Upper Canada District School Board

Special Education Programs and Services Benchmarking Review

with

- ❖ **2 Demographically Similar School Boards**
- ❖ **Provincial, National and International Trends**

Final Report

September 2012

Prepared by External Auditors:
Marie Parsons
Gerry Clarke

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1.0   INTRODUCTION

1.1   BACKGROUND

In the fall of 2004, an external team completed a comprehensive review of the Special Education Programs and Services of the UCDSB. The implications of the Board's size and the fragmentation of service delivery that had occurred since amalgamation were highlighted in the January 2005 report. The Review Team found the revitalization process through its *CREW* initiative and reorganization into four regions created greater collaboration and unity within the system. The key areas and issues recommended for consideration were the following: delivery model within each region (tighter lines of accountability, more flexibility and a higher quality of direct services); develop details guidelines regarding the roles, responsibility and accountability of support staff; program excellence (program indicators, resource allocation and reporting procedures); develop a communication strategy plan (flow of information in both direction) and develop a 3-5 years staff development plan (capacity building).

In the fall of 2007, the same external consultants did a follow-up assessment of the implementation of the 2004 review – Progress, Focus, Change, Achievements and Future Tasks. The final report highlighted many successes in the implementation of the January 2005 Special Education Review Report. It was clear that, in comparison with three years earlier, there was a greater consistency across the board in how schools deliver service, the in-school teams were operating in a more professional and purposeful way, more teachers were providing more timely support to children with learning needs and assessment data being used systematically to inform teacher practice. The Review Team's summary chart on the progress made in each identified areas from the 2006 report showed strong progress towards a system implementation process. For the UCDSB to initiate a follow-up external assessment in the fall of 2007 to ask, "How well have we done?, demonstrated the Board's commitment to be open and transparent in addressing the ongoing challenge of providing quality programs and services for students with special education needs.

In 2012, the goal is to benchmark key elements of the UCDSB's delivery of Special Education Programs and Services with two other provincial school boards with similar geographic and special education delivery model and conduct a best practice review of national and international trends. The initiative will focus on data available on students that have an Individual Educational Plan (IEP) / Identification, Placement & Review Committee (IPRC).

1.2 MANDATE

- Review Board's special education action plans over the past 3-years with the prime focus on major changes in the Student Support Services Department delivery model and staff deployment.
- Identify evidence of capacity building across the School Board relating to professional development, staff training, data collection, tracking tools used to gather student achievement, use of information technology, etc.
- 2011/2012 special education expenditures compared to the Ministry grants received for the delivery of special education.
- Analyze data received from the comparator school boards
- Complete a search of best practices being used in school boards for the delivery of special education at the provincial, national and international levels. Identify potential societal trends that may have a future impact on the delivery of student support services over the next few years.

METHODOLOGY

- Follow-up action to be undertaken by UCDSB personnel:
  - Internal Board data to be used in the project
  - Method of gathering and presenting internal data
  - Obtaining permission to use data from comparator school boards
- Review the current organizational and student/program data related to the UCDSB's special education programs and services
- Research the best practices being used or considered in other Canadian or International Districts.

2.0   SCHOOL BOARD SPECIAL EDUCATION OVERVIEW

2.1   DEMOGRAPHIC DATA 2011-2012

	ELEMENTS		UCDSB	Board A	Board B
1	Geographic Area	Size	12000 sq. km Covers an 8 county area	5,522 sq. km. Covers a 2 county area	7,221 sq. km Covers a 2 county area
2	Student Population	Elementary	18,400	10,394	10433
		Secondary	11,400	6,296	5,949
		Alternative/Continuing Education	1025 (Alt Ed. & Con. Ed.	119 (SAL)	52
3	Schools:	Total #	87	52	50
		JK-6	30	10	14
		JK-8	33	29	25
		6-8	0	0	1
		4-8	0	0	2
		7-8	0	0	0
		7-12	10	4	0
		9-12	10	5	8
		Other (provide details) JK – 5 JK – 12 7 – 11 Special Educ.	1 1 1 1	1 – Virtual Sec. Sch.	

2.2   PHILOSOPHY

The following statements have been taken from each board's Special Education Plan.

UCDSB

Special Education is an integral part of the programming provided to students within the school setting, not a separate program. To this end, every effort will be made to maintain an inclusionary and flexible approach to meeting the needs of those who require additional support and/or challenge. All students can benefit from and contribute to the school community. Parents and/or students are consulted in the development of Individual Education Plans and establishing goals and expectations. The education of exceptional pupils is a responsibility shared among board personnel, students, parents and community partners.

Board A

Board A's approach to special education and its special education delivery system are consistent with the board's mission statement: To Cultivate Potential. Special education programs, services and resources assist exceptional pupils to reach their academic, physical, social and emotional potential and are focused on the individual learner. Pupils have different abilities, rates and styles of learning and therefore require different resources to assist them in their learning. Parents/guardians and the students are key partners in the discussions about the special education program and service delivery decisions. Ongoing communication between home and school regarding each pupil's program and progress is essential to the success of the partnership.

