthy School Initiatives and Strategies for Mentally Healthy Schools into classrooms/schools to improve student engagement, well-being, energy and health and fostering positive collaborative relationships
- Focus on creating a safe space for all students in our schools

Equity and Inclusion

- Implementing the 2019-2020 Special Education Plan by enhancing the inclusivity of students with special education needs K-12.
- Implementing effective in-school Student Success initiatives in the areas of Literacy, Numeracy, Pathways, and Well-Being to student engagement, achievement, credit accumulation and graduation rates
- Providing Student Success, Engagement and Re-engagement programs and services for students at risk and those with varying learning needs and interests
- Principals will ensure that teachers will develop and implement effective Individual Education Plans (IEP) for student success
- Principals and Superintendents will ensure the implementation of the Special Education Plan

Student Achievement and School Improvement

- Differentiating supports for a variety of learners
- Ensuring the Board’s Special Education Plan is developed in accordance with Ministry directives to ensure student supports, student profiles and effective In-School Team meetings (ISTS) and Consultant Support Team meetings (CSTs) are being effectively implemented
- Increasing teacher and support staff knowledge and practice of ABA techniques to
support the students in their classroom.

- Enhancing the teaching practices in LD small class placements to ensure that current and ongoing student assessments inform intentional and targeted literacy and numeracy interventions.

**Model for Special Education**

**Philosophy of Special Education: Guiding Principles**

- We believe all students can learn.

- We value each student’s unique ability, individuality, learning style and pace of learning.

- We believe that the growth, the development and the learning of each student is enhanced in the most enabling environment.

- We believe that the inclusion of exceptional students in the school community provides a valuable learning experience for all children.

- We deliver programs which incorporate realistic goals and objectives through individualized teaching and assessment methods.

- We respect the rights of parents to make informed decisions in the best interests of their children.

- We respect, value and encourage collaborative partnerships with parents, community agencies and professionals.

- We provide a diversity of placements and resources which reflect effective programs and strategies for exceptional pupils.

- We recognize the wealth of learning opportunities in the community which assist students with transitions, to offer work experiences and to allow their pursuit of special abilities or talents.

- We value early intervention for all students experiencing difficulties in school and/or needing enrichment.
Accessibility (AODA)

The Upper Grand District School Board believes in providing an environment in all of its facilities that builds independence, dignity, integration and equality of opportunity for our students, parents/guardians, staff and the public. To this end, the Board is committed to the goal of giving persons with disabilities the same opportunity of access to its services in the same location and in a similar way as these services are available to all others we serve.

The Five-year Accessibility Plan (2018-2023) is developed in accordance with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). It incorporates the intentions of the Board to meet its obligations under the Ontarians with Disabilities Act, 2001 (ODA). The Plan describes the measures that the Board will take over the five year period from 2018-2023 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the school Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan is guided by the Board’s Accessibility Standards Policy.

Objectives

- The Five-Year Accessibility Plan 2018-2023:
  - describes the process by which the Board will identify, remove and prevent barriers for persons with disabilities;
  - reviews recent efforts of the Board to remove and prevent barriers for persons with disabilities;
  - describes the measures the Board will take in the period 2018-2023 to identify, remove and prevent barriers for persons with disabilities;
  - makes a commitment to provide an annual status report on the Board’s implementation of the multi-year accessibility plan;
  - makes a commitment to review and update the multi-year accessibility plan at least once every 5 years; and
  - describes how the Board will make this accessibility plan available to the public.

Commitment to Accessibility

The Five-Year Plan (2018-2023) is established, reviewed and updated in consultation with persons with disabilities and with the Board’s Special Education Advisory Committee (SEAC) and Accessibility Steering Committee. It is presented to the board trustees for approval. The Upper Grand District School Board is committed to:
• maintaining an Accessibility Steering Committee and implementing the ongoing plans of the committee;

• continuing the process of consulting with SEAC and with persons with disabilities;

• ensuring, wherever practical, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design;

• improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Steering Committee to review and update the Multi-Year Accessibility Plan that will enable the Upper Grand District School Board to meet these commitments.

Parent Guide(s) to Special Education

There are two parent guides to support parents in navigating special education services and processes in the board:

• The Parent Guide to Special Education: Parents are full partners in the process of determining whether or not to proceed to an Identification, Placement and Review Committee meeting (IPRC). A Parent Guide to Special Education has been produced by the Board and is available to parents through all schools in the Board as well as the Special Education department of Student Support and Program Services. In this guide you will find support for parents as a way of answering their questions about Special Education Services before an Identification, Placement and Review Committee (IPRC) meeting is held for their child.

• The Parent Guide to the Individual Education Plan: This document outlines what an individual education plan is and the steps taken to support the development of this document as a collaborative process between home and school.

The Board’s Consultation Process

The Upper Grand District School Board Special Education programs and services are shared with SEAC and the broader parent community through various methods.

The Special Education Report and the Special Education Plan are available on the Board website and through a link on the websites of individual schools. In addition, the Board Improvement Plan for Student Achievement and each school's School Improvement Plan for Student Achievement are shared in various ways.
The Upper Grand District School Board SEAC is consulted on a regular basis about the programs and services available to students with special education needs. Survey results from parents who have children with an IEP provide feedback about special education supports and services.

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

**What is SEAC?**

The Upper Grand District School Board has established a Special Education Advisory Committee (SEAC) in accordance with the Education Act. SEAC is made up of local representatives of Provincial Associations, two school Trustees and interested local community representatives.

SEAC members receive orientation and training to become informed on important topics in Special Education. These topics include: Sections of the Education Act relating to Special Education, Regulations and Ministry memoranda, Board policies regarding Special Education, The Board Special Education Plan and Special Education Report, Roles and Responsibilities of SEAC, and the Funding of Special Education.

Personal matters regarding individual students are addressed through the school or board staff as appropriate. SEAC is not the forum for dealing with individual student situations.

**SEAC Roles and Responsibilities**

- SEAC is a committee mandated through Reg. 464/97 as a standing committee of each school board.

- SEAC may make recommendations to the Trustees (in writing or in person) in respect of any matter affecting the establishment, development and delivery of special education programs and services in respect of exceptional pupils of the board.

- SEAC also plays a significant role in the review of the annual Special Education Plan and in the annual budget process that relates to special education.

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

**Procedures for Selecting Members**

- Members are appointed by Trustees for a four year term. Membership is formed every four years, usually coinciding with the terms of the Board of Trustees.

- Members must be over 18, Canadian Citizens, reside in the school board’s jurisdiction, and not school board employees (other than Trustees and

...
• Membership includes:
  - Two Trustees
  - One representative from each Local Association (up to 12 – each association may have one alternative)
  - One representative to represent First Nations
  - Additional Members/Members-at-Large (up to three)
  - Board personnel (non-voting)
    ✓ Superintendent or Designate
    ✓ Other staff as deemed appropriate
    ✓ Secretarial support (preparation of agenda, minutes, reports)

SEAC Education Advisory Committee Members
Associations & Representatives
• Association for Bright Children of Ontario – Jason Offer
• Autism Society of Ontario – Carrie Proudfoot; Mandi Naismith as Alternate
• Canadian Mental Health Association Waterloo Wellington – Sharon Dills
• Easter Seals Ontario – Tina Danese
• FASworld Canada – Fetal Alcohol Spectrum Disorders – Laurie Whyte; Danielle Richer as Alternate
• Integrated Action for Inclusion in Education and Community (Ontario) – Don Richardson; Erin Knight as Alternate
• Learning Disabilities Association of Wellington County – Monica Chamberlain
• VOICE for Deaf and Hard of Hearing Children – Stacey Stevens; Kelsey Noseworthy as Alternate

Administration/Board Representatives
• Tracey Lindsay – Superintendent of Program
• Wendy Donaldson – Assistant to the Superintendent of Program
• MaryAnn Schouten – Coordinator, Communication, Language and Speech Services
• Jenny Marino – Mental Health and Addiction Lead
• Chad Guyitt – Elementary Administration
• Hayley Warren, Audra Cook – Secondary Administration
• Special Education Consultants

**Trustee Representatives**
• Jennifer Edwards
• Robin Ross

**SEAC Procedures**

• It is the practice of SEAC to include presentations from Associations as part of their regular meetings.

• The local association representatives may bring items of concern for discussion on behalf of their constituents.

• Speakers wishing to address SEAC pertaining to the impact of Board policies on student with special needs, may contact the Chair of SEAC, or the Secretary, one week prior to a regular SEAC meeting requesting to be placed on the agenda.

• The subject of the address needs to be submitted at the time of contact so that SEAC members may be prepared. A timeline of ten minutes is provided to have concerns heard and another ten minutes will be available for questions by the Committee.

• A response to the speaker’s concerns will be made at the same meeting, wherever possible. It should be understood, however, that some further inquiries may have to be made and, therefore, a response may only be possible at a later date.

**Guidelines for Presentations to SEAC**

• There are three kinds of presentations:
  
  • SEAC association representative presentations, which are educational or informational in nature.
  
  • Community or parent speakers who may have an issue specifically pertaining to Special Education.
  
  • School board staff presentations to apprise SEAC members of past, current or projected board policy and activity which directly or indirectly concerns students with special needs.

**SEAC Meeting Times and Dates**
The SEAC meets on the second Wednesday of each month at 7:00 p.m. at the Upper Grand
District School Board office at 500 Victoria Road North, in the Boardroom.

Meetings are open to the public. Members of the public should contact Student Support and Program Services at 519-941-6191 ext. 254 to confirm the time, date and location of the meetings.

**2019-2020 Special Education Department Goals to Support Students with Special Needs**

**Goal # 1:** System leaders will work to embed the Student Centered Intervention Plan (SCIP) as the process by which the school/board staff inform, develop and monitor the success of interventions.

**Goal # 2:** Special Education staff will collaborate with school and board teams to promote purposeful pathway planning for students in all placements with Intellectual Disabilities.

**Goal # 3:** Special Education staff will support teachers in Specialized Class Placements to implement Number Talks as a targeted intervention to develop student numeracy.

**Goal # 4:** Special Education staff will support teachers in the Specialized Class Placements to implement the Board’s endorsed literacy program as part of a targeted, balanced literacy approach.

**Goal # 5:** Special education staff will work with classroom and special education staff K-12 to develop their understanding and implementation of high leverage strategies to support students with complex needs.

**Goal # 6:** Special Education Staff will continue to enhance the use and meaningful integration of Google Suite tools into classroom practices across both panels with a particular focus on:

1. Continuing to support Secondary schools in the use of technology in classes with teacher workshops to support student independence in the classroom.
2. Continue to support the use of purposeful technology integration in everyday classroom planning and instruction.

**Goal # 7:** The Special Education Department will be moving to offer a “Back to Basics–Build Alignment” training focus to develop school staffs’ knowledge, development and implementation of IEPs K-12.
The Special Education Intervention Model

The pyramid of intervention above is intended to show that for the vast majority of students, programming is able to be successfully managed within the classroom environment supported by teachers in consultation with parents. A smaller group of students may be brought forward to the In-School Support Team (IST) for more discussion, program planning and possible assessment using school-based resources. A much smaller group of students may need the additional support of the Consultant Support Team (CST) where program planning and recommendations are made. For a smaller number of students, discussion at the CST may lead to the next level of support which includes referrals for psychology, speech language pathology, social work or specialized teams. For example, students with significant behaviour or mental health concerns, might be referred for the Behaviour Intervention Team (CYC-BI), Specialized Support Team (SST) or Specialized Mental Health Intervention (SMHI). It is understood that it is best practice that school staff work with parents and students throughout these various stages of intervention to support and promote student learning and well-being. If concerns arise for parents throughout these steps, it is recommended that they communicate their concerns to the classroom teacher and school administration as needed.
**Classroom Environment Interventions**

- student concerns identified by teacher and/or parent
- parent/teacher meetings occur to discuss concerns and potential interventions
- strategies planned and implemented in the classroom setting
- concerns are resolved and no further action needed OR additional supports are needed and a referral is placed to the In-School Team by school staff
- parents are made aware that concerns continue and that these concerns will be brought to the larger school team

**In-School Team (IST)**

- addresses learning, communication, physical, behaviour and/or mental health needs of students referred
- involves members of the school staff which include: Principal or Vice-Principal, Special Education teacher, Classroom teacher, and may include Child and Youth Counsellor, Guidance Counsellor and/or Social Worker (secondary), Student Success teacher (secondary), Educational Assistant, ESL Resource Teacher
- considers possible next steps, e.g. vision or hearing examinations, medical consultation, pediatric consultation, counselling, referral to Consultant Support Team (CST), specific data collection
- concerns resolved and student continues to be monitored by the In-School Team OR referral to Consultant Support Team (CST)
- school staff (usually the classroom teacher) would communicate with parents regarding the suggestions that came out of IST and discuss next steps
- if concerns remain, the school team can request support from the Consultant Support Team
- school staff must obtain consent from parents/guardians to bring student concerns to the CST

**Consultant Support Team (CST)**

- third level of discussion, planning and problem solving
- includes IST members, Program Services Consultants (Special Education, Speech and Language Services and Psychology)
• may involve parents/guardians, Counselling and Attendance Consultants, Educational Assistants and representatives from outside agencies involved with the student
• addresses continued challenges in learning, behaviour and/or mental health needs
• provides recommendations for additional consultation and assessment
• involves updates of program development and student performance, review of IST strategies, IEP, Educational Assessment, Behaviour Plan, Safety Plan, consideration for referral to Identification, Placement and Review Committee
• (IPRC), consideration of application for special class placement, consideration for a Special Equipment Amount (SEA) claim for equipment
• following this meeting, a student’s concerns may be resolved and the CST may continue to monitor progress or a referral to the Specialized Support Teams and staff may be made if concerns are not resolved

Specialized Support Teams and Staff
• Referrals are made to these various supports, interventions and teams as a result of recommendations at the Consultant Support Team meeting (CST) and with the consent of parents/guardians
• The Specialized Support Teams and Staff available in the Upper Grand District School Board are outlined in detail in the Student Support and Program Services section of this handbook (pages 42-44).

Case Conference
A case conference is a meeting that focuses on one student for a more in-depth discussion. Case conferences are held as needed in both elementary and secondary schools. Case conferences are held to share information, to develop plans and/or to respond to concerns. Parents, school staff, board staff and community service providers may attend case conferences.

For example, a case conference may be held for a student with complex needs who is beginning junior kindergarten or for a secondary student to develop a plan to support a recent diagnosis of a mental health disorder. These meetings may also be held to share assessment findings from board or community agency assessments and/or professionals in private practice (Psychologists, Medical Specialists, etc.).

Often students are supported by community service providers in addition to school board staff and programs. The Collaborative Conferencing Guide describes the process for
holding case conferences when two or more service providers are involved in supporting students. The guide includes forms and procedures that help to lead participants in the development of a coordinated plan to support the student. UGDSB staff as well as service providers from agencies in Dufferin and Wellington, have received training in the use of the Collaborative Conferencing Guide. The guide, including the accompanying forms, can be found on UGShare.