Board B

Board B believes that all students have the ability to learn and the right to the best possible education to meet their learning abilities and styles. Every student can benefit from and contribute to the school community. Students should be educated in the most enabling, least restrictive setting that best meets their needs.

2.3   OVERVIEW OF SPECIAL EDUCATION DELIVERY MODELS AND RANGE OF PROGRAMS

UCDSB

The board's special education programs and services have been developed in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Regulations made under the act and other relevant legislation. Programs and services are designed to meet the individual needs of students through a continuous process that includes ongoing assessment and program development and implementation. The board has developed a broad range of programs and services for students with special education needs. The vast majority of students with special needs are supported in regular classroom settings by the classroom teacher through modification of curriculum and/or accommodations to the learning environment. Programming for these students may include intervention and support delivered by the Learning Resource Coaches and/or Learning Resource Teachers assigned to each school, as well as itinerant personnel with expertise in various areas, e.g. speech and language, blind-low vision, behavior, social skills, developmental issues and enrichment. If students require more intensive assistance, intervention may include withdrawal from the regular classroom to a small group or individual setting in their home school. When students are challenged with more profound needs, the board provides special designated classes to respond to their unique learning needs. Since these programs are not available in every school, the student may be transported to another school. In all areas of exceptionality, the regular classroom in the home school is considered as placement of first choice when such a placement meet the needs of the student, is in accordance with parental wishes and allows for the continuation of a positive learning environment. The programs

and services with special education are broadly aligned with the various exceptionalities and definitions provided by the Ministry of Education.

All schools in the UCDSB are required to have a Student Success Team (SST). An SST is a helpful way for school staff to collect evidence, collaborate and plan to meet the behavioural and instructional needs of students. The ultimate goal of the SST is to reach a shared understanding of instructional and behavioural challenges posed in the classroom, to develop new interventions and strategies and evaluate them over time. These teams are to meet on a regular basis with an agenda and minutes. The board has a school-based SST (SST 1) and a regional SST (SST 2). The Regional SST is the main intersection point between school staff and system staff. A meeting with either team may be requested after on-going assessment, programming and consultation have occurred. However, a regional SST can only occur after a school-based SST has been held. During an SST meeting, the data is reviewed and discussed with a focus on strategies attempted, successes and challenges and a determination of strengths and needs. A plan of action is then proposed. UCDSB believes that parent and student involvement is critical to the success of SSTs. It is expected that parents be included from the outset.

Board A

Pupils with special education needs are accommodated in their community schools, providing such placements meet the pupils' needs, are in accordance with the wishes of parents/guardians and where school facilities, staffing and other resources permit. A range of placements is provided in order to meet the needs of some exceptional pupils. Parent/guardians in Board A continue to request a range of placements. School teams, with input from parents/guardians, and health and social service agencies coordinate the planning, delivery, and evaluation of the accommodations and program modifications for pupils as per their IEP. Classroom teachers have the prime responsibility for the education of all pupils in their classes. The development of literacy and numeracy skills is a focus for all students. Programs for most pupils are based on the expectations of the Ontario Curriculum. Appropriate accommodations and program modifications are provided based on the student's needs. Alternative curriculum is provided for those students for whom the Ontario Curriculum is not appropriate, and includes functional literacy/numeracy and life skills.

 Board A supports the beliefs of *Learning For All* - a resource document on Literacy and Numeracy Instruction for Students with Special Education Needs. Board A believes that most exceptional students can and should have their needs met in regular classes in their own school community. Meeting these needs can be accomplished using a variety of teaching strategies, accommodation and/or modifying the curriculum when appropriate and using resources available to the school. Special Education Department staff provides assistance to the schools and vision, hearing, and speech/language staff also provides some direct service to students. Only following a determination by the School Team, Enhanced School Team and Central Support Team that a school cannot provide an exceptional student with an appropriate special education program, is a special placement considered. Special class placements are

organized on a regional basis so where the program is not available in the student's community school, transportation is provided to the special class. Parents/guardians are involved in the discussions about placement, programming and services for exceptional students. The school has the responsibility to ensure that parents/guardians and to the extent possible, students, are well informed and understand the decisions being made. Respect, clarity, accurate information and appropriate time for answering the questions of parents/guardians must guide all discussions.

All schools in Board A must have a School Team comprised of the Special Education Resource Teacher (SERT), administrator(s), and appropriate classroom teacher(s). When the school team feels that they need the expertise and advice of central resource staff, then an Enhanced School Team is convened. The composition is the same as for the School Team with the addition of the Special Education Consultant and any other central staff deemed appropriate. If more support is still required, then the case or cases are referred to the Central Support Team. Whereas both the School Team and the Enhanced School team are school-based, the Central Support Team is centrally based and includes a wider range of specialized staff. Board A indicated that they are planning to shift their model of central services to more of a model to help classroom teachers support the students in the regular classrooms.