**Roles and Responsibilities of Staff in Special Education**

**The School Principal**

- carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda (PPM), and board policies
- ensures that appropriately qualified staff are assigned to teach special education classes
- communicates Ministry of Education and school board policies and procedures about special education to staff, students and parents
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies
- consults with school board staff to determine the most appropriate program for students with special education needs
- ensures the development, implementation, and review of a student’s Individual Education Plan (IEP), including a transition plan, according to provincial requirements
- ensures that student safety considerations are discussed, and Board plans developed, in consultation with school staff (E.g. teachers, Child and Youth Counsellors, Educational Assistants, etc.)
- Oversees the allocation of staff to support students learning and well-being (e.g., CYC, SW, EA, etc.)
- encourages staff to become acquainted with parents of their students
- works with school staff and families to support student well-being and academic growth
- 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 programs are delivered in classrooms as set out in the IEP
consults with school board staff to determine the need for specialized equipment and monitors the appropriate use to the equipment
ensures that appropriate assessments are requested and that, if necessary, appropriate consents are obtained
participates in Consultant Support Team (CST) and other multidisciplinary teams within the board
support and/or facilitate a dispute resolution process where needed by using the ideas and strategies discussed in the Ministry document Shared Solutions

The Classroom 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
- become acquainted with parents of the students in their class
- develops the IEP in consultation with school Special Education Teachers, parents and students (where appropriate)
- provides the program for the student with special education needs in the regular class, including recommendations from professional assessments
- communicates the student’s progress to parents
- works with other school board staff to review and update the student's IEP
- participates in IST and CST teams as appropriate

The Special Education Teacher (SERT)
- 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
- holds qualifications in accordance with regulations under the Education Act, to teach special education
• works with classroom teachers to develop and implement up-to-date knowledge of special education practices
• consults on the development of IEPs with teaching staff, parents and students (where appropriate)
• monitors students’ progress with reference to the IEP and supports classroom teaching staff to modify the program as necessary
• provide instructional support for students, in collaboration with the classroom teacher, based on the goals and required supports outlined in individual students’ IEPs including recommendations from professional assessments, and CST consultants
• supports the classroom teacher where appropriate in communicating students’ progress to parents
• prepares for and participates in IST and CST teams as appropriate
• assists in providing educational assessments for exceptional pupils
• the Special Education Head (Secondary) is responsible for the above while also providing leadership and guidance to other staff members in the Special Education Department

Classroom of Teachers of Specialized Classes

• carries out duties outlined in the Education Act, regulations and policy documents, including policy/program memoranda
• follows board policies and procedures regarding special education
• holds qualification, in accordance with regulations under the Education Act, to teach special education
• works with the special education board staff to maintain up-to-date knowledge of special education practices
• develops and reviews the IEP with parents (and students where appropriate) for students in their class with special education needs
• delivers board prescribed literacy and numeracy programs
• provides and monitors the program for students with special education needs in their class placement
• communicates the student’s progress to students and parents
• participates in IST and CST teams as appropriate

The Parents/Guardians

• Where able, the parent /guardian will…
• familiarize themselves with board policies and procedures in areas that affect their child
• participate in IPRCs, parent-teacher conferences, and other relevant school activities focused on supporting collaboration and alignment with student specific supports (e.g., case conferences, information sharing, etc.)
• participate in the planning of their child’s Individual Education Plan (IEP)
• become acquainted with the school staff who work with the student
• work with the school principal and teachers and other educational professionals to support their child’s needs and successes
• support their child at home
• are responsible for their child’s attendance at school

The Student

• To the best of their ability will:
• comply with the requirements as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda
• comply with board policies and procedures
• consult and make themselves aware of their IEP (where appropriate)
• participates in Identification, Placement, and Review Committees (IPRCs), parent-teacher conferences, and other activities (as appropriate)
The Special Education Advisory Committee (SEAC)

- SEAC is a committee mandated through Reg. 464/97 as a standing committee of each school board
- SEAC may make recommendations to the Trustees (in writing or in person) in respect of any matter affecting the establishment, development and delivery of special education programs and services in respect of exceptional pupils of the board
- SEAC also plays a significant role in the review of the annual Special Education Plan, the Special Education Report and in that part of the annual budget process that relates to special education
- For more information see pages 10-13

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 school boards to provide appropriate special education programs and services for their students with special education needs
- establishes the funding for special education through the structure of the funding model
- requires school boards to report on their expenditures for special education
- sets province-wide standards for curriculum and for reporting achievement
- requires school boards to maintain special education plans, review them annually, and submit amendments to the Ministry
- requires school boards to establish Special Education Advisory Committees (SEACs)
- establishes the Ontario Special Education (English and French) Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils
- establishes a Minister’s Advisory Council on Special Education (MACSE) to advise the Minister of Education on matters related to special education programs and services
• established a Provincial Parent Association Advisory Committee on Special Education Advisory Committees

• operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities

The District School Board or School Authority

• establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda

• 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 to deliver programs and services for the students with special education needs in the board

• reports on the expenditures for special education

• develops and maintains a special education plan to meet the current strengths and needs of the students with special education needs in 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 IPRCs to identify students with special education needs and determine appropriate placements for them

• establishes a Special Education Advisory Committee

• provides professional development to staff on special education

Communicating with School Staff

When a parent has questions or concerns, it is important to speak first to the classroom teacher who is familiar with the daily activities of the student. The special education resource teacher or school principal may address questions or concerns beyond the classroom level or if problems continue. If questions or concerns continue after consulting with the school staff and administration the Assistant to the Superintendent of Program,
Superintendents of Education and Superintendent of Program are available to provide system leadership for special education and additional support for school staff and parents.

Student Support and Program Services Staff

The following pages outline descriptions of the programming provided by UGDSB Student Support and Program Services staff. Our offices are located at the Grant Evans Education Centre in Orangeville, Ontario. If you would like to contact our department at any time, please call 519-941-6191 and indicate to switchboard the nature of your inquiry and they will direct you accordingly.

Special Education Department

Who are we?
Members of the Special Education Department include the Special Education Consultants, Itinerant Teachers (Teachers of Blind and Low Vision, Teachers of Deaf and Hard of Hearing, Elementary Inclusion technology Coaches), Applied Behaviour Analysis Facilitators and Transitional Educational Assistants. The itinerant staff travel between schools to work with students. Transitional Educational Assistants work at schools to support special transition situations, (e.g. students returning from a treatment program or transitioning from a new school or board or needing support with transitions throughout the school day). The Applied Behaviour Analysis Facilitators provide and coordinate training on ABA instructional methods and resources at the board and school level to increase capacity to use ABA methods with the school system as stated in PPM 140.

How do Special Education Consultants help staff and students? They:

- Make recommendations about programming, strategies and resources for students with all types of special needs who require accommodations, modifications or alternative curriculum
- Work with staff to submit claims for specialized equipment (E.g. equipment covered by Special Equipment Amount - SEA funding) and submit requests for Special Incident Portion funding (SIP)
- Provide professional development in Special Education
- Participate in Consultant Support Team meetings
- Provide leadership related to all exceptionalities as outlined in the Identification and Placement Review Committee (IPRC) process
- Support schools in various ways to help students with special needs learn and to
make special education run efficiently in the school, examples include:

- teach and coach staff
- support student transition plans
- initiate SEA equipment claims
- develop program suggestions for teachers including integrating technology into student programs
- prepare materials for IST, CST and CCC (see IST, CST and Collaborative Case Conference Best Practices)
- organize and lead IPRC review, and Central Level IPRC Meetings (see “Steps to a Central Level IPRC”)
- provide resources to teachers and educational assistants
- liaise with child and youth counsellor, attendance & counselling staff, speech language pathologists, occupational and physiotherapists as well as psychological consultants
- provide ongoing support with Individual Education Plans
- create transportation plans for students with special needs

Who are the students Itinerant Teachers work with?
Itinerant Teachers work with students who are Deaf and Hard-of-Hearing and students who are blind or have low vision. Elementary Inclusion Technology Coaches work to support classrooms teachers to develop their practices of utilizing technology to support those students with identified learning disabilities as well as other students in the classroom.

Communication, Language and Speech Services (CLS Services)

Who are we?
Speech-Language Pathologists and CLS Support Personnel (Special Program Assistants - CLS Services, and Communicative Disorders Assistants) provide service in school-based and system teams. Speech-Language Pathologists are highly trained in communication development and disorders at the Master’s level. They must be registered with the College of Audiologists and Speech-Language Pathologists of Ontario. The CLS Support Personnel provide direct services to students under the supervision of the Speech-Language Pathologist who assesses the students’ communication skills, develops the programs and evaluates their progress.
Who are the students we work with?

Speech-Language Pathologists help school staff develop the best learning environment for students with a variety of communication needs. Since our services are school-based, we focus on communication needs that will impact the student’s ability to participate in all aspects of their education, including classroom participation, social interaction and learning to read and write. This includes students from Kindergarten to Grade 12 with needs in the following areas:

- Augmentative and Alternative Communication
- Autism Spectrum Disorders
- Deaf or Hard-of-Hearing
- Developmental Disabilities
  - Developmental Language Disorder
- Literacy
- Language Based Learning Disabilities
- Selective Mutism
- Speech
- Fluency (stuttering), articulation and voice disorders are referred for School-Based Rehab Services

Our services are accessed through the Consultant Support Team at the student’s school. The classroom teacher discusses concerns at the In-School Team where the decision may be made to refer to the Consultant Support Team. If a parent has a concern, they should discuss it with their child’s teacher.

How do we provide this service?

We offer the following levels of service to students with communication needs:

Consultation
This involves problem solving with the school team, the resource teacher, and/or the classroom teacher to provide suggestions for differentiating instruction for individuals or groups of students with similar communication and learning needs.

Assessment
A communication assessment is tailored to the needs of the student. It starts with a conversation with parents/guardians as well as teachers about the student’s communication history and needs. It may include classroom observation, informal tasks and/or formal
testing. Results and recommendations are shared with families and school staff.

**Direct intervention (for students in Kindergarten to grade 2)**

If the Speech-Language Pathologist determines that a student would benefit from language intervention, the student would receive group or individual sessions provided by CLS Support Personnel. The Speech-Language Pathologist will complete an assessment, develop program goals, and meet regularly with CLS Support Personnel to evaluate progress, update goals, and determine if the student needs continued support.

Students with speech generating devices may receive in-class support from CLS Support Personnel. Communication strategies are modeled and classroom staff receive coaching on implementation.

**Referral Services**

The Children’s Treatment Centres offer services at school for students with moderate to severe articulation, voice, fluency (stuttering), and feeding and swallowing difficulties.

The Board’s Speech-Language Pathologist must assess the students to determine if they meet the criteria for these services before initiating the referral.

Families may also be given information on accessing other services in the community to support their child. This could include referrals to an Ear, Nose and Throat (ENT) Specialist, Audiologist, or other specialized services or professionals.

**Participation on Multidisciplinary Teams**

Staff members of Communication, Language and Speech Services participate in the following teams/programs which are described in the Specialized Teams and Programs section contained in this document (page 35-41):

- Specialized Support Team - Mental Health and Behaviour
- Collaborative Proactive Solutions, Tools for Life
- Complex Autism Diagnostic Team

**Professional Development**

The Speech-Language Pathologists provide a wide variety of school-based and system-based in-services to address the needs of individual students or the needs of a group of teachers interested in learning more about enhancing oral language in their classrooms. They work collaboratively with curriculum and special education leaders to develop inservices and resources to support students’ language, learning and literacy development.
Psychological and Mental Health Services

Who are we?
Members of the Psychology Department are all registered with the College of Psychologists of Ontario (or are currently completing this requirement and are under Supervised Practice) and are either trained at the Doctoral or Masters level. As a member of the College of Psychology, the staff is licensed to diagnose in the areas of Intellectual Disabilities, Learning Disabilities, Autism, Attention Deficit/Hyperactivity Disorder, Anxiety Disorders, Child and Adolescent Depression, Tourette’s Syndrome, and other Mental Health Disorders.

Who do the Psychological Consultants work with?
The Psychological Consultants work closely with the school team, parents, and community partners (i.e., Children’s Mental Health Services, Physicians) to help students who are struggling with learning, behavioural, social, or mental health concerns at school. The Psychological Consultant provides Consultation, Brief Intervention (one to three sessions) and Psychological/Psycho-educational Assessments. A Psychological Assessment involves a comprehensive standardized battery of tests exploring intellectual (cognitive) abilities, memory functioning, specific processing skills, academic skills, mental health issues, social-emotional issues, and behavioural functioning. The specific battery of tests completed are chosen based on the referral question.

Assessment services are provided for students from Kindergarten to Grade 10. Consultation and intervention services are provided for students in Kindergarten to Grade 12.

The following types of referral questions are addressed in the assessments and consultations provided by the Psychological Consultants:

- Specific Learning Disabilities (in Reading, Writing and Mathematics)
- Nonverbal Learning Disabilities
- Language-Based Learning Disabilities
- Attention Deficit/Hyperactivity Disorder
- Disruptive Behaviour Disorders
- Autism Spectrum Disorders
- Intellectual Disabilities
- Mental Health Disorders (i.e., Anxiety, Depression, Trauma)

How can a student receive our services?
At the Consultant Support Team (CST) meeting, the team will discuss the student’s
strengths and needs and decide upon the most appropriate intervention, which might entail a Psychological/Psycho-educational Assessment, consultation, or brief intervention. While a parent can contact the Psychological Consultant for their school at any time, service provision cannot be initiated without consensus at the CST. Typically, parents may begin the process by sharing their concerns about their child with their child’s teacher who may then bring the concerns forth to the CST meeting. Oral parental consent is required before a student can be discussed with the Psychological Consultant at the CST.

Types of Services Provided

Indirect Consultation
Discussion at CST may result in suggestions from the Psychological Consultant for academic programming, strategies to address behavioural or mental health concerns, or possible referrals to community agencies. Oral consent provided by the parent to the principal is all that is required at this level of service.

Direct Consultation
At this level of service, written consent from the parent is required. This might involve observing the student, meeting with the parents and teachers and providing direct suggestions. The Psychological Consultant might also be involved in developing or refining the Behaviour/Mental Health Support Plan or the Safety Plan.

Brief Intervention Counselling
If it is the consensus of the CST, then the Psychological Consultant can provide one to three sessions of brief individual counselling to the student. This level of service requires written permission from the parent. The goal is to support the school team in obtaining a clearer understanding of the student’s mental health needs, help program accordingly at school, and facilitate referrals to mental health services when appropriate.

Psychological/Psycho-educational Assessment
Following a recommendation by the CST, parents are approached for their consent to complete the Psychological Assessment. Parents meet with the Psychological Consultant prior to the assessment commencing. To ensure parents understand the purpose of the assessment, informed consent is obtained and limits of confidentiality are reviewed. When the assessment is completed, results are discussed and a written report provided to parents at the time of the assessment feedback. With parental consent, results are shared with the school team and the psychological assessment report is placed in the Ontario School Record.
Other Services Provided by the Psychology Department

Canadian Cognitive Abilities Test (CCAT)

Group administered cognitive ability testing is provided to all Grade 3 students in the fall if their parents have given written permission. The purpose of this screening measure of cognitive ability is to determine which students might benefit from Gifted Programming, as well as those students who may need additional supports. A letter explaining the test results is sent home to parents in December. As well, a copy of the test results is kept in the student’s Ontario School Record.

Mental Health Secondary Support (MHSS)

A member of the Psychology Department, with a highly developed knowledge of adolescent mental health, works directly in high schools on a regular basis providing mental health consultation and brief mental health screening assessments with secondary students who have been selected by the school team (IST or CST). Brief intervention and/or individual or group counselling for one to three sessions can also be provided. The goal is to support the school team in obtaining a clearer understanding of the student’s mental health needs, help program accordingly at school, and facilitate referrals to mental health services when appropriate.

Participation on Multidisciplinary Teams

Members of Psychological Services participate in the following teams/programs which are described in the Specialized Teams and Programs section of this document (page 35-41):

- Violent Threat Risk Assessment (VTRA)
- Crisis Response Team (CRT)
- Collaborative Proactive Solutions (CPS)
- Zones of Regulation (Zones)
- Complex Autism Diagnostic Assessment Team (CADAT)
- Specialized Support Team (SST)
- Specialized Mental Health Interventionists (SMHI)

Professional Development

Members of the Psychology Department provide a variety of in-services on Mental Health, learning, developmental and behavioural issues directly to schools as well as for group in-service settings (e.g. Professional Development for Teachers, Administrators, Educational Assistants, Child and Youth Counsellors). Some topics include: Working with the Anxious
Counselling and Attendance

Who are we?
All members of the Counselling and Attendance Department are Social Workers trained at the Masters level and registered with the Ontario College of Social Worker and Social Service Workers. Secondary Social Workers are based out of one or two secondary schools. Elementary Social Workers support a group of elementary schools.

Who are the students the Counselling and Attendance staff work with?
The Social Workers in the Counselling and Attendance Department work closely with the school team, parents, and community partners (e.g., Child and Adolescent Mental Health Service) when students are struggling with social, behaviour, or mental health concerns at school. The Social Worker provides consultation to teachers and administrators and counselling to students in order to help them succeed in high school. Students may present with the following problems:

- School attendance issues
- Mental Health issues, such as anxiety, depression, and trauma
- Behavioural problems
- Substance use/abuse
- Social difficulties

How can a student receive our services?
Referrals can be made directly to the Social Worker by an administrator. Often referrals are made following a meeting with the In-School Team or the Consultant Support Team. If the student is 12 years of age or older, the student can self-refer for counselling. If a student is in crisis, the Social Worker may provide support as well as contact family and other service providers, if needed. The Social Worker also has the responsibility to follow up referrals for attendance made by the school. Privacy and confidentiality are maintained in accordance with the guidelines set by PHIPA.

Types of Services Provided

Individual Counselling
The goal of counselling is to help students cope with the social, emotional, and academic
demands of school, as well as address mental health issues and encourage students to seek appropriate mental health services in the community. Counselling sessions are confidential with the exception being the limits of confidentiality, which are explained to the student and/or parents, prior to beginning counselling. Informed consent is obtained as soon as the Social Worker begins to work with a student.

Consultation and Support
Social Workers provide consultation to teachers and administrators regarding student mental health needs and effective ways to address those needs in a school setting. The Social Worker may also work with parents to address their concerns and provide them with appropriate ways to support their son or daughter. The Social Worker facilitates referrals to community partners and provides ongoing liaison.

Attendance
As this is a mandated service, consent for the involvement of the social worker is not required. When a teacher or administrator is concerned about the prolonged absence of a student, a referral is made to the Social Worker, as lengthy absences jeopardize the academic success of the student. The Counselling and Attendance department recognizes that attendance issues are a symptom, and therefore seek to address underlying concerns, such as learning difficulties, emotional or mental health concerns, addiction, family system issues, and health problems. Collaboration with local mental health services is sought when appropriate. A standard letter informs parents when their child/adolescent has been away for an extended period of consecutive days from school. The purpose of this letter is to re-engage the student, rather than having to pursue Ministry mandated sanctions. As indicated in the Education Act, youth are required to remain in school until they are 18 or have graduated.

Supervised Alternative Learning (SAL)
If a student has not been successful at a traditional high school program, the Social Worker, in consultation with the school team, may contact the student’s family and complete the necessary paperwork to present the youth to the SAL Committee, at which time alternative learning environments, such as a supervised work setting, are considered and approved by the SAL Committee in which a Community Member, Trustee and a Superintendent may be involved.

Participation in Multidisciplinary Teams
Members of Counselling and Attendance participate in the following teams/programs which are described in the Specialized Teams and Programs section contained in this document (page 35-41):
• Violent Threat Risk Assessment (VTRA)
• Crisis Response Team (CRT)
• Collaborative Proactive Solutions (CPS)
• Specialized Support Team (SST)
• Secondary Psychologist

Professional Development
As school-based resources, the Social Workers are frequently asked to provide in-service to teachers at their schools on a variety of mental health issues. They are also involved in a system-based training in topics such as adolescent depression, school avoidance and refusal and suicide prevention, to name a few.

Child and Youth Counsellors
Who are we?
All members of the Child and Youth Counselling Department are Child and Youth Workers (CYC) trained in either a two or three year Community College Program. CYC’s work in ALL elementary schools and some high schools. Allocation is based on the size and needs of the schools.

Who are the students the Child and Youth Counsellors work with?
The CYCs work closely with the school team (including the Psychology and Social Worker assigned to their school) and parents when students are struggling with social, emotional, and behavioural concerns at school. The CYC will work with the school team to provide consultation and observational data to help the school develop an effective Behaviour/Mental Health Plan. The CYC is also responsible for providing board-wide programs addressing issues, such as bullying, emotional regulation, and fostering safe relationships, including abuse prevention programs.

How can a student receive CYC services?
Referrals can be made directly to the CYC by a teacher or an administrator. Often, but not always, referrals are made following a meeting with the In-School Team or the Consultant Support Team. If the student is 12 years of age or older, the student can self-refer for counselling. If a student is in crisis, the CYC may provide support as well as contact family and other services. While a signed consent is required for all ongoing CYC support provided to a student, when there is a crisis, the CYC can provide support for that one occasion only, without receiving parental consent. Privacy and confidentiality are maintained in accordance with the guidelines set by PHIPA.
Types of Services Provided

Observation and Functional Behavioural Assessment

A key role of the CYC is to work closely with the classroom teacher to look at the factors that may be impacting the student’s behaviour. The CYC helps provide the school team with the necessary data to help develop an effective Behaviour/Mental Health Plan and Safety Plan. They also help to collect behavioural data to monitor the effectiveness of the intervention strategies in these plans. As well they may work directly with the teacher helping with the implementation of the strategies in the classroom and creating materials needed to successfully implement the strategies indicated in the Behavioural/Mental Health Plan (E.g., Emotional Regulation Strategies on Cards; Visual Schedule). When the school team feel that more detailed information is needed and/or a referral is being considered to one of the specialized mental health teams (e.g., Specialized Support Team, Specialized Mental Health Interventionists, Behaviour Intervention-CYC), then the CYC may complete standardized observational measures (e.g., Continuous Recording; Interval Recording) that are available in the Board UGShare Resources.

Individual and Group Counselling

The CYC provides individual and group counselling to students exhibiting a wide range of problems (e.g., disruptive in the classroom; difficulty following rules; too anxious to engage in some school activities; social difficulties). The goal is to help the student be able to function more effectively in the classroom. Counselling sessions are confidential with the exception being the ‘Limits of Confidentiality’, which are explained to the student and or parents, prior to beginning counselling. Informed consent is obtained as soon as the CYC begins to work with a student.

Collaborative Problem Solving Support and Consultation

As members of the school team, the CYC is often called upon to talk with teachers and administrators regarding student behavioural needs and effective ways to address those needs in a school setting. Often the CYC may work with the teacher and student using the Collaborative Problem Solving (CPS) model to identify key concerns and help the student begin to develop realistic solutions with their teacher. While the CYC may contact parents to discuss their child’s progress, they do not provide family therapy. However, in consultation with the school team, the CYC could encourage the parent(s) to seek community-based services.

Classroom-based Prevention Programs

The CYC is trained in the administration of several Board mandated prevention programs, such as the Child Abuse Prevention Program, Zones of Regulation and the bullying...
prevention strategies.

School-Based Support Programs
Depending upon the needs of the school, the CYC may provide programs to support the emotional well-being of students, such as breakfast clubs or games club which is run at recess for students who have difficulty with that time of day at school.

Professional Development
The Child and Youth Counsellors meet monthly with the Psychological Consultant who works in their schools for an opportunity for peer consultation. Some CYCs provide board-wide in-service with the Psychological Consultant or Social Worker on topics such as Collaborative Proactive Solutions and/or Zones of Regulation. Child and Youth Counsellors also ensure that the staff and students at the schools they work in are properly in-serviced in the mandated programs that deal with issues such as bully (including cyberbullying), as well as physical, emotional and sexual abuse (e.g., Beyond the Hurt, Kid’s In the Know).

Mental Health and Addictions Lead
The position of the Mental Health Lead at the Upper Grand District School Board began in September of 2012 as part of Open Minds, Healthy Minds – Ontario’s Comprehensive Mental Health and Addictions Strategy. The Mental Health Lead works with senior administration, board staff, parents and students to develop and implement the Board Mental Health and Addictions Strategy. This position provides leadership for the board mental health team and works collaboratively with Safe, Equitable, Inclusive School and Healthy Schools Committees and Student Success to promote wellness for all students. Some key responsibilities of the Mental Health and Addiction Lead include:

- Promote mental well-being and mental health literacy initiatives in the board
- Select and support evidence-based approaches to mental health promotion and prevention
- Provide mental health promotion and prevention training
- Provide leadership in mental well-being and mental health/addiction related initiatives and supports within the board and community
- Collaborate with board and community partners to promote clear and integrated access to services

The Mental Health Lead represents the Board on a variety of community based planning tables and committees, such as:
Specialized Teams

Many staff from the Student Support and Program Services Department are members of specialized inter-disciplinary teams. These teams include:

Specialized Mental Health Interventionists (SMHIs)

Specialized Mental Health Interventionists (SMHIs) are responsible for working closely with the school team, family, and community partners to provide direct mental health services and support to students in elementary and secondary schools. SMHIs will provide services throughout the school board. Caseloads will vary depending upon a student’s needs, family situation or the Specialized Mental Health Interventionist’s expertise. Direct clinical service may be provided as well as consultation.

Additional services may include:

• Providing brief mental health assessments when appropriate
• Helping the school team to develop the most effective Behaviour/Mental Health Plans and Safety Plans
• Completing observations and data gathering
• Liaising with community partners
• Supporting family and school members to work together to help meet the student’s
mental health needs

- Supporting students returning from Care and Treatment Programs
- Providing direct therapy and/or individualized supports specific to the student’s needs.

**How can a student receive our services?**

Referrals can be made by the School Principal and Psychological Consultant/Social Worker and Special Education Consultants during a CST meeting, and only after all school based supports, and in some cases, board level supports, have been exhausted. In an emergency situation, a referral can be made directly to the Superintendent of Program if the student can no longer be in the classroom or school due to violent incidents. Students returning from the Care and Treatment Program are supported by the SMHIs when appropriate. Referrals are sent to the Administrative Assistant to the Chief Psychologist.

**Students may present with the following problems**

- Violent or aggressive behaviours
- Multiple exceptionalities that would include mental health issues
- Mental Health issues, such as anxiety, depression, and trauma
- Behavioural problems or substance use/abuse
- Autism and/or Intellectual Disabilities and significant mental health and/or behavioural needs

**Itinerant Mental Health Clinicians**

Itinerant Mental Health Clinicians (IMHC) provide intensive, brief intervention and support for students with urgent mental health needs. Students referred for support may engage in violence, present a risk of harm to self or others, damage classrooms or require support as they transition to school from treatment programs or other schools/school boards. IMHC involvement is 3-4 weeks in duration, followed by check-ins with the school team, if needed, once per week for up to 3 weeks.

**Role of IMHC**

- Gather information from the school, OSR, parent and community partners for the purpose of assessment and planning
- Complete classroom observations
- Participate in school meetings to share information and provide feedback from observations
• Collaborate with the school team to create or modify the behaviour/mental health plan and/or safety plan as necessary
• Provide recommendations and explore strategies to support the student’s success in the learning environment
• Engage the student in individual counselling and/or skill-building session
• Link families with community supports and help facilitate referrals as required

How students can receive IMHC services
Referrals for IMHC can come through Urgent Need requests from the Principal and CST team or through a CST meeting to the Program Coordinator Team which consists of the Assistant to the Superintendent of Program, Chief Psychologist, Mental Health Lead and Coordinator of Communication, Language and Speech Services.

ABA Facilitators
ABA Facilitators provide formal/informal ABA training, mentoring and coaching opportunities that are practical and designed to support classroom educators in their practice. This work is focused on developing educators’ understanding and implementation of ABA to support students with ASD. ABA facilitators focus their training and support of school staff in the following areas:

• Understanding behaviour;
• The functions of behaviour;
• Assessment and data collection to inform ABA instructional methods in the classroom;
• Development, implementation and monitoring of Individual Education Plans and Transition Plans that incorporate ABA methods in a variety of educational settings; and
• Principles of ABA, with a focus on ABA instructional methods, with students with ASD as well as others that would benefit

ABA Facilitators also play an important role in supporting school staff who are receiving students and families who are moving from community or private ABA clinical supports into school settings. This work is focused on supporting their collaboration and alignment.

Elementary Behaviour/Mental Health Intervention Program (B/I)
This is a six-week intensive, in-school program that focuses on student-specific mental health and behavioural needs by providing support, resources, and education for teachers
and families. The program is provided to schools throughout the board by one of three Child and Youth Counsellor - Behaviour Interventionists who are supervised regularly by the Mental Health and Addictions Lead. The Behaviour Interventionist:

- Works directly with the school team to facilitate understanding of the child’s mental health needs and programs accordingly
- Works with community agencies where appropriate, providing a continuum of support
- Uses Collaborative Proactive Solutions approach focused on helping the teacher and student develop mutual goals, teach lagging skills, and modify the learning environment to facilitate effective differentiated instructions.

**Specialized Support Team (SST)**

The goal of the SST is to provide intensive support to students with the highest level of mental health, behavioural and often learning needs. Students supported by the SST have complex profiles and often have multiple diagnoses and presenting challenges.

Coordinated by Psychological Services, the team aims to provide a wrap-around service to support student success. This is accomplished through work with families, teachers, community agencies, and, of course, the students themselves.

The SST is a multi-disciplinary team with members from Psychology, Special Education, Social Work, and Communication Speech and Language departments.

The SST is led by a Psychological Consultant who works full-time on the team providing direct support to families and schools. The SST Psychological Consultant also works directly with community partners to support success.