Board B

The Special Education Plan for Board B is designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act and Regulations made under the act and other relevant legislation. To address the broad range of educational needs within the student population, Board B uses differentiated programming approaches, placements and supports. The special needs of exceptional learners may be met through differentiation of programming in a regular classroom. Board B believes that instructional strategies implemented are good for all but necessary for some. Based on the Continuous Assessment Process, it is essential to maximize student achievement. Early intervention, proactive program planning, and ongoing support as required is essential to maximize student achievement. A wide variety of interventions must be put in place prior to seeking placements outside the regular classroom. It is recognized that some exceptional learners may require a degree of differentiated programming that cannot be provided effectively through the structure of the regular class. For these students, Board B provides a range of placements beyond the regular classroom to meet their needs. Such placements are selected based on the range of options available at the board and school level and must have the support and participation of parents/guardians as required by legislation. The Special Education Services staff delivery model places a high focus on capacity building for school staff, principals, classroom teachers and educational assistants, to better support the students in their regular classroom. System planning has focused on standardizing the computer-operating environment and enhancing the assistive technology for students with special needs in the regular classrooms and specialized programs. Board B is currently exploring the use of iPads for students with special needs to better communicate and move towards greater independence.

Comments

1. All 3 school boards offer a range of programs and services for special education.
2. All 3 boards reflect the changing direction articulated by the Ministry of Education.
3. All 3 boards place a focus on capacity building.
4. All 3 boards are using technology and software in ways that better meet the needs of students in special education.

3.0   SCHOOL BOARD DATA: STUDENTS WITH SPECIAL EDUCATION NEEDS

3.1   EXCEPTIONALITY IDENTIFICATION RATES
*Identification Rate (Elementary and Secondary) – information taken from Section J
"Exceptionality" of the October 2011 Report to Ministry.*

ELEMENTARY

Exceptionality		UCDSB Student Enrolment	% of UCDSB Total Enrolment	Board A Student Enrolment	% of Board A Total Enrolment	Board B Student Enrolment	% of Board B Total Enrolment
Learning Disability	m	340	1.85	168	1.62	97	0.93
	f	186	1.01	56	0.54	47	0.45
Mild Intellectual	m	29	0.16	32	0.31	71	0.68
	f	28	0.15	27	0.26	45	0.43
Intellectual-Giftedness	m	35	0.19	89	0.86	1	0.01
	f	28	0.15	84	0.81	1	0.01
Language Impaired	m	51	0.28	4	0.04	77	0.74
	f	24	0.13	2	0.02	47	0.45
Behaviour	m	70	0.38	24	0.23	52	0.50
	f	7	0.04	3	0.03	12	0.12
Developmental Disability	m	60	0.33	40	0.38	58	0.56
	f	37	0.20	22	0.21	35	0.34
Autism	m	152	0.83	34	0.33	66	0.63
	f	24	0.13	9	0.09	10	0.10
Multiple Exceptionality	m	194	1.05	5	0.05	62	0.59
	f	82	0.45	2	0.02	20	0.19
Physical Disability	m	15	0.08	14	0.13	4	0.04
	f	9	0.05	7	0.07	4	0.04
Blind & Low Vision	m	4	0.02	0	0.00	0	0.00
	f	6	0.03	1	0.01	4	0.04
Deaf & Hard of Hearing	m	9	0.05	4	0.04	5	0.05
	f	13	0.07	3	0.03	7	0.07
Speech Impairment	m	6	0.03	3	0.03	3	0.03
	f	0	0.00	1	0.01	3	0.03
Total Elementary		1409	7.66	634	6.01	731	7.01

SECONDARY

Exceptionality		UCDSB Student Enrolment	% of UCDSB Total Enrolment	Board A Student Enrolment	% of Board A Total Enrolment	Board B Student Enrolment	% of Board B Total Enrolment
Learning Disability	m	640	5.61	326	5.18	234	3.93
	f	288	2.53	126	2.00	115	1.93
Mild Intellectual	m	68	0.60	79	1.25	151	2.54
	f	57	0.50	45	0.71	145	2.44
Intellectual-Giftedness	m	35	0.31	91	1.45	7	0.12
	f	38	0.33	57	0.91	7	0.12
Language Impaired	m	29	0.25	3	0.05	15	0.25
	f	22	0.19	2	0.03	6	0.10
Behaviour	m	60	0.53	49	0.78	89	1.50
	f	10	0.09	5	0.08	20	0.34
Developmental Disability	m	72	0.63	47	0.75	101	1.70
	f	44	0.39	36	0.57	75	1.26
Autism	m	66	0.58	41	0.65	29	0.49
	f	8	0.07	5	0.08	6	0.10
Multiple Exceptionality	m	227	1.99	2	0.03	133	2.24
	f	66	0.58	0	0.00	32	0.54
Physical Disability	m	6	0.05	13	0.21	8	0.13
	f	6	0.05	10	0.16	4	0.07
Blind & Low Vision	m	3	0.03	1	0.02	1	0.02
	f	4	0.04	2	0.03	1	0.02
Deaf & Hard of Hearing	m	10	0.09	10	0.16	5	0.08
	f	9	0.08	5	0.08	2	0.03
Speech Impairment	m	2	0.02	0	0.00	0	0.00
	f	0	0.00	1	0.02	0	0.00
Total Secondary		1770	15.53	956	15.18	1186	19.94
Total (Elem. + Sec.)		3179	10.67	1590	9.53	1917	11.70

Comments *(The identification rates were calculated as percentages of the board's total enrolment)*

1. Student enrolment numbers for the UCDSB is approximately twice that of both Board A and Board B. This is reflected in the total percentage identification rates for the elementary panel (UCDSB – 7.66%; Board A – 6.01%; Board B – 7.01%).
2. In the secondary panel, Board B has a higher percentage identification rate based on enrolment than either UCDSB or Board A (UCDSB – 15.53%; Board A – 15.18%; Board B – 19.94%).
3. All 3 boards have a much higher identification rate for the secondary panel than for the elementary panel. In analyzing the data, there is a significant increase in the secondary numbers for the categories of learning disability, mild intellectual, and developmental disability and in Board B, for the multiple exceptionality category.
4. In the elementary panel, although the total percentages are comparable, there are variations within the categories of exceptionalities. For example, the identification rate for learning disability in Board B is significantly lower whereas the rate for mild intellectual is much higher.

5. The identification rate for gifted both elementary and secondary in Board A is significantly higher than for either UCDSB or Board B.
6. In both elementary and secondary, the identification rate for the multiple exceptionality category is much lower for Board A and significantly higher for the UCDSB.
7. Appendix E shows the percentage of students in each category formally identified as exceptional by IPRC for the 3 boards compared to the 2010-2011 provincial data.

3.2 INDIVIDUAL EDUCATION PLANS (IEPs)

IEP's (information taken from Section J "Exceptionality" of the October 2011 Report to Ministry" including non-identified students with special needs.

Elementary

Year	UCDSB # of students with IEPs	% of Total Enrolment	Board A # of students with IEPs	% of Total Enrolment	Board B # of students with IEPs	% of Total Enrolment	Prov. # of students with IEPs	% of Total Enrolment
2010-2011	3903	21.0	505	4.86	951	9.11	67,764	5.04

Note: Students with IEPs have not been identified through the IPRC process.

Secondary

Year	UCDSB # of students with IEPs	% of Total Enrolment	Board A # of students with IEPs	% of Total Enrolment	Board B # of students with IEPs	% of Total Enrolment	Prov. # of students with IEPs	% of Total Enrolment
2010-2011	2910	25.0	379	6.02	457	7.68	33,722	4.70

Note: Students with IEPs have not been identified through the IPRC process.

UCDSB

In the Upper Canada District School Board there are a total of 6, 813 students on Individual Education Plans who are not formally identified through the IPRC process. The Ministry of Education IEP template is in full use across UCDSB schools. The web-based format facilitates the transfer of IEPs from teacher to teacher and school to school. UCDSB encourages a collaborative approach to the writing of the IEP. However, after receiving input from a variety of stakeholders, the final responsibility for the creation of the IEP rests with the student's classroom teacher.

The development of the IEP and the decisions surrounding it is a shared responsibility and is cyclical in nature. Data collection which includes student profiles, observations, OSR data, classroom assessments,

work samples, and input from parents and staff is integral to the IEP process. Consultation and collaboration with system staff may be required if the instructional and behavioural interventions attempted are not meeting with success. The IEP is updated and refined based on changes that may occur and recommendations that are made through psychological assessments, agency updates, case conferences and consultations with system staff and parents. Students will be encouraged to be involved in the development and monitoring of their IEP wherever possible. Parents must be consulted in the development of the IEP and any changes made to it.

Board A

Board A uses a board developed electronic IEP template using the company BasePoint. Adjustments to the board developed template have been made taking into consideration the information, feedback and recommendations from the Ministry IEP reviews. Board A conducts an annual internal audit of their IEPs and includes a principal or vice principal, a SERT, a SEAC member and a Student Senator on their internal review team. Board A's IEP decision-making process is aligned with that of the Ministry. Decisions about the creation of an IEP for a student are not based on the age or the grade of the student but rather on the student's individual needs. The student must require special education supports and services beyond what would be normally provided in the classroom by the classroom teacher.

Board A has done a lot of work with SERTs around IEPs. Learning strategies have become more measurable for students and classroom teachers are taking more ownership for the IEPs. The IEP has become more of a living document. Teachers take the goals and work starting with the end in mind. The approach is more data driven and is more closely linked to the report card. Board A estimates that they have reached more than 50% of classroom teachers at the elementary level and although not yet to the 50% mark, have impacted more secondary teachers as well. This year, 4 full day sessions were held with SERTs. The consultant model is to meet with the school team at least once per month. A book study "*Actions Speak Louder Than Words*" was organized and the participation was excellent.

Board B

Board B also uses a board developed electronic IEP template using the company BasePoint. This template was developed and implemented in compliance with the Ministry's standards and expectations. In-school special education resource teachers receive regular IEP training at monthly meetings and through the special education coordinators. IEPs are reviewed regularly by school administrators and resource teachers with the term report card. Parents must be consulted in the development of the IEP.

Comments

1. The numbers noted in this section are for students not formally identified through the IPRC process, but who have individual education plans in place consistent with the IEP legislation.