**The Specialized Support Team is:**

- A comprehensive model of support and service to family, schools, community agencies and students
- A direct support for schools, helping with design, implementation and monitoring of the plan and coordinating with relevant community partners
- A method of incorporating all stakeholder voices in the development and planning of aligned intervention
- An intensive level of support involving a full day intake for family, school and agencies as well as ongoing follow up and support for approximately six months to a year
- A model which aims to build capacity within schools to work successfully with
The full team is available one day every week of the school year to meet with schools who have requested support through the CST. Intake begins with a full day of collaboration and planning and results in a mental health and behavior support plan that is then introduced to the student and implemented in the school setting to support success.

A full-time SST Educational Assistant works with the Psychological Consultant and provides support in the classroom to teacher and other educational assistants in implementing the support plans developed.

**Crisis Response Team**
Coordinate by the Mental Health and Addictions Lead, the Crisis Response Team is available to provide support and assistance to students and staff during or following a crisis event. The School Administrator or Superintendent may alert the team following a death, an accident, or a trauma that is impacting the school community. The team members from Psychology and Counselling and Attendance support the school as quickly as possible through the provision of grief and trauma counselling, information, educational materials about grief and trauma, and may facilitate involvement with community agencies. The team may help in gathering information and communicating it, planning for memorial services, announcements, and writing letters to parents.

Further, this team could also coordinate post-vention supports related to suicide specifically. Support after the event can also help teachers and students return to regular routines.

**Violence Threat Risk Assessment (VTRA)**
VTRA is coordinated by the Mental Health Lead.

The VTRA protocol supports collaborative planning among schools, community partners, families, children and youth, to reduce violence and to reflect safe, caring and restorative approaches. It fosters timely sharing of information about a child or youth who poses a risk for violence towards others. It is the process of deliberately trying to “connect the dots” that paints the picture that a person is moving on a path towards serious violence before a violent act occurs. The protocol promotes supportive and preventive plans being put in place.

The strength of this partnership between school boards and community partners lies in the multidisciplinary approach which is fundamental to the safety of the community. Members will strive to share and review relevant information, details of threatening situations or evidence promptly to collaborate effectively and to make use of a broad range of expertise.
This collaborative process will respect an individual’s right to privacy and the safety of all, to the fullest extent possible.

Before the VTRA protocol can be activated, it must be determined that there is a clear, direct and plausible threat that could occur in the immediate or near future. Within the school board context, this decision is made by the principal and the Superintendent with consultation available from the VTRA Advisor.

When a child/youth engages in behaviours or makes threatening comments or gestures that may result in serious injury to others in our community, the relevant Violence Threat Risk Assessment Team (Administrator, Social Worker and Psychological Consultant from the school board, and Police, plus other community partners as appropriate) will respond in the manner identified in: Responding to Threat Making Behaviour: A Staff Guide for VTRA Team Members. This Violence Threat Risk Assessment Protocol is based on The Canadian Centre for Threat Assessment and Trauma Response’s Canadian Model of Violence Threat/Risk Assessment (VTRA).

**Program Services System Coordination: Urgent Response Process**

In an effort to ensure there is responsiveness to school needs when safety is a concern, we have introduced an urgent response process. This program allows for schools who are experiencing significant safety concerns with a student to access support typically within less than a week. All referrals are reviewed weekly by program leaders and support best suited to the need is dispatched. The goal is for the urgent response staff member to provide in classroom, direct support to increase safety; to develop key strategies based on observations and expertise, and to support coordination and implementation of strategies. This support then creates increased safety and through new strategies builds school capacity. Although some urgent responses remain on the list for specialized supports, there are also cases where the urgent response process and support has been timely enough that further referral is not necessary.

**Complex Autism Diagnostic Assessment Team (CADAT)**

The CADAT team consists of specially trained Psychological Consultants and Speech Language Pathologists who have expertise in the differential diagnosis of Autism Spectrum Disorder (DSM 5). Coordinated by Communication, Language and Speech Services and Psychology the team provides a two-day specialized assessment for selected students when it is unclear if they meet criteria for the diagnosis of Autism following a psycho-educational assessment.

The request for a CADAT assessment is completed by the school-based Psychological
Consultant in conjunction with the school team members. Once consent is obtained from parents, a date for the assessment is set. At the end of the assessment, the results and report are provided to parents, and with their consent, to the school team so that effective programming can be developed.

**Specialized Programs/Trainings**

**Behaviour Management System Training (BMS)**

This initiative is coordinated by Psychological Services and Special Education. The Behaviour Management System (BMS) was adopted by the Board as the method of intervening when children are experiencing behavioural challenges. BMS provides skills, tools and a framework for supporting student’s before physical intervention is required. While physical intervention techniques are taught, they are only utilized if there is imminent risk of safety present. A variety of staff have been trained as trainers in this model, including: Special Education, Psychology, Counselling and Attendance, Child and Youth Counsellors, and Administrators. When a school is having difficulty with a particularly challenging student, a training team can be sent in to assist the staff.

**Collaborative and Proactive Solutions (CPS, Formally known as Collaborative Problem Solving)**

CPS provides a compassionate, accurate understanding of a student’s behavioural challenges and a non-adversarial, effective approach to reducing challenging behaviour, improving communication and repairing relationships. This initiative is coordinated by Psychological Services.

CPS’s major principle strives to change the lens with which behaviour is viewed – that challenging behaviour is a by-product of lagging cognitive skills. These lagging skills are best addressed by working collaboratively with the child and helping them to develop new adaptive skills.

The Upper Grand District School Board introduced CPS in January 2011. Since then a core group of specially trained staff have been assembled who provide training for staff throughout the board. This core group consists of Administrators, Speech Language Pathologists, Psychological Consultants, Social Workers, Special Education Consultants, Child and Youth Counsellors) who have received Advanced Level training with Dr. Ross Greene. The CPS team works in both the elementary and secondary panel to advance implementation of this highly effective model for addressing students’ mental health and behavioural problems. Full day training workshops are provided to interested administrators and teachers at their schools. Follow up, direct consultation and implementation of the model with students and teachers is also provided.
**Special Education Staff 2019-2020**

The following chart outlines the types of Special Education and Support staff employed by the board.

**Teachers of exceptional students**

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<tr>
<th>Staff Position</th>
<th>Staff Qualifications</th>
<th>Full Time Equivalent (FTE)</th>
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<tbody>
<tr>
<td>Special Education Resource Teachers (SERT) to support students in home</td>
<td>Special Education, Part 1</td>
<td>122.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>89.6 Elementary 31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>31 Secondary</td>
</tr>
<tr>
<td>Teachers for self-contained classes</td>
<td>Special Education, Part 1</td>
<td>60.5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>36.5 Elementary 24</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Secondary</td>
</tr>
</tbody>
</table>

**Other special education teachers**

<table>
<thead>
<tr>
<th>Staff Position</th>
<th>Staff Qualifications</th>
<th>Full Time Equivalent (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Itinerant Teachers: Deaf &amp; Hard of Hearing</td>
<td>The Deaf, Part 1</td>
<td>1.5</td>
</tr>
<tr>
<td>Itinerant Teachers: Blind/Visually Impaired</td>
<td>The Blind, Specialist</td>
<td>1.5</td>
</tr>
<tr>
<td>Itinerant Teachers: Technology Coach</td>
<td>Special Education, Part 1</td>
<td>1.0</td>
</tr>
<tr>
<td>Itinerant Teachers: Elementary Inclusion Technology Coach</td>
<td>Special Education, Part 1</td>
<td>2.0</td>
</tr>
<tr>
<td>Special Education Consultants</td>
<td>Special Education Specialist</td>
<td>9.0</td>
</tr>
</tbody>
</table>

**Other professional resource staff**

<table>
<thead>
<tr>
<th>Staff Position</th>
<th>Staff Qualifications</th>
<th>Full Time Equivalent (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant to the Superintendent of Program</td>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Chief Psychologist</td>
<td>Ph. D. (Psychology)</td>
<td>1.0</td>
</tr>
<tr>
<td>Psychological Services Consultants</td>
<td>Ph. D. (Psychology) or M.A. Psychology</td>
<td>9.9</td>
</tr>
<tr>
<td>Staff Position</td>
<td>Staff Qualifications</td>
<td>Full Time Equivalent (FTE)</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Mental Health Lead</td>
<td>M.A. (Psychology)</td>
<td>1.0</td>
</tr>
<tr>
<td>Specialized Mental Health Interventionists</td>
<td>Ph. D. or Masters in Psychology or MSW</td>
<td>3.0</td>
</tr>
<tr>
<td>Coordinator of Communication, Language and Speech Services</td>
<td>Masters Degree or equivalent as recognized by CASLPO</td>
<td>1.0</td>
</tr>
<tr>
<td>Speech – Language Pathologists</td>
<td>Masters Degree or equivalent as recognized by CASLPO</td>
<td>10.2</td>
</tr>
<tr>
<td>Special Program Assistants – Communication, Language and Speech Services</td>
<td>Upper Grand DSB trained</td>
<td>2.8</td>
</tr>
<tr>
<td>Communication Disorders Assistants</td>
<td>CDA Diploma</td>
<td>6.5</td>
</tr>
<tr>
<td>Secondary Social workers/Attendance Counsellor</td>
<td>M.S.W., RSW</td>
<td>10.0</td>
</tr>
<tr>
<td>Elementary Social Worker/Attendance Counsellor</td>
<td>M.S.W., RSW</td>
<td>3.0</td>
</tr>
<tr>
<td>Itinerant Mental Health Clinicians</td>
<td>Masters or Ph. D. in Psychology or MSW</td>
<td>4.0</td>
</tr>
<tr>
<td>Child &amp; Youth Counsellor</td>
<td>Child &amp; Youth Counsellor Diploma</td>
<td>31.7</td>
</tr>
<tr>
<td>ABA Facilitator</td>
<td>Certified Behaviour</td>
<td>3.0</td>
</tr>
<tr>
<td>Educational Assistants in Special Education</td>
<td>E.A. Diploma preferred</td>
<td>403</td>
</tr>
<tr>
<td>Orientation and Mobility Personnel</td>
<td>Contracted as required</td>
<td></td>
</tr>
<tr>
<td>Oral Interpreters (for deaf students)</td>
<td>Contracted as required</td>
<td></td>
</tr>
</tbody>
</table>
### Staff Position

<table>
<thead>
<tr>
<th>Staff Position</th>
<th>Staff Qualifications</th>
<th>Full Time Equivalent (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sign Language Interpreters (for deaf students using ASL)</td>
<td>Certificate of Interpretation</td>
<td>as needed</td>
</tr>
</tbody>
</table>

### Criteria for Special Education Educational Assistants Allocation

#### Student Needs

Students considered for support by Educational Assistants must have characteristics in one or more of the following areas with the goal of developing student independence:

- significant behavioural difficulties where there is a danger to self and/or others or significant social/emotional problems causing disruption of classroom learning and environment
- requires supervision, and/or assistance or care due to significant medical diagnoses or disabilities
- significant physical limitations, Intellectual Disabilities, or complex needs which require special assistance

#### Allocation of Special Education School Based Educational Assistant (EA) Procedures

- Student Need Assessment Forms are reviewed by the school administration and special education staff on an ongoing basis throughout the year to ensure allocations remain current.
- Board special education staff work to project the required EA needs in the system based on the students in schools, those leaving and those arriving in the fall. These numbers are submitted to the Human Resources Department for Budget consideration at the end of March for the following school year.
- Superintendents meet with each school administrator in the spring to discuss concerns for allocations into the fall.
- System re-evaluation is completed at the end of the second week of September to ensure allocations for the fall are current based on changes in student populations
Staff Development

Staff Development Priorities

Priorities for professional development are based on Ministry of Education information, feedback from staff members, needs of schools and students, results from surveys and by consultation of SEAC.

Special Education Consultants and staff attend Ministry information sessions and share this information with Board staff. Staff in-services based on Ministry sessions focus on: Transition Planning, Mental Health Initiatives, Applied Behaviour Analysis, Data Collection and Learning for All.

In addition, in-service topics are designed based on feedback of Principals, teachers, educational assistants and Program Services staff (e.g. new teacher needs, results of staff surveys, special education software).

In-services are often designed to meet specific school or students' needs. In these cases, the in-service is provided for involved staff at the school. Examples of this type of in-service include:

- Collaborative Proactive Solutions
- Autism Spectrum Disorder training (e.g. TEACCH training; ABA and Autism)
- Specific health information based on student need
- Mental Health and Well-Being training (e.g., ASIST, Safe Talk)
- Behaviour Management Systems
- FASD
- Topic specific presentations by Speech-Language Pathologists (e.g. using Augmentative Communication with non-verbal students, Phonological Awareness, Oral Language)
- Topic Specific presentations by Psychological Consultants, Social Workers and/or Specialized teams (e.g. Supporting Students with Anxiety, Understanding Trauma, Understanding Attachment)
- Itinerant Teachers provide in-service sessions at school or for selected teachers board-wide (e.g. Teaching Students with Hearing Loss)
- SRA Reading Program training and Wilson Reading Program: focuses on the SRA
program and Wilson Reading Program to provide targeted instruction for students struggling with reading and decoding skills.

- Special Education Workshop: Workshop for all Special Education teachers offering PD on topics such as: SEA, Google Read and Write, Reading Correlation chart, Responsive classroom, Anxiety Management for students, Psychology reports, phonics and MyBluePrint.

- Special Education Small Group Introductory Workshop: Introduction to managing IEPs, IPRCs, SEA claims, Special Education resources, board programs, how to access help.

- Structured Teaching Training Days: These workshops reinforce best practice around working with high needs students and creating structures to help improve their transitions and classroom activities.

- Special Education Workshop (Elementary and Secondary)

- Workshop for all Special Education teachers offering PD on topics such as: SEA, Google Read and Write, Alternative IEPs, ABA, Anxiety Management for students, Psychology reports and My BluePrint.

- EA Professional Development Day with Special Education staff, Program staff and Community Partners: Positive reinforcement, structured recess, structured teaching, ESL needs, Understanding FASD, Job Coaching, Zones of Regulation, Anxiety and Trauma, data collection and Read and Write.

- SPEC ED Workshop: Understanding FASD, Anxiety, Positive Reinforcement, Self-regulation in Kindergarten, Deaf and Hard of Hearing strategies and supports, Structured teaching, Class Act program

- SERTs (Elementary and Secondary LEADS) – Structured Teaching

**SEAC Consultation**

SEAC members are consulted in a variety of ways to support special education programming in the Board. Board level projects and initiatives are brought to SEAC to enable them to provide perspective and suggestions on next steps for intervention or improvement. As topics are discussed at regularly scheduled meetings, SEAC concerns and suggestions around staff development are noted in the minutes and are considered for future in-services.
Communication with Staff
Board staff is made aware of professional development opportunities provided both by the board and by external sources in the following ways:

- Outlook email system
- PD Place: web based software for professional development
- Upper Grand District School Board website
- Families of Schools meetings
- Information presented at in-services
- Google communities

Early Identification Procedures and Intervention Strategies

It is important that school staff regularly monitor, reflect and assess both student learning outcomes and student well-being so as to enable early identification of concerns. These processes will enable school and Board based teams to consider effective and targeted interventions to support ongoing student success. It is also important that school staff openly communicate with parents/guardians to make them aware of the interventions used to support student learning.