2. The numbers of students with IEPs not formally identified are significantly higher in both elementary and secondary for the UCDSB than for either Board A or Board B (21% and 25% as compared to 4.86%/6.02% and 9.11%/7.68%) and also compared to the provincial data (5.04% and 4.70%).
3. When totaled with the number of students who are formally identified and who must have IEPs in place (section 3.1), the number of students with individual education plans are significantly higher for the UCDSB (33.5% of total enrolment as compared to Board A with 14.8% and Board B with 20.3%).

3.3 IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEES (IPRCs) – APPEALS AND TRIBUNALS

Elementary

	UCDSB		Board A		Board B	
	2010/11	**2011-present**	**2012/11**	**2011 – present**	**2010/11**	**2011 – present**
# of appeals to SEAB	0	0	0	0	0	0
# of appeals to Tribunal	0	0	0	0	0	0
# of appeals that have been resolved through other means, e.g. mediation	1	0	0	0	0	0

Secondary

	UCDSB		Board A		Board B	
	2010/11	**2011-present**	**2010/11**	**2011 – present**	**2010/11**	**2011 – present**
# of appeals to SEAB	0	0	0	0	0	0
# of appeals to Tribunal	0	0	0	0	0	0
# of appeals that have been resolved through other means, e.g. mediation	0	0	0	0	0	0

Comments

1. Special education appeals and tribunals have not been an issue in any of the three boards.

4.0 SPECIAL EDUCATION CENTRAL STAFF ORGANIZATIONAL INFORMATION

4.1 SPECIAL EDUCATION SERVICES ORGANIZATION

Position	UCDSB	Board A	Board B
Autism Resource Support Specialist		1.0	
Autism/ABA Special Education Coordinator	2.0		
Autism Student Support Coordinator			1.0
Autism Resource Educational Assistant		1.0	
Behaviour Resource Teacher		2.0	
Behaviourist	11.0		
Behaviour Resource Team Educational Assistant		4.0	
School-to-Work Program Educational Assistant		4.0	
Supervisor, Child and Youth Counsellor team			1.0
Psychologist		1.4	1.0
Chief Psychologist	2.0		
Psychological Associate	4.0		
Psychometrist	3.0	2.0	1.0
Psycho-educational Assessment Assistant			1.0
Special Services Counselor	8.0		
Special Education Consultant		4.0	
Special Education Coordinator			5.0
Student Engagement Teacher	15.0		
Special Education Resource and Project Coordinator			.5
Coordinator of Student Support Services		.5	
Speech and Language Pathologist	7.0	4.0	2.0
Speech and Language Assistant	12.0		
Teacher of the Blind		1.75	
Vision Resource Teacher			1.0
SERT - Vision	2.0		
Braillist Educational Assistant			1.0
Teacher of the Deaf and Hard-of-Hearing		4.0	1.5
SERT – Deaf and Hard-of-Hearing	4.0		
Teacher of the Gifted		2.0	
Hardware Technician		2.0	
System Trainer		1.0	
Superintendent of Student Engagement	1.0		
Superintendent of Learning Services		1.0	
Superintendent of Education - Special Education Services			1.0
Assistant Superintendent of Education – Special Education Services			1.0
Principal of Special Education		1.0	
System Principal of Student Engagement	1.0		
Coordinating Principal of Student Engagement	1.0		
Mental Health Leader			1.0
Total – Special Education Services	73.0	36.65	19.0

Comments

1. The UCDSB has approximately twice the student enrolment of either Board A or Board B.
2. The UCDSB uses more of a regional deployment for central student support staff than the other two boards. The geographical size of the UCDSB covers 12,000 square kilometers and an 8 county area as compared to 5,522 square kilometers/2 counties and 7,221 square kilometers and 2 counties.
3. There are variations in the positions and responsibilities of the central special education staff among the 3 boards.
4. In the organization and deployment of psychological staff and speech and language staff, the UCDSB has a higher level of support compared to the other two boards. The UCDSB has established the position of Special Services Counselor, a role not found in either Board A or Board B.

4.2   DETERMINATION AND ALLOCATION OF:

4.2.1 RESOURCE STAFF

Category	UCDSB (fte)	Board A (fte)	Board B (fte)
Learning Resource Teachers – Elementary		37.25	29.74
Learning Resource Coaches - Elementary	94.1		
Learning Resource Teachers – Secondary	36.16	21.67 (89 sections)	8.0

Note: full time equivalent (fte)

HOW RESOURCES ARE ALLOCATED:

UCDSB

UCDSB uses a formula approach to allocation of Learning Resource Coaches for the elementary panel and Learning Resource Teachers for the secondary panel. The formula uses the Needs Index Factors of a Poverty score, a Family/Community score, a Mobility score, a Cultural/Linguistic Diversity score, and a Readiness to Learn score. The formula uses the average daily enrolment (ADE) and assigns a base allocation based on the ADE (1.0 fte per 285 ADR). Additional student factors are considered. Students with an identification of Autistic, Mild Intellectual (MID), Developmentally Delayed (DD), or Multiple are tallied from the Ministry report. Student tallies are then multiplied by a factor of .03 to distribute this allocation. Fully self-contained placements are excluded; partially integrated students count as .5; integrated students count as 1.0. An adjustment is then made based on the Needs Factors to determine the final contextual allocation.

Board A

Board A uses only enrolment numbers to determine the allocation of Special Education Resource Teachers (SERTs) to elementary schools. Board A indicated that they will be reviewing the formula during the next school year.

> SERT Generator (E = fte Enrolment – SCC-DD students)
> Formula
> E< or = 200 = 0.5 fte SERT
> E 201 t0 250 = .75 fte SERT
> E 251 to 300 = 1.0 fte SERT
> E 301 to 350 = 1.25 FTE SERT
> E 351 to 400 = 1.50 FTE SERT
> E 401 to 450 = 1.75 FTE SERT
> E 451 to 500 = 2.0 FTE SERT
> E 501 to 550 = 2.25 FTE SERT
> E 551 to 600 = 2.50 FTE SERT
> E 601 to 650 = 2.75 FTE SERT
> E 651 to 700 = 3.0 FTE SERT

The Board will not allow principals to split the position of SERT (Special Education Resource Teacher) among different teachers. If the allocation is 1.0, then the principal cannot share the 1.0 fte among different teachers.

Board B

Special education resource teachers are allocated to schools based on school culture and number of identified students with exceptionalities. School culture consists of the following: number of students with exceptionalities (MID, LD/Multiple, Autism, DD, etc.), suspensions, EQAO data and social needs (poverty, mobility, etc). Elementary allocation is not weighted (determined by school needs) – every secondary school receives one full-time Interdepartmental Special Education Department Head. An ongoing challenge by the Superintendent and Special Education Services staff is to monitor and support the ISRTs to best meet the System and school needs.

Comments

1. The process of determining the number of teaching resource staff varies among the 3 boards. UCDSB uses a comprehensive formula to determine the allocation. Board A uses a formula based on enrolment.

4.2.2 EDUCATIONAL ASSISTANTS

Category	UCDSB (fte)	Board A (fte)	Board B (fte)
Educational Assistants (EAs)	330.0	209.0	256.66
Child and Youth Workers (CYWs)	8.5	5.0	17.7

HOW RESOURCES ARE ALLOCATED:

UCDSB

EA allocations are set in April allowing the staffing process to unfold for the coming school year. Student Engagement staff gather data regarding the students in all schools. Working together, using the Student Needs Assessment 2012, school teams and system teams review the needs of each school. EA support is reserved for Physical/Medical, Autism/Intellectual, Hearing and Vision needs. The level of support falls within a range of hours, depending upon complexity and overall student need. Educational Assistants are not student specific, but rather allocated to the school. UCDSB has adopted a model of "shared support".   A team approach taken by the classroom teacher, the LRT/LRC, system staff and the Educational Assistants, along with careful consideration of grade/level organization and staff scheduling will enhance the level of support that each school can provide for all students. It is through an open and transparent process of this type that the board staff is able to gather the information required to make informed decisions that best support the most vulnerable learners. Based upon the data gathered in the spring of 2011, the UCDSB began the 2011-2012 school with 313.0 Educational Assistants. Changing needs, new students to the area and a number of school transfers has necessitated the addition of fourteen EAs at Thanksgiving, six in January and two at March Break.

Board A

Educational Assistants are allocated based on physical needs and on safety needs. For SCC classes the board allocates 1 EA to the class in addition to those EAs allocated for physical and safety needs. EAs are allocated to the school not the student. Once the principal receives the fte allocation, the principal determines the schedule of support. The former System Principal of Special Education (retired June 2011) has a contract as Paraprofessional Support Services lead (PSS lead). When a principal asks for more EA support, the Paraprofessional Support Services lead visits the school and determines the need based on the existing allocation to the school as well as the increased need or perceived increased need. This approach has allowed the board to reduce by 10 EA positions in 2011-12. He is also responsible for determining school needs for 2012-2013 which will then drive the number of EAs for Allocations of EAs added throughout the school year are assigned as short-term allocations. The PSS lead is just finalizing an EA performance appraisal that is based on Council for Exceptional Children's paraprofessional standards.

Board B

Over the past several years the number of Education Assistants (EAs) has not decreased drastically. Currently there are 256 EAs in the Board. The guiding principles for the allocation of EAs have been updated by the department with the prime focus on the special education needs of the students in the allocation process. Specific "focus students" must be the priority for the scheduling of EAs – physical, medical, communication and intellectual (safety needs). EAs are allocated to special education regional programs, and specialized services (speech and language, alternative programs, secondary resource rooms) .The special education coordinators must be involved in the ongoing meetings and case conferences for current and new focus students. In each elementary school, one EA is designated as a "float" – with approximate 50 EA "floats" in the board. These EAs can be re-assigned to other schools in a region depending on the student needs. In September, the common practice is to hold 10 EAs back from being placed so that these EAs can be later placed where the highest needs have been determined due to new students arriving or students not returning to the school. To deal with emergency student situations, "time-sheeted" EAs may be used to address the short term student needs/crisis. There are strict parameters and timelines implemented at the school for these EA positions.