Classroom Assessments

What is assessment?
Assessment is the process of gathering information from a variety of sources (conversations, observations and products) that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Classroom based assessments also include the gathering of information that impacts and/or informs their successes and challenges in learning such as, but not limited to, a student’s learning style, strengths and needs.

How are assessments used in classrooms?

- teachers use assessment to gather evidence of individual student learning
- teachers use assessment to provide feedback to students to guide their learning and next steps
- students use assessment feedback to monitor their own learning, to determine next steps, and set individual learning goals
- teachers use current assessment to form instruction (e.g., plans, strategies,
interventions, supports, etc.)

- teachers also use assessment to create IEP goals, implement intervention strategies and for the development of behaviour and safety plans

**What are some examples of assessment methods?**

- written work, oral reports, quizzes, student surveys, role plays, tests, projects, video, demonstrations, essays, observation of student performance (e.g. running records, conferences/conversations)
- learning styles, self-assessment
- Kindergarten Developmental Record: collection of assessment tasks and teacher observations assesses the foundational skills in language and math
- Literacy and Numeracy Assessments include: CASI, PM Benchmarks, Alpha Jeune, Fountas & Pinnell, ONAP, Leaps and Bounds, Dreambox, GB+, OWA, OCA, SRA, Wilson

**What are the additional standardized assessment methods used in schools?**

- Provincial Assessment EQAO testing at Grades 3, 6, 9 and 10
- Canadian Cognitive Abilities Test, Version 7; Form K, Level A - used as a screening of cognitive skills in Grade 3

**Educational and Other Assessments**

When there are concerns about a student’s achievement, further assessment may be required. These assessments are conducted when recommended by the Consultant based Team (CST) and consent has been given by parents or guardians. The results of these assessments are used to inform ways to adapt school programming and supports in collaboration and consultation with school staff, parents and students (where appropriate). Examples of assessments include a Speech and Language Assessment or a Psychological Assessment, carried out by board employed consultants. Assessments and supports could also be recommended to come from Community Agencies (e.g., OT assessments and supports) or private providers.

**What is “informed consent”?**

Informed consent means that parents and students, when appropriate, are fully aware of the type of assessment that will be completed, who will be doing the assessment and how the results will be used. The Psychological Consultant or Speech-Language Pathologist will
ensure that this information is provided to the parents and student (when appropriate) before they conduct an assessment.

**What types of specialized assessments are used for students with special needs?**

- Special Education Teachers in developmental disabilities classrooms use resources that are meaningful to measure the achievement of their students, such as A Functional Assessment and Curriculum (AFAC)

- If additional formal assessment is being considered by Student Support and Program Services Consultants, the Woodcock-Johnson IV Tests of Achievement (Form C) may be used to get a better understanding of the student’s skills and to help determine if a Psychological Assessment is recommended

**What is included in the information package for Identification Placement and Review Committee?**

The package contains existing reports in the OSR, academic assessment data, diagnostic assessments completed by qualified professionals, the Individual Education Plan (IEP), Report Card, student profile (from Compass for Success), current behaviour/safety plans, successful learning strategies, interests and teacher observations. This collection of information is used to gain a broad understanding of the student and will be used to determine the best class placement.

**Identification, Placement, and Review Committee Process (IPRC)**

**IPRC Process**

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

Prior to the IPRC, information is communicated to parents and they are encouraged, in writing, to attend the meeting. The Parent Guide to Special Education informing parents about the IPRC process is available at all schools in the Board, as well as through the Student Support and Program Services Department.

Each January, students’ names are referred to a Special Class Placement Committee if a special education class is being considered for a student. Prior to these referrals, staff take the following steps:
• assess student needs
• discuss with the parents the possible placement options
• prepare relevant data, including formal/informal assessments
• present the referral to the CST

The System Placement Committee discusses each referral to make sure the student meets the appropriate criteria and checks for available spaces for the following September. Only the most appropriate students are recommended for placement in these system classes, as there are limited placements available and the class numbers are capped according to Ministry guidelines. Students will have their needs met either in a regular classroom or in a special education class placement as reflected in their IEP. Yearly IPRC review meetings will be scheduled to ensure that the student’s needs continue to be met. On rare occasions, students are placed in special education classes at other times of the school year. These exceptions may be for students new to the board. This may occur by referring these situations to the Special Education Consultant.

IPRC Reviews

The identification and placement of every identified student is to be reviewed annually and all IEP’s are to be reviewed once each reporting period. Parents are integral members of the IPRC process and are invited to the annual IPRC review meetings.

However, parents may choose not to attend (e.g. if the placement or diagnosis remain the same). After the IPRC meeting, written copies of the IPRC minutes are sent to the principal of the school by the Special Education Department. The principal sends copies of the IPRC minutes to the parents for their signature. A copy of the minutes is provided for the parents’ records. Parents are informed of their right to dispute the IPRC’s recommendations for identification and placement as outlined in the Parents’ Guide to Special Education. If parents have no dispute with the recommendations, the IPRC decision is implemented. Disputes regarding IPRC recommendations are normally resolved at the school level although in some cases, they may involve the mediation of members of the Student Support and Program Services Department or Superintendent of Program.

Mediation and Appeal Process

The Upper Grand District School Board follows the appeal process as outlined in the Regulations. If necessary, the Board would seek the assistance of a mediator in an effort to resolve disputes and would welcome the involvement of parent advocates or other professionals to the process. (See Dispute Resolution page 74)
Conflict Resolution and Shared Solutions
The Ministry published and distributed the guide: Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs in 2007. This resource guide is intended to help parents, educators, and students with special education needs, work together to prevent conflicts, resolve issues quickly, and allow students to develop their full potential and succeed in school. The Upper Grand District School Board endorses the approaches, techniques and strategies for conflict prevention and resolution.

System Level IPRCs
Composition
- Chairperson (Special Education Consultant)
- Principal/Vice-Principal
- one other member (e.g. Principal or Vice-Principal, Special Education Resource Teacher)
- Parent and/or student

Goal of System Level IPRCs
- initial identification by the Upper Grand District School Board of a student’s exceptionality and any subsequent change in identified exceptionality
- placement of the student (e.g., regular class with support, special education class)
- identification of students previously identified within the Board but who have returned after a lengthy absence

School Level IPRC Reviews
Team Composition
- School Principal/Vice-Principal (Chair)
- Special Education Resource Teacher
- One other staff member
- Parent and/or student

Goal of School Level IPRC Reviews
- review annually a student’s identification and placement to ensure it best meets the needs of the student
- declare a student no longer exceptional with a written request from the parents or
student if 18 years of age or older

- change the placement of a student from a special education class to a regular class when appropriate (e.g., moving from Grade 8 to secondary)

**Guidelines for IPRC Identification**

The following are the guidelines which are used by the Upper Grand District School Board in determining the appropriateness of identification of students as having exceptional needs in each of the Ministry categories.

**Required Documentation for System IPRC**

The school team presents the following documentation to the Special Education Department:

**Educational Assessment Package**

All Educational Assessment packages for IPRC include:

- Student Information for Identification, Placement and Review Committee (IPRC) OR Application for Special Education Class Placement form (completed during the current academic school year)
- CST Minutes recommending IPRC or placement
- Individual Education Plan
- Diagnostic assessments relevant to IPRC

Some Educational Assessment packages for class placement may also include:

- Recent Progress Report/Report Card(s)
- Student Profile from Compass for Success
- Student work samples
- Behaviour Plan (where applicable)
- Safety Plan (where applicable)
In addition, the following conditions and documentation are required for specific exceptionalities by the Upper Grand District School Board IPRC:

<table>
<thead>
<tr>
<th>Identification</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Behaviour</strong></td>
<td>● documentation of severity and frequency of behaviours which are persistent and ongoing</td>
</tr>
<tr>
<td></td>
<td>● supportive medical, emotional, or counselling information as applicable</td>
</tr>
<tr>
<td></td>
<td>● evidence that the behaviours are detrimental to self and/or others</td>
</tr>
<tr>
<td></td>
<td>● evidence that the behavioural responses are not better explained by another known or identifiable Ministry of Education exceptionality</td>
</tr>
<tr>
<td><strong>Blind Low Vision</strong></td>
<td>● medical assessment or current Ophthalmology Report of vision deficit</td>
</tr>
<tr>
<td></td>
<td>● documentation of curriculum accommodations and/or modifications</td>
</tr>
<tr>
<td><strong>Communication Autism Spectrum Disorder</strong></td>
<td>● diagnosis by a qualified professional</td>
</tr>
<tr>
<td><strong>Deaf and Hard of Hearing</strong></td>
<td>● an Audiologist or Medical Practitioner Assessment or report of hearing deficit</td>
</tr>
<tr>
<td></td>
<td>● student need for accommodations and/or program modifications</td>
</tr>
<tr>
<td>Identification</td>
<td>Documentation</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Intellectual Disability| ● a Cognitive Assessment on an individually administered intelligence test indicating a Full Scale I.Q. score or General Ability Index that falls at, or below, the 2\textsuperscript{nd} percentile (plus or minus one standard error of measurement) OR  
● where formalized measures of cognitive ability cannot be administered, there must be a documented history of rehabilitative services, and need for modification in most areas of the curriculum and daily functioning  
● Adaptive Functioning, as measured on standardized questionnaires, indicating delays in one of more areas, falling at, or below, the 2\textsuperscript{nd} percentile (plus or minus one standard error or measurement) is required whether or not    |
| Giftedness             | ● group-Administered ability test indicating an Overall or Composite score at, or above, the 98\textsuperscript{th} percentile , OR;  
● an individually administered intellectual test (using Canadian norms where available), a Full Scale I.Q. score OR;  
● General Ability Index at, or above, the 98\textsuperscript{th} percentile is required |
| Language Impairment    | ● a Speech and Language Assessment reflecting significant difficulties in comprehension and/or the use of verbal communication  
● student need for accommodations and/or modifications  
● language problems not better explained by another exceptionality |
<table>
<thead>
<tr>
<th>Identification</th>
<th>Documentation</th>
</tr>
</thead>
</table>
| Learning Disability | • evidence of at least the middle of low average ability (16th percentile or higher) on a standardized test of intellectual ability, including: the Full Scale I.Q, General Ability Index, Verbal Ability Index, Nonverbal/Perceptual Reasoning/Visual Spatial Index  
• evidence of a specific processing deficit (e.g., phonological awareness) that is directly linked to the identified area(s) of academic weakness  
• a significant discrepancy between achievement and predicted ability not better explained by another exceptionality  
• academic achievement in some area(s) is a significant weakness  
• if the Nonverbal Reasoning skills fall at, or above the Average range (25th percentile), but the Language Comprehension skills are significantly weaker (2nd to 9th percentile) and the student has been diagnosed with a Language-based Learning Disability |
| Mild Intellectual Disability | • a Cognitive Assessment on an individually administered intelligence test indicating a Full Scale I.Q. score or General Ability Index that falls between 2nd to 8th percentiles, inclusive  
• consideration of Adaptive Functioning using standardized measures with delays (2nd to 8th percentile) noted in at least one area  
• consideration of academic skills with most falling well below grade level requiring most areas of the curriculum to be modified |
### Identification

<table>
<thead>
<tr>
<th>Identification</th>
<th>Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple</td>
<td>● relevant medical information or documentation related to the areas of need</td>
</tr>
<tr>
<td></td>
<td>● documented needs in two or more areas of exceptionality with special services required</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>● medical diagnosis and information</td>
</tr>
<tr>
<td></td>
<td>● curriculum modifications or accommodations related to physical limitation or deficiencies</td>
</tr>
<tr>
<td>Speech Impairment</td>
<td>● a Speech and Language Assessment reflecting significant impairment in speech intelligibility or fluency requiring accommodations and/or modifications</td>
</tr>
</tbody>
</table>

### Special Education Class Placements Provided by the Board

#### Special Education Class Placements

Students who require special education programs and services receive support through the classroom teacher and the special education resource teacher. There are other special education placements available to students. A special class placement is recommended through the Identification, Placement, and Review Committee (IPRC).

Special class placement decisions are made in January and reviewed again in May. The Superintendent of Program oversees the process, which includes Special Education Consultants, Psychologists, Coordinator of Communication, Language and Speech Services, and principal representatives from the Special Education Resource Committee (SERC).

#### General Timelines: Special Education Class Placement Procedures

**Fall Term**

- In-School Team (IST), in consultation with their Consultant Support Team (CST) decide which students should be referred to the Placement Committee for Special Class Placement
- Placement is based on the criteria provided and student needs
- The CST reviews students presently in system placements who should remain in special class placements for the following September
November/December

- Following a discussion with parents, the In-School Team prepares a Special Class Placement Referral packages for individual students
- The Learning Disability, Mild Intellectual Disability/Language Based Learning Disability, Intellectual Disability, and Gifted student placements are submitted to Student Support and Program Services in December
- Students may be considered for placement at each grade level that the class is offered (e.g. Junior Learning Disabilities Classes Grades 4-6, students may start at Grade, 4, 5 or 6).

January/February

- The Student Support and Program Services Department finalizes student placement decisions and notifies the student’s home school
- Schools notify parents of the IPRC meeting ten days before the meeting date, and forward the “Parent Guide to Special Education” pamphlet

March to June

- IPRC meetings are conducted to make system placement decisions.
- Minutes detailing the IPRC decision regarding exceptionality and placement are forwarded to the parents.
- Schools forward a signed copy of each IPRC minute form to the Special Education Department and notify the Special Education Department of any students whose parents decline a system special class placement.

Description of Special Education Class Placements

The Upper Grand District School Board offers five categories of special education class placements:

- a regular class with indirect support
- a regular class with resource assistance
- a regular class with withdrawal assistance
- a special education class with partial integration and
- a special education class full-time
Class Placements for Students with Special Needs

Learning Disabilities Class (Partially Integrated)

- students are integrated into their regular grade class for up to 50% of the day

Requirements for Placement in a Learning Disabilities Class

- student is in Grades 4 to 6
- student has been identified by IPRC with a Communication: Learning Disability
- reading and writing require extensive modification
- student has received minimum of one year of intensive Special Education Resource Support
- Educational Assessment showing significant academic delays based on current classroom assessments

Purpose of a Learning Disabilities Class

- to provide targeted skill development in reading, writing and math using prescribed literacy and numeracy programs
- to improve student use of technology
- to develop self-awareness and self-advocacy skills related to their learning profile

Mild Intellectual Disabilities/Language Based Learning Disabilities Class (partially integrated)

- junior class - Grades 4 - 8
- students are integrated into their regular grade class for up to 50% of the day

Requirements for Placement in a Mild Intellectual Disabilities/Language Based Learning Disabilities Class

- student has been identified by IPRC with Mild Intellectual or a Language Based Learning Disability
- student has received minimum of one year of intensive Special Education Resource Support
- Educational Assessment shows significant academic delays based on current classroom assessments consistent with a mild intellectual disability or significant language impairment
Purpose of a Mild Intellectual Disabilities/Language Based Learning Disabilities Class
- to provide targeted skill development in reading, writing and math using prescribed literacy and numeracy programs
- to improve student use of technology
- to develop self-awareness and self-advocacy skills related to their learning profile

Developmental Disabilities Class
- programs are available at the primary, junior, intermediate and secondary levels
- primary, junior and intermediate class may be combined
- the amount of integration varies according to student profiles and needs (i.e., interests, strengths and needs)

Requirements for Placement in a Developmental Disabilities Class
- student has been identified by IPRC with a Developmental Disability (or alternate requiring developmental programming)
- Educational Assessment shows achievement consistent with a developmental disability

Purpose of a Developmental Disabilities Class in Primary/Junior/Intermediate
- to provide targeted skill development in social skills, life skills and communication skills, as well as functional reading, writing and mathematics as appropriate
- to improve student use of technology
- to develop self-awareness and self-advocacy skills and independence related to their learning profile

Purpose of a Developmental Disabilities Class at the Secondary Level
- to provide programming to support communication, social, independence and life skills to support transition to adult life at home, school and community
- to provide programming that provides opportunities for involvement in community, volunteer opportunities and work experiences (School, Community, and Work Transition Program) where appropriate

Gifted Class
- Grades 4-8
- some classes are multi-grade depending on enrolment
Requirements for Placement in a Gifted Class

- student has been identified by IPRC with Intellectual Giftedness
- Canadian Cognitive Assessment Test score or Psychological Assessment at 98th percentile and above
- Educational Assessment showing achievement at grade level or beyond in writing and mathematics and reading ability at least two grade levels above student’s current grade (mitigating factors will be considered, i.e. French Immersion, age at testing, first language)

Purpose of a Gifted Class

- to provide program extensions in breadth and depth based on grade level curriculum
- develop self-awareness and self-advocacy skills related to their learning profile

List of Schools and Special Education Class Placements 2018-2019

Location of classes remains relatively stable, although the student’s needs inform changes in class locations.

Special Education Classes for Students with Learning Disabilities
(Junior Program - Partially Integrated Classes)

- Erin Public School
- Hyland Heights Elementary School
- Jean Little Public School
- Mitchell Woods Public School
- Ottawa Crescent Public School
- Montgomery Village Public School
- Princess Margaret Public School
- Rickson Ridge Public School
- Westwood Public School

Special Education classes for Students Identified with Mild Intellectual Disabilities/Language Based Learning Disabilities
(Junior/Intermediate Program - Partially Integrated Classes)

- Arthur Public School
• Drayton Heights Public School
• Elora Public School
• Taylor Evans Public School
• Hyland Heights Elementary School
• Mitchell Woods Public School
• Parkinson Centennial Public School
• Rockwood Centennial Public School
• Waverley Drive Public School – 2 classes

Special Education Classes for Students with Developmental Disabilities/Intellectual Disabilities
(Full Time Classes)
• Centennial Collegiate Vocational Institute: Secondary Program - 3 classes
• Centennial Highlands Public School
• Centre Dufferin District High School: Secondary Program – 2 classes
• Centre Wellington District High School: Secondary Programs - 3 classes
• College Heights Secondary School: Secondary Program - 3 classes
• Elora Public School
• Guelph Collegiate Vocational School: Secondary Program
• Island Lake Public School
• Jean Little Public School
• John F. Ross Collegiate Vocational Institute: Secondary Program - 4 classes
• June Avenue Public School - 2 classes
• Ken Danby Public School
• John Galt Public School
• Minto Clifford Public School
• Montgomery Village Public School: 2 classes
• Norwell District Secondary School: Secondary Program - 3 classes
- Orangeville District Secondary School: Secondary Program - 4 classes
- Ottawa Crescent Public School
- Priory Park Public School
- Rickson Ridge Public School
- Sir Isaac Brock Public School
- Taylor Evans Public School
- Victoria Cross Public School
- Victoria Terrace Public School
- Wellington Heights Secondary School: Secondary Program
- Willow Road Public School

**Special Education Classes for Students with Giftedness**
(Full Time Classes)
- Spencer Avenue Public School - 2 classes
- Waverley Drive Public School - 6 classes

**Other Specialized Classroom Supports**

**Supports for Students with Learning Disabilities**
Students with learning disabilities are usually placed in regular classrooms with some support from the Special Education Resource Teacher at the school. Additional support is provided throughout the school board by Elementary Inclusion Technology Coaches (EITC). These teachers travel between schools and work with targeted students and their teachers in Grades 4 - 6 who have been diagnosed with a learning disability and have assistive technology (SEA equipment). A key focus of the Elementary Inclusion Technology Coaches is to support students to become independent users of assistive technology in order to further develop their literacy and numeracy skills.

**Supports for Students with Autism**
Elementary students who have been diagnosed with Autism who are placed in a regular class with resource support receive this support in their home community school. At the secondary level, students with Autism in applied or academic courses attend their local secondary school. Resources and professional development are available to classroom teachers, resource teachers and educational assistants to promote evidence-based practices. These practices, such as Applied Behaviour Analysis (ABA), support students in
elementary and secondary as described in Policy and Program Memorandum 140, and supported by the Special Education Consultants and the ABA Facilitators. Consultations and support from Speech-Language Pathologists, Psychological Consultants and Specialized Mental Health Interventionists are also available through a request through the CST. Students with additional diagnoses, such as Mild Intellectual Disability or Intellectual Disability who meet criteria may be placed in Special Education classes, as appropriate.

**Supports for Students Who Are Deaf or Hard of Hearing**

A range of supports are available for students in the Upper Grand District School Board who are deaf or hard of hearing. Decisions about the amount of support for hearing needs are centered on the student’s individual strengths and needs with input from the student, parents, educators and professionals and are based on ongoing assessment. Students may receive the support of an Itinerant Teacher of the Deaf and Hard of Hearing, a Special Education Resource Teacher, and other professionals such as a Speech-Language Pathologist or a Sign Language Interpreter, as appropriate. Special class placement maybe available for students who are deaf or hard of hearing whose educational needs meet criteria for placement in a special education class (Learning Disabilities, Mild Intellectual Disabilities/Language Based LD, Intellectual Disability). For students who use American Sign Language as their first language, it is an option for them to attend the Ernest C. Drury School for the Deaf in Milton, Ontario as a day or residential student, if the placement is appropriate. Transportation is provided by the UGDSB.

**Supports for Students Who Are Blind or Visually Impaired**

A range of supports are available for students in the Upper Grand District School Board who are blind, deaf/blind or visually impaired. Decisions about the amount of support for vision needs are centered on the student’s individual strengths and needs with input from the student, parents, educators and professionals and are based on ongoing assessment. Students may receive the support of an Itinerant Teacher of the Blind and Visually Impaired, a Deaf/Blind Intervener, a Special Education Resource Teacher and other professionals as required. Special class placement maybe also available for students who are blind or have low vision whose educational needs meet criteria for placement in a special education class (Learning Disabilities, Mild Intellectual Disabilities/Language Based LD, Developmental Disability). Further, students who are blind, deaf/blind or visually impaired may attend The W. Ross MacDonald School in Brantford as a day or residential student, if the placement is appropriate. Transportation is provided by the Upper Grand District School Board.
Categories and Definitions of Exceptionalities

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

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

a) an inability to build or to maintain interpersonal relationships;

b) excessive fears or anxieties;

c) a tendency to compulsive reaction;

d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Communication

Autism
A severe learning disorder that is characterized by:

a) disturbances in:
   - rate of educational development
   - ability to relate to the environment
   - mobility
   - perception, speech, and language

b) lack of the representational symbolic behaviour that precedes language

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

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

a) involve one or more of the form, content, and function of language in communication;
and

b) include one or more of the following:

- language delay
- dysfluency
- voice and articulation development, which may or may not be organically or functionally based

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

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

a) is not primarily the result of:

- impairment of vision
- impairment of hearing
- physical disability
- developmental disability
- primary emotional disturbance
- cultural difference

b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:

- receptive language (listening, reading)
- language processing (thinking, conceptualizing, integrating)
- expressive language (talking, spelling, writing)
- mathematical computations

c) may be associated with one or more conditions diagnosed as:

- a perceptual handicap
- a brain injury
• minimal brain dysfunction
• dyslexia
• developmental aphasia

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

Mild Intellectual Disability
A learning disorder characterized by:

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

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

Developmental Disability
A severe learning disorder characterized by:

a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;

b) an ability to profit from a special education program that is designed to accommodate slow intellectual development;

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

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

Blind and Low Vision
A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Multiple Exceptionalities
A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

**Education Quality and Accountability Office (EQAO)**

**What is EQAO?**
EQAO is an independent agency that creates and administers large-scale assessments to measure Ontario students’ achievement in reading, writing and math at key stages of their education. All EQAO assessments are developed by Ontario educators to align with The Ontario Curriculum. The assessments evaluate student achievement objectively and in relation to a common provincial standard.

**What is an accommodation for EQAO?**
If a student has an Individual Education Plan (IEP) that outlines accommodations that are necessary for, and consistent with, regular classroom practices they will be eligible to receive accommodations for all forms of assessment. EQAO has a variety of accommodations available for students with special education learning needs, however, they do not allow for assessment modifications. Accommodations change the way the assessment is administered or the way in which a student with special education needs responds to its components. These do not alter the content of the assessment nor affect validity or reliability.

The accommodations provided for students with special education learning needs are different for each EQAO assessment. Some common accommodations include:

- Assistive Technology Formats (Electronic version that is compatible with Google Read and Write);
- Additional time to a maximum of double the allotted time; and
- Verbatim scribing of responses

Additional information on all accommodations available for each assessment can be found in the Administration Guides for each EQAO assessment on the EQAO website [http://www.eqao.com/en](http://www.eqao.com/en)

Historically, the following were considered special accommodations but will now be permitted for students without an IEP if they are required to support their achievement on the EQAO assessment:
• A quiet, individual and/or small group setting;
• Preferential seating in the assessment room (this applies only to the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test [OSSLT]); and
• Prompts for students with severe attention problems who are at risk of being off-task for significant periods of time.

Decisions regarding what accommodations will need to be in place to support a student on the EQAO assessment must be made in consultation with the student, parents and with the appropriate teaching staff. A letter notifying parents of the accommodations selected is sent home in advance of the assessment. Accommodations are also listed in the Provincial Assessments section of the IEP.

**What is an exemption or a deferral for EQAO?**

A decision to exempt a student from an EQAO assessment is made for a student who is unable to participate even with accommodations or special provisions. Individual decisions to exempt a student must be made prior to the assessment in consultation with the student, parents and appropriate teaching staff. No exemptions are made for the Grade 9 Assessment of Mathematics if a student is taking Applied or Academic Mathematics. Exemptions for the Ontario Secondary School Literacy Test (OSSLT) are only permitted when a student’s IEP states that they are not working toward an Ontario Secondary School Diploma (OSSD). However, students can also meet this requirement through the Ontario Secondary School Literacy Course (OSSLC), but must have had at least two opportunities to take the test (at the principal’s discretion, this may be reduced to one).

Deferrals are only permitted for the OSSLT where a student is working toward earning an OSSD but will not participate because:

• The student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate;
• The student has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided;
• The student has not yet acquired the reading and writing skills appropriate for Grade 9 or
• The student has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school, and appropriate accommodations cannot be provided.
Do any of the EQAO assessments impact student's final grades on their report card?
On the EQAO website it states that the Grade 9 math assessment can count for up to 30% of students’ final course marks. In the Upper Grand District School Board, it is fairly common practice for schools to use sections of the EQAO assessment for approximately 5-10% of a student’s final grade; this decision is made at the school level.

For more information about EQAO assessments in Ontario, please visit the following link: http://www.eqao.com/en

If your child is feeling anxious about the assessment, what can you do at home to support them?
For some students, EQAO can cause some stress. School staff and parent/guardians can work together to support students who have concerns about the assessment.

Some suggestions that could be used to support students at home if they are feeling anxious about the assessment would be:

- Be positive about the assessment and the experience if you are talking about it;
- Get a good night sleep prior to the testing;
- Have a good breakfast and snacks for the day;
- Practice calming strategies when the student identifies they are feeling concern to help them develop these skills early on;
- If there is something they could bring into the test that makes them feel calm, talk to the school staff about options;
- Talk about who they can turn to if they need help before, during or after the assessment; and
- Talk to the classroom teacher if you feel your child may be worried about the assessment to discuss options to support them during this time.

Individual Education Plans (IEP)

What is an Individual Education Plan (IEP)?
An IEP is:
- a written plan describing the special education program and/or services required by a student;
• based on assessments that show the student’s strengths and needs that affect their ability to learn;
• a description of the key features of the program and/or services
• not a daily plan or outline of everything that will be taught to the student.

The special education program may have accommodations, modifications, and/or alternative curriculum.

**Accommodations** are teaching strategies and supports that are necessary for some students with special needs to allow them to achieve learning expectations and demonstrate their learning. Accommodations are split into three categories: instructional, environment, and assessment. They do not change the curriculum expectations for the grade.

**Modified programs** make changes to the Ontario curriculum expectations in order to meet a student’s learning needs. The current grade-level curriculum may be changed to have fewer and/or less complex expectations, or changed to the expectations of a lower grade level.

**Alternative programs** involve knowledge and skills that are not part of the regular Ontario curriculum. The annual goal and expectations are created to help develop knowledge and skills that the student needs.

**What is the process for developing and reviewing an IEP?**

IEPs are developed by schools when assessments indicate that a student needs special education programming and/or services. The IEP remains in place for as long as the special education programming and/or services are required.

The development of the IEP should be a collaborative process. During the development phase, schools are required to seek feedback through consultation with parents and the student (if possible), so that there is an opportunity to share information with the classroom teacher and/or special education resource teacher to help guide the development of the IEP. To help parents understand this process, and seek greater involvement and collaboration on the IEP, a *Parents Guide to the Individual Education Plan* was developed for the 2015-2016 school year. This guide was provided to each parent of a student with an IEP at the beginning of the 2015-2016 school year, as well as with all new IEPs that have been developed since then.

The IEP team that collaborates to develop the IEP includes parents and/or the student, classroom teachers, a special education resource teacher (SERT), principal and/or vice
principal, and may include other staff, such as board staff (e.g. vision, hearing, or technology teachers, speech and language pathologists, psychological consultants, etc.) or educational assistants. To help staff understand how to understand this process, and seek greater involvement and collaboration on the IEP, the UGDSB IEP Writing Guide was developed in 2014-2015.

There are five phases in the development of the IEP:

1. **Gathering information** - the IEP team may gather information by observing the student, completing assessments, and reviewing documentation.

2. **Setting the direction** - typically one teacher is given the primary responsibility for coordinating the development of the IEP, working with the IEP team.

3. **Developing the IEP** - the IEP must be completed within 30 school days of the beginning of the school year or semester, or within 30 days of a student beginning a special education program.

4. **Parent Consultation** – letters, surveys, and interviews with parents as well as having them review the draft IEP to learn about their child’s strengths, needs and learning goals from their perspective.

5. **Implement the IEP** - The classroom teacher, special education teacher, and support staff, where applicable, implement the program and services outlined in the student’s IEP.