Students with special needs that impact on yard duty supervision schedule may have these additional costs covered by the HR budget not the special education budget. An important goal is for staff to build greater student independence. This is a key message being communicated to staff and parents. The EAs are an integral component of building capacity at the school and board level to address the ever changing student needs in our school communities. An ongoing challenge in the region is the expectations of families moving in from large urban school boards, private group homes (CAS partners) and Third Party reports for educational assistant support.

Comments

1. UCDSB and Board A are very similar in their allocation of educational assistants. Board B uses a practice of designating EA "floats" one per school. These "float'" EAs can be reassigned to respond to changing needs school to school. In addition, Board B holds back 10 EA positions which are then assigned to address short-term student needs/crisis. Consequently in Board B, no EA positions are added throughout a school year. UCDSB and Board A assign additional EA positions throughout the school to respond to emergency student needs/crisis.
2. In 2011-2012, Board A created a Paraprofessional Support Services (PSS) lead position with responsibility for allocation and supervision of EAs. The PSS lead developed a performance appraisal based on the Council for Exceptional Children's paraprofessional standards. (See Appendix A)
3. Since 2007, the UCDSB has undergone a process of "right-sizing" the number of educational assistants resulting in current numbers that are reflective of the other staffing positions in place to support students with special education needs.

4.4 SYSTEM DESIGNATED CLASSES/PROGRAMS

SDC Name/Title	UCDSB		Board A		Board B	
	# of Classes	fte (teachers)	# of Classes	fte (teachers)	# of Classes	fte (teachers)
SDC-DD SCC -DD	Elem. 2 Sec. 15	Elem. 2 Sec. 15	Elem. 9 Sec. 13	Elem. 9 Sec. 13	Elem. 6 Sec. 16	Elem. 6 Sec. 16
Multi-Needs SCC-UN	Elem. 2.5 Sec. 4.83	Elem. 2.5 Sec. 4.83	Elem. 4 Sec. 7	Elem. 4 Sec. 7	Elem. 0 Sec. 0	Elem. 0 Sec. 0
SCC-LD	Elem. 0 Sec. 0	Elem. 0 Sec. 0	Elem. 0 Sec. 0	Elem. 0 Sec. 0	Elem. 2 Sec. 0	Elem. 1 Sec. 0
SDC - Behaviour	Elem. 2 Sec. 0	Elem. 2 Sec. 0	Elem. 0 Sec. 0	Elem. 0 Sec. 0	Elem. 1 Sec. 0	Elem. 1 Sec. 0
SDC – PDD/Autism	Elem. 0 Sec. 0	Elem. 0 Sec. 0	Elem. 0 Sec. 0	Elem. 0 Sec. 0	Elem. 4 Sec. 0	Elem. 4 Sec. 0
SDC – DD/Autism	Elem. 2 Sec. 0	Elem. 2 Sec. 0	Elem. 0 Sec. 0	Elem. 0 Sec. 0	Elem. 2 Sec. 0	Elem. 2 Sec. 0
SDC – Destination Employment Pathways Program	Elem. 0 Sec. 4.67	Elem. 0 Sec. 4.67	Elem. 0 Sec. 5	Elem. 0 Sec. 40 sections	Elem. 0 Sec. 0	Elem. 0 Sec. 0

UCDSB

The IEP and IPRC processes provide collaborative decision-making opportunities for parents, teachers, support staff and administrators. The IPRC committee may determine that a Special Class placement is appropriate. As a forward thinking board with a belief that the regular classroom in the home school is the placement of "first choice", the UCDSB has taken a hard look at their system designated classrooms. Over the last three years, several classrooms both elementary and secondary have been collapsed due to low enrollment as well as the inclusionary model of programming for students with special education needs in the regular classroom. At a few sites, parents have refused the placement option of an SDC. At the elementary level, UCDSB has 97 students identified as developmentally delayed. All but 8 are integrated into regular classrooms. At the secondary level, of the 116 students identified as developmentally delayed, almost 70% are placed in System Designated classes.

In the fall of 2011, a template was devised for data collection in secondary SDCs. Based on data from administrators and LRTS who are struggling to provide increased opportunities for learning, work placements and inclusion, several recommendations were put forward. Some secondary schools are banking expectations met by developmentally delayed students taking credit-bearing courses over a longer period of time, or repeating the same courses but working on different expectations.

Engaging our most vulnerable learners through Technology is a plan that was introduced this year for all of the SDC and Section 23 classes in order to enhance program delivery in SD classes primarily through the use of Smartboards. Each class received four days of training.

Board A

Board A indicated a plan to move away from as many system-designated classes and place more emphasis on inclusion. They noted the trend away from parents opting for self-contained placements and choosing instead placement in the regular classroom. They referenced research that students with more serious special education needs are neither better or worse off when placed in a regular classroom. Board A plans to change their Self-Contained Undifferentiated (SCC-UN) classes to more of a resource model. They indicated that the self-contained classes would continue to exist for the more severe developmentally delayed (SCC-DD).