6. **Review and update the IEP** - Modified and alternative learning expectations must be reviewed, and updated as necessary, at least once in every reporting period. As a working document, the IEP should reflect any adjustments to learning expectations, teaching strategies, and assessment methods as new assessments provide additional information on the student’s strengths and needs.

**What must be included in the IEP?**

- Students’ strengths and needs based on current and relevant assessments.
- Accommodations and/or modifications that are necessary to allow a student to achieve learning expectations and demonstrate their learning.
- An outline of the special education programs and services that will be provided.
- Specific educational expectations, teaching strategies, and assessment methods for modified and alternative programs.
- A transition plan considering the physical, emotional, and learning needs of the
student to support major transitions (e.g. grade to grade, school to school) and/or those during the school day (e.g. recess to class, activity to activity). If the student does not need support during transitions beyond what is provided to all schools, the transition plan may state that “no actions are required at this time”.

- The need for a specific transition plan is reviewed on an ongoing basis (at least once per term/semester).
- A summary of the collaboration with parents and the student in the development of the IEP.
- Applied Behaviour Analysis (ABA) methods are incorporated into the IEPs of students with Autism Spectrum Disorder (ASD).

**How does an IEP support a student?**

An IEP is a working document for sharing information about a student, and can be updated at any time to reflect new information. It encourages open communication between home and the school about the student’s strengths, needs, and next steps. An IEP also helps current and future teachers understand a student’s learning profile, strengths and needs, and any accommodations he or she needs. It may set out educational and program goals that are appropriate and measurable for the student, allowing parents and school staff to monitor a student’s growth and learning. An IEP also identifies types and levels of support necessary to help a student be successful.

**How is the development of IEPs supported through Student Support and Program Services?**

Special Education Consultants provide staff with professional development on the effective development and use of IEPs. Examples of IEPs for students with a variety of special needs from kindergarten to secondary school were developed by the Ministry of Education and have been shared during professional development sessions in recent years. These IEPs take into consideration all Ministry requirements for IEPs and show a variety of ways to use an IEP to help meet the needs of a student.

In 2011-2012, the Ministry of Education required school boards to undertake an audit of a sampling of IEPs. In 2013-2014, the Special Education Department completed another audit to assess progress on key areas of the IEP. The IEP audit team included a member of SEAC, a principal, special education teachers, and Program Department staff. Improvement was seen in the area of setting and writing annual program goals after it was identified in the 2011-2012 audit as an area of need. In 2013-2014, the audit identified documentation of collaboration and transition plans as an area that could be improved upon. Best practices for
collaboration and development of transition plans have been the areas of focus for IEP professional development based on the results of the latest IEP audit.

In 2014-2015, the *UGDSB IEP Writing Guide* was developed and shared with special education teachers, classroom teachers, and administrators to support the development of effective IEPs. This guide combined the ministry requirements for IEP development, professional development materials from recent years, known best practice from several special education teachers, consultants, and administrators, and screenshots of the IEP Engine software used by the UGDSB into a comprehensive guide to help teachers develop more effective IEPs. Professional development for IEPs in the 2014-2015 and 2015-2016 school years focused on using this guide. A revised *UGDSB IEP Writing Guide* will be shared with schools in fall 2017 to update staff on best practices related to IEPs.

In fall 2016, a *Parent/Guardian IEP Questionnaire* was sent home with each student’s IEP and the *UGDSB Parents’ Guide to the IEP*. This questionnaire provided feedback on parent/guardian consultation on the development of the IEP. Feedback received through the questionnaire has helped focus staff professional development, and will inform the updates to the revised *UGDSB IEP Writing Guide*. A follow-up questionnaire will be undertaken in fall 2017 to measure growth in collaboration practices, and inform future professional development related to IEPs.

Special Education Consultants are also available to support school staffs as questions about IEPs arise during the school year, and to provide in-school opportunities for professional development, such as at a “lunch and learn” or staff meeting. This support can also be helpful in cases where parents and school staff have a different understanding of the IEP as part of the IEP Dispute Resolution process.

**What happens when parents disagree about the IEP?**

**IEP Dispute Resolution**

The development of the IEP should be a collaborative process that includes parents and the student (if possible). During the development phase schools are required to seek feedback (consultation) with parents. This is your opportunity to discuss and consult with the classroom teacher and/or special education resource teacher regarding your child’s IEP.

Parents know their child best. Their collaboration with the school team is crucial to ensure that their child’s needs are fully understood. They can help by discussing their child’s history, strengths and needs with the IEP team, along with their goals for learning. Students are most successful when all team members work together towards achievable goals. If parents have questions or concerns about their child’s IEP or progress, they are encouraged
to speak to the classroom teacher.

If a disagreement between parents and school staff regarding significant aspects of the IEP occurs, resolution of these issues should take place through a School Team meeting. We endorse the prevention and conflict resolution strategies and ideas promoted in “Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs” (Ministry of Education, 2007).

The following IEP Dispute Resolution process will be implemented in the event of a dispute:

1. Parent speaks with Classroom Teacher and/or SERT if unresolved
2. Parent speaks with Principal if unresolved
3. Parent speaks with Special Education Consultant if unresolved
4. Parent speaks with Superintendent of School if unresolved
5. Parent speaks with Superintendent of Program if unresolved
6. Parent speaks with Director of Education if unresolved
7. Ministry of Education staff may be consulted if a situation could not be resolved

**Transition Planning**

For some of our students, transitions can be challenging. Transitions can take many different forms such as: transitioning between home to school and/or activity to activity during the day, from grade to grade each year, from school to school (grade 8 to Grade or from school to community after high school. A transition plan is a written document to guide and support short term and long-term changes for students. They are reviewed on an individual basis as part of the Individual Education Plan (IEP). The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions.

When school staff are developing transition plans, they actively gather information from the student, parents/guardians, school staff and community partners (when applicable) to ensure the plan will support the students needs. This information is gathered through a variety of ways such as parent questionnaires, informal meetings/discussions as well as more formal case conferences. Information and plans are developed and then recorded in the Transition Planning section of the students Individual Education Plan (IEP). It is important to note that this plan can be changed and adapted at any time to meet the changing needs of the student. School staff are responsible to ensure the IEP, and this section of the plan, accurately reflects the transitional supports required for a student in their care. At any time that parents/guardians would like to review these plans they are encouraged to contact school staff who oversee their child’s program at school.

PPM 156 Supporting Transitions for Students with Special Education Needs states “A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.” Also, PPM 140 Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) states that, “school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.”

In a school setting, transition planning could be done in partnership with different groups of people based on the individual needs of the student and those in their circle of care. There are three main groups of people that could be involved in this process:

- **School Level support could include:** Principal, Vice-Principal, Special Education
Resource Teacher, Classroom Teacher, Child and Youth Worker, Itinerant Teacher, Educational Assistant, Special Education Resource Teacher

- (High School), Student Success Teacher (High-school), Guidance Teacher (High School) and Social Worker (High School)

- **Board Level support could include:** Psychological Consultant, Speech-Language Pathologist, Special Education Consultant, Specialized Support Team (SST), Specialized Mental Health Interventionist (SMHI), Mental Health Secondary Psychologist, BI-CYC, ABA Facilitator and Transitional EA

- **Community based support could include:** Kidsability, Kerry’s Place Autism Services, Canadian Mental Health Association (CMHA), Developmental Services Ontario, Family and Children’s Services, Dufferin Child and Family Services, Family Counselling and Support Services for Guelph-Wellington

**Tools and Resources:**


- Learning Disabilities Association of Ontario (LDAO) Website
Special Equipment Amount (SEA)

The Special Equipment Amount (SEA) provides funding to school boards to assist with the cost of equipment essential to supporting students with special education needs when the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school. See Ministry of Education website for further details regarding SEA funding.

The necessary equipment may be computers, software, apps, computer-related devices and required supporting furniture identified for use by students with special education needs. This also includes all training required for the use of the equipment. Non-computer based equipment is also funded by SEA for sensory support, hearing support, vision support, personal care support and physical assists support. SEA funding does not cover curriculum materials and classroom materials (e.g. theraputty, textbooks).

SEA equipment is board property and is to be used to access the curriculum. We encourage the use of equipment both at home and school. During the summer months students may sign out the equipment for home use.

All SEA equipment must be recommended in an assessment by an appropriately qualified professional that outlines the need for the equipment. According to Ministry guidelines, the following lists of qualified professionals who are members of their relevant governing colleges are recognized to conduct these assessments:

- psychologist or psychological associate
- physician
- social worker
- audiologist
- speech-language pathologist
- augmentative communication therapist
- optometrist/ophthalmologist
- occupational therapist
- physiotherapist
Initiating a Claim for SEA Technology

When requesting SEA technology for students with learning needs, a recommendation by a qualified professional is needed in all cases.

There are 3 ways this can be obtained:

<table>
<thead>
<tr>
<th>Options</th>
<th>Action</th>
</tr>
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<tbody>
<tr>
<td>Formal assessment report includes a specific recommendation for technology from a qualified professional.</td>
<td>Present request for SEA equipment to Special Education</td>
</tr>
<tr>
<td>An existing formal assessment report does not specifically recommend technology but school feels it would be necessary for the student.</td>
<td>Professional recommendation obtained at the Consultant Supported Team meeting</td>
</tr>
<tr>
<td>No formal assessments have been conducted but evidence presented and discussion at CST indicates a clear need for technology for the student.</td>
<td>Professional recommendation obtained at Consultant Supported Team meeting (CST).</td>
</tr>
</tbody>
</table>

In order to provide a more equitable process for obtaining a professional recommendation for SEA technology equipment, schools will be able to generate this documentation at the Consultant Supported Team meeting (CST) through the following process:

1. Follow standard practice of bringing a student to Consultant Support Team (CST). Student concerns brought to In-School Team (IST) and then parent consent obtained for Consultant Supported Team (CST) discussion.

2. Bring the following information to the Consultant Supported Team (CST) meeting:
   - OSR
   - Summary of OSR review including previous formal assessments
   - Social/behaviour and medical information, as appropriate
   - Information about a pattern of learning difficulty
   - Information about what has been tried, evidence of work samples that show the student’s needs and how technology has helped
   - Standardized assessment results (examples include: PM Benchmarks, running record, Woodcock-Johnson, CCAT, etc.)
• Current academic achievement
• Teacher report and observations

3. After discussion of the above, the Consultant Supported Team (CST) members determine if:

• The team members support an application for SEA technology
• More evidence needs to be obtained (i.e. school-based assessment or further professional assessment). This would be presented at a subsequent CST.

4. If the SEA equipment is supported by all CST members, this is clearly indicated in the CST minutes, including the following statement as well as a brief summary of the supporting evidence:

“Members of the CST are in agreement with a recommendation for technology to support the student’s learning needs in reading and written communication based on the evidence presented”.

These minutes would be the documentation used as the “Professional Recommendation” for SEA equipment. Note: minutes must be on one separate page containing only one student’s information.

5. Required follow-up (within six months to one year of receiving SEA equipment):

• If the student’s needs have been met, no further CST involvement is required
• If there are continued concerns about the student’s progress, the need for additional assessment (e.g. Psychological Assessment, Speech-Language) or other supports/recommendations (e.g. Mental Health support, medical, etc.) should be discussed at a subsequent CST meeting.

Transportation for Students with Special Education Needs

If the student meets the criteria for special education transportation, the Special Education Consultant for the school will create a transportation plan with the Service de transport de Wellington-Dufferin Student Transportation Services (STWDSTS). STWDSTS is a consortium of five school boards providing transportation for all students including students with special needs who live in Wellington and Dufferin Counties requiring transportation to and from school. The bus drivers, who are employed by the operators, receive extensive driver, safety and first aid training. When a transportation plan is created for a student, it is shared and approved by the school principal and shared with parents. If students have medical needs or specific safety accommodations, this information is shared with the
STWDSTS to ensure that drivers are aware and prepared to support the students in their care.

A special transportation request may be made if a student meets at least one of the following criteria:

1. Has a physical disability that prevents him/her from boarding a bus and walking to his/her seat. (In the event that a student has temporary medical needs (e.g. broken leg) please contact the school principal as this would fall outside of the regular yearly process).

2. Attends a Special Education class outside his/her school catchment area.

3. Has been identified by the school boards’ Student Support and Program Services Department as requiring special transportation.

4. Has an ongoing medical condition requiring special transportation (in this case, the request must be accompanied by a doctor’s note and approved by the superintendent).

5. Attends a provincial school (e.g., Trillium)

A student must be identified with special needs in order to qualify for special transportation. Special transportation requests are approved on an annual basis and must be reviewed each year. The STWDSTS works with the Student Support and Program Services Department and the School Principal to maintain an accurate list of students who receive transportation according to the special transportation criteria.

The STWDSTS website provides bus information, such as bus delays and cancellations, and answers to common transportation questions.

**Student Address Changes**

- Parents/Caregivers are to report address changes to the school for the appropriate changes to be made to the Board’s database and adjustments can be made to bus routes as needed.

- If parents/caregivers have concerns about their student as it relates to transportation they are encouraged to contact the school administration.

**New Student Registration**

- Registration and special transportation occurs throughout the year.

- Parents/Caregivers must register student(s) at the school for transportation to be
initiated. Parents/caregivers will be contacted by STWDSTS when the transportation is in place.

The Ministry provides a support document for school boards and transportation consortiums to support their work to ensure students are safe while travelling to and from school entitled *Promoting and Supporting Positive Student Behaviour – A Resource for School Bus Drivers and Principals (2018)*

**Provincial and Demonstration Schools in Ontario**

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

These schools provide:

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

**Placements in Provincial and Demonstration Schools**

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. Please click the following link for information [W. Ross Macdonald School](#).

Ernest C. Drury School for the Deaf is located in Milton and offers services for deaf and hard-of-hearing students. Please click the following link for information [Ernest C. Drury School for the Deaf](#).

Trillium School is located in Milton and provides education for students who have severe learning disabilities. Please click the following link for information [Trillium School](#).
The Provincial Schools Resource Services Department provides a range of services to families and school boards in support of students who are blind, deaf-blind, low-vision, Deaf, hard of hearing or who have a severe learning disability.

Provincial school programs include workshops, on-line learning opportunities and early intervention programs designed to facilitate the sharing of knowledge and ideas so that students across the province are able to achieve their full academic potential.

A referral process is in place for individual students to be seen by resource consultants.

If you would like more information about the Provincial and Demonstration Schools you can view their website or contact the Special Education Department at the Grant Evans Education Centre, 519-941-6191.

**Transportation to Provincial and Demonstration Schools**

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

A decision is made at the time of acceptance into one of these programs as to whether the student will be a day or a residential student. The Service de transport de Wellington-Dufferin Student Transportation Services (STWDSTS) then arranges transportation for the student and informs the parents of the approximate times for departure and arrival. Arrangements are made if the student needs to have an assistant ride with them. Transportation is arranged after the student’s application has been accepted and approved by the Provincial or Demonstration school.
Coordination of Services with other Ministries or Agencies

Collaborating with other Ministries and community agencies often involves representation from Special Education. Some areas have been described in the Delivery of Program section of the Special Education Report. The following list outlines other committees or projects that UGDSB Staff work with other Ministries and agencies:

Connections for Students is an approach to help students with Autism Spectrum Disorders move from Intensive Behaviour Intervention (IBI) therapy services delivered through the Autism Intervention Program to Applied Behaviour Analysis instructional methods in a publicly funded school. The approach centres on careful transition planning and multidisciplinary team support for the student that includes parents, community agencies, school board consultants and school staff.

Child in Extended Social Care Teams have been set up to help students who succeed at college, university and apprenticeship training. Staff from the Upper Grand District School Board are part of two Crown Ward Championship Teams and work with committee members to offer mentorship, peer support, motivation and guidance to students. As well, this team has worked with our community child protection agencies to set up the Joint Protocol for Student Achievement to directly support and improve the education outcomes for students who are associated with or under the care of child protection agencies.

Specialized Health Support Services in School Settings

The Board works cooperatively with the Local Health Integrated Network (LHIN) in providing health support services for students in school. Professional Health Services offered through the LHIN include nursing, nutritional counselling, occupational therapy, physiotherapy, speech/swallowing therapy, and mental health and addiction (nursing). The Health Support Service Policy 509, provides more detail about the services provided in schools.

To access School Health Support Services, referrals are made with the consent of parents by the school principal. A parent or caregiver may also request a referral for an assessment through the school principal. The school based Speech and Language Pathologists must complete an eligibility assessment and referral for speech and swallowing referrals. The Psychological Consultant, Social Worker and/or Child and Youth Counsellor are involved in a referral to the Mental Health and Addiction Nurses (MHAN).

Program staff work with LHIN staff on a number of student based services such as transition planning, case conferences and delivery of professional services. For example, Case
Managers from LHIN attend transition to school meetings as necessary.

The Upper Grand District School Board Coordinator of Communication, Language and Speech Services and the Assistant to the Superintendent of Program attend regularly scheduled meetings with representatives of the Central West LHIN and Waterloo-Wellington LHIN to review services.

**Committee Membership at Ministry of Children and Youth Services Planning Tables**

**Dufferin Coalition for Kids (DuCK)** is a comprehensive planning table that exists to help Dufferin County children and youth achieve success. DuCK members, including the UGDSB, represent organizations providing service to child, youth and families in Dufferin County. *(Coalition for Kids)*

**Growing Great Generations** is a collaborative planning table for children and youth from birth to 18 in Guelph and Wellington County. This planning table is comprised of representatives from key stakeholders including the UGDSB. Members participate in system-level planning to identify priorities and take action to support, strengthen and align social and health services for local children, youth and their families.

The **CCAC Mental Health and Addiction Nurses (MHAN)** support students with medical needs and mental health/addiction concerns.

**Associated Subcommittees of the Planning Tables**

- System of Care: promotes improved access to service for children, youth and their families in Dufferin
- Parenting Committee: promotes a culture of positive parenting in Dufferin
- Ensuring School Success: focuses on the success of students with complex needs who are supported by a variety of community agencies (Guelph, Wellington and Dufferin)
- Mental Health, Substance Use and Addiction Prevention (MHSMAP): focuses on promotion, prevention and intervention related initiatives related to mental health and substance use in children and youth

**Growing Great Kids**

Growing Great Kids is a partnership of organizations that provide services to children
prenatal to age six in Guelph and Wellington County. Through this partnership, the Growing Great Kids System of Care has been developed to make it easier for families to access community-based services and supports. Families can call a single number known as KIDS LINE at 519-846-2715 or 1-800-265-7293, ext. 3616 between 8:45 a.m. and 4:15 p.m. weekdays or email anytime at info@growinggreatkidsguelph-wellington.com. Upper Grand staff members serve on sub-committees within Growing Great Kids.

**New Heights New Hopes**

This is a collaborative project with school boards and community child care agencies and service providers. The New Heights New Hopes Committee designs resources and activities to help children and their families successfully transition to kindergarten. They may also follow up during the Fall to monitor the success of these transitions.

**Awareness and Advocacy Committees**

Staff participates in specialized committees that focus on issues facing students with special needs, such as:

- Wellington Developmental Services Planning Group
- Dufferin Developmental Services Planning Group
- Community Participation Supports Committee

**Other Community Agencies**

The staff portal is used to help UGDSB staff know about community agencies through the following links:

- [Dufferin Community Agencies](#)
- [Guelph-Wellington Community Agencies](#)
Protocols for Partnerships: Policy Program Memorandum 149
Collaborative Agreements and Third Party Protocol

What is PPM 149?
PPM 149 is the Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals.

What is the purpose of this protocol?
PPM 149 is to establish a process for:

- collaborating with community partners
- fostering continuous improvement of the delivery of programs and services for all students
- making the best use of resources in the community
- bringing services to students

What types of community agencies are involved?
- external agencies who employ health professionals (e.g. psychologists, speech and language pathologists, occupational therapists, physiotherapists, nurses), social service professionals (e.g. social workers) and paraprofessionals (e.g. child and youth counsellors, Sign language interpreters)
- cannot duplicate the work of current Board employees except on a short term basis as outlined in each agency’s agreement with the Board

Agencies with Collaborative Agreements with UGDSB
- Dufferin Child and Family Services (DCAFS)
- Homewood Regional Services – Community Addiction Services (CADS)
- Kerry’s Place Autism Services
- Canadian Mental Health Association Waterloo Wellington (CMHAWW)
- Family Counselling and Support Services
- KidsAbility
- LHIN Waterloo-Wellington
• Community Living Dufferin

**What is a Third Party Protocol?**

This Protocol is used when a parent or community member wishes to provide services for a student at school, during school hours. An example of such a request could be a parent’s desire to have their child receive therapy from a private practice occupational therapist during school hours in the classroom or withdrawn to a separate space within the school. These services are parent directed rather than school board directed. Click here to access the [Upper Grand District School Board Third Party Protocol](#).
### How Third Party Protocols differ from PPM 149 Collaborative Agreements

<table>
<thead>
<tr>
<th>Third Party Protocol</th>
<th>PPM 149 Collaborative Agreement</th>
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<tbody>
<tr>
<td><strong>Third party</strong> agreements cover requests by parents for services and/or programs to be delivered for their child during school hours.</td>
<td>PPM 149 refers to agreements with community agencies initiated, developed and evaluated by the Board.</td>
</tr>
<tr>
<td>These services are paid for by the parents or by another party on their behalf or are being provided for free at the request of the parents.</td>
<td>These services are paid for by the community agency and the provider is an employee of that agency.</td>
</tr>
<tr>
<td>Specific services and supports are agreed upon by the family and the school team. Includes a wider variety of supports.</td>
<td>Specific services and supports are agreed upon by the Board and the Agency.</td>
</tr>
</tbody>
</table>
| Third party protocol outlines the following terms and conditions under which these services can be provided.  
  - Must be provided with informed parental or student consent  
  - Must be provided with the consent of the Principal  
  - Must support the student’s program at school  
  - Must align with the Board’s philosophy and approaches  
  - Be short term usually 2 – 4 sessions  
  - May Include:  
    1. Observation  
    2. Consultation  
    3. Demonstration  
    4. Transition Planning and Support  
  - Must NOT include assessment or direct service except in extenuating circumstances | PPM 149 Protocol for Collaborative Agreements outlines the terms and conditions under which these services can be provided.  
  - Must be provided with informed parental or student consent (as appropriate)  
  - Must fit with the Board’s philosophy and approaches AND  
  - Must augment but not replace services already provided by Board staff  
  - May be short or long term as determined by the agreement with the agency  
  - May include assessment and direct service  
  - May include:  
    1. Observation  
    2. Consultation  
    3. Demonstration  
    4. Transitional Planning and Support |
# Special Education Acronyms and Terms

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABA</td>
<td>Applied Behaviour Analysis</td>
</tr>
<tr>
<td>AFAC</td>
<td>A Functional Assessment and Curriculum</td>
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<tr>
<td>CIPR</td>
<td>Comité d’identification, de placement et de révision (IPRC)</td>
</tr>
<tr>
<td>CCED</td>
<td>Comité consultatif pour l’enfance en difficulté (SEAC)</td>
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<tr>
<td>CST</td>
<td>Consultant Supported Team</td>
</tr>
<tr>
<td>EA</td>
<td>Educational Assistant</td>
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<tr>
<td>EITC</td>
<td>Elementary Inclusion Technology Coach</td>
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<tr>
<td>IEP</td>
<td>Individual Education Plan</td>
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<tr>
<td>IPRC</td>
<td>Identification, Placement and Review Committee</td>
</tr>
<tr>
<td>IST</td>
<td>In School Team</td>
</tr>
<tr>
<td>OSR</td>
<td>Ontario Student Record</td>
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<tr>
<td>PEI</td>
<td>Plan d’enseignement individualisé (IEP)</td>
</tr>
<tr>
<td>SEA</td>
<td>Special Equipment Amount</td>
</tr>
<tr>
<td>SEAC</td>
<td>Special Education Advisory Committee</td>
</tr>
<tr>
<td>SEPPA</td>
<td>Special Education Per Pupil Amount</td>
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<tr>
<td>SERT</td>
<td>Special Education Resource Teacher</td>
</tr>
<tr>
<td>SIP</td>
<td>Special Incidence Portion</td>
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<tr>
<td>SST</td>
<td>Specialized Support Team</td>
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## Ministries

<table>
<thead>
<tr>
<th>Ministry</th>
<th>Description</th>
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<tbody>
<tr>
<td>EDU</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>MCYS</td>
<td>Ministry of Children &amp; Youth Services</td>
</tr>
<tr>
<td>MCSS</td>
<td>Ministry of Community and Social Services</td>
</tr>
<tr>
<td>MOHLTC</td>
<td>Ministry of Health &amp; Long-Term Care</td>
</tr>
<tr>
<td>MTCU</td>
<td>Ministry of Training, Colleges &amp; Universities</td>
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## Ministry Terms

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<tr>
<th>Term</th>
<th>Description</th>
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<tr>
<td>ADP</td>
<td>Assistive Devices Program (MOHLTC)</td>
</tr>
<tr>
<td>AODA</td>
<td>Accessibility for Ontarians with Disabilities Act (MCSS)</td>
</tr>
<tr>
<td>CCAC</td>
<td>Community Care Access Centre (MOHLTC)</td>
</tr>
<tr>
<td>OSAP</td>
<td>Ontario Student Assistance Plan (MTCU)</td>
</tr>
<tr>
<td>OSR</td>
<td>Ontario School Record (EDU)</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>PPM</td>
<td>Policy Program Memorandum (EDU)</td>
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**Education Groups**

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<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ADFO</td>
<td>Association des directions et directions adjointes des écoles franco-ontariens</td>
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<tr>
<td>AEFO</td>
<td>Association des enseignantes et des enseignants franco-ontariens</td>
</tr>
<tr>
<td>CODE</td>
<td>Council for Directors of Education</td>
</tr>
<tr>
<td>CODELF</td>
<td>Conseil ontarien des directrices et des directeurs de l’éducation de langue française</td>
</tr>
<tr>
<td>CPCO</td>
<td>Catholic Principals' Council of Ontario</td>
</tr>
<tr>
<td>EQAO</td>
<td>Education Quality &amp; Accountability Office</td>
</tr>
<tr>
<td>ETFO</td>
<td>Elementary Teachers’ Federation of Ontario</td>
</tr>
<tr>
<td>MACSE</td>
<td>Minister’s Advisory Council on Special Education</td>
</tr>
<tr>
<td>OCASE</td>
<td>Ont. Council of Administrators in Special Education</td>
</tr>
<tr>
<td>OCSOA</td>
<td>Ontario Catholic Supervisory Officers’ Association</td>
</tr>
<tr>
<td>OECTA</td>
<td>Ont. English Speaking Catholic Teachers’ Association</td>
</tr>
<tr>
<td>OFIFC</td>
<td>Ontario Federation of Indian Friendship Centres</td>
</tr>
<tr>
<td>OPC</td>
<td>Ontario Principals’ Council</td>
</tr>
<tr>
<td>OPSOA</td>
<td>Ontario Public Supervisory Officials’ Association</td>
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<tr>
<td>OPSTF</td>
<td>Ontario Public School Teachers’ Federation</td>
</tr>
<tr>
<td>OSCA</td>
<td>Ontario School Counsellors’ Association</td>
</tr>
<tr>
<td>OSLA</td>
<td>Ont. Assn of Speech-language Pathologists and Audiologists</td>
</tr>
<tr>
<td>OSSTF</td>
<td>Ontario Secondary School Teachers’ Federation</td>
</tr>
<tr>
<td>OTF</td>
<td>Ontario Teachers’ Federation</td>
</tr>
<tr>
<td>PAAC SEAC</td>
<td>Parent Association Advisory Committee on Special Education Advisory Committees</td>
</tr>
<tr>
<td>PPE</td>
<td>Parents partenaires en education</td>
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**Parent/Student Needs Associations**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABC</td>
<td>Association for Bright Children</td>
</tr>
<tr>
<td>AO</td>
<td>Autism Ontario</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>CADDAC</td>
<td>Centre for ADHD/ADD Advocacy, Canada</td>
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<tr>
<td>CEC</td>
<td>Council for Exceptional Children</td>
</tr>
<tr>
<td>CHS</td>
<td>Canadian Hearing Society</td>
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<tr>
<td>CLO</td>
<td>Community Living Ontario</td>
</tr>
<tr>
<td>CNIB</td>
<td>Canadian National Institute for the Blind</td>
</tr>
<tr>
<td>CPF</td>
<td>Canadian Parents for French</td>
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<tr>
<td>LDAO</td>
<td>Learning Disabilities Association of Ontario</td>
</tr>
<tr>
<td>FASD ONE</td>
<td>Fetal Alcohol Spectrum Disorder Ontario Network of Expertise</td>
</tr>
<tr>
<td>NEADS</td>
<td>National Education Association of Disabled Students</td>
</tr>
<tr>
<td>OAAIS</td>
<td>Ont. Assoc. of Alternative and Independent Schools</td>
</tr>
<tr>
<td>OACMHC</td>
<td>Ontario Association of Children’s Mental Health Centres</td>
</tr>
<tr>
<td>OACRS</td>
<td>Ont. Assoc. of Children’s Rehabilitation Centres</td>
</tr>
<tr>
<td>OASAR</td>
<td>Ont. Assoc. for Students at Risk</td>
</tr>
<tr>
<td>OBIA</td>
<td>Ontario Brain Injury Association</td>
</tr>
<tr>
<td>OFCP</td>
<td>Ontario Federation for Cerebral Palsy</td>
</tr>
<tr>
<td>OSAC</td>
<td>Ontario Society for Autistic Citizens</td>
</tr>
<tr>
<td>SBHAO</td>
<td>Spina Bifida and Hydrocephalus Society</td>
</tr>
<tr>
<td>TESS</td>
<td>The Easter Seal Society</td>
</tr>
<tr>
<td>TSF</td>
<td>Tourette Syndrome Foundation</td>
</tr>
<tr>
<td>VIEWS</td>
<td>VIEWS for the Visually Impaired</td>
</tr>
<tr>
<td>VOICE</td>
<td>VOICE for the Hearing Impaired</td>
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