Board B

Some exceptional learners may require a degree of differential programming beyond the regular classroom and for those students Board B provides a range of placements to meet their needs. System planning has focused on standardizing the computer-operating environment and enhancing the assistive technology for students with special needs in the regular classrooms and specialized programs. Board B is exploring the use of iPads for students with special needs to better communicate and move towards greater independence. The transportation needs for students being considered for program placements outside their regular school is an ongoing challenge.

Comments

1. All 3 boards offer a range of placements that includes self-contained settings.
2. Board A plans to change their Self-Contained Undifferentiated (SCC-UN) classes to more of a resource model. They indicated that the self-contained classes would continue to exist for the more severe developmentally delayed (SCC-DD).
3. UCDSB recognizes the need to review the SDC - Behavioural classes. Currently they have 3 classes all at the elementary level. Research indicates that grouping students with behavioural needs does not necessarily result in positive changes to behaviour.
4. UCDSB offers 7 Destination Employment Pathways Programs at the secondary level. Board A offers 5 Destination Employment Programs at the secondary level as well as a resource teacher model at one school which serves the same purpose.

5.0   SPECIAL EDUCATION SUPPORT SERVICES MODELS

5.1   AUTISM SPECTRUM DISORDER (ASD)

UCDSB

In UCDSB there are 176 elementary students and 74 secondary students identified with autism. Of those 176 elementary students, 9 are in fully self-contained classes and 9 are partially integrated, while the remainder are fully integrated into regular classrooms. At the secondary level, 5 students are fully integrated, 5 students are partially integrated, and the remaining 64 students are fully integrated. For the 2011-12 school year, there are 24 students in Intensive behaviour Intervention (IBI) and 6 students in Connections.

Collaborative Service Delivery Models for students with ASD are imperative for students with autism. UCDSB continues to have excellent partnerships with Pathways (Hotel Dieu), The Children's Hospital of Eastern Ontario (CHEO) and local county community programs.

This year marked the creation of the Autism/Applied Behavioural Analysis (ABA) Coordinator role. The UCDSB has two ABA Coordinators that oversee the Ministry recommendations of Policy Program Memorandum 140, incorporating Methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorders. The consultants coordinate professional learning for school and system staff in developing programs and interventions for students with ASD. They are responsible for providing recommendations to system and school staff on assessment and evaluation; classroom organization and scheduling; program development; instructional practice and behaviour management.

Partnering with CHEO and Pathways, the ABA Coordinators scheduled 277 training dates over the 2011-2012 school year across the board. There were no trainings cancelled due to lack of interest (5 or less signed up). The training sessions averaged 10 to 15 participants per session. Trainings were offered on the following topics:

ABA Part 1	Classic Structured Teaching	Art of Friendship
ABA Part 2	High Functioning Structured Teaching	Art of Play
Anxiety and ASD	Social Learning Tools	Art of Conversation
Sexuality and ASD	Participation Matrix	

The coordinators have provided an extensive training schedule for the Student Engagement Teachers. In addition, they created 30 "Kits" on autism related topics before the start of the school year to loan to the SETS in their work with schools. The ABA Coordinators are strong proponents of ABA strategies including Structured Teaching, and are involved in directly setting up and modelling structured teaching strategies using an embedded training model.

Board A

In Board A there are 43 elementary students and 46 secondary students identified with autism. An Autism Resource Support Specialist (ARSS) & an Autism Demonstrator Educational Assistant provide service to students on the autism spectrum throughout the board. Students entering or re-entering the school system from Intensive Behaviour Intervention (IBI) under the Ministry Of Education's mandate of Policy Program Memorandum 140 – Connections process are the priority for this team. In addition to the Connections transitions process, schools may make referrals for the resource supports as required by students who are diagnosed with Autism Spectrum Disorder. The ARSS assesses the student's strengths/needs/skills using the Universal Supports Guide (Thames Valley Children's Centre) and supports the teacher in developing specific strategies and supports to meet the identified goal. The ARSS will model the strategies, and the ASD-EA then continues to provide a model and support for up to 3 weeks in each classroom with gradual release of responsibility to the teacher and school team.

Professional development for specific school requests and system in-service occur in the areas of functional assessment, prompting and use of reinforcement, functions of behaviour, applied behaviour analysis and transition planning. Additional responsibilities include the implementation and support for School-Wide Positive Behaviour Intervention Support (SWPBS) with 3 schools successfully launching SWPBS during 2011-2012. Positive Behavior Support (PBS) in 3 schools was a focus for the Geneva Centre training sponsored by the Ministry of Education (EDU) in the summer of 2011. The program is school wide and research based. There must be 80% staff buy-in before they will implement the program. The EAs must have CYW training. The Board is not planning to implement the program in all schools.

Board B

In Board B there are 76 elementary students and 35 secondary students identified with autism. Two new DD/Autism classes (North and Central) were opened in September 2011. The Autism Student Support Coordinator has worked closely over the past year with the Geneva Centre and The Children's Hospital of Eastern Ontario in providing opportunities for ABA training and awareness sessions for staff and parents.

Staff development was provided to support teachers and educational assistants who work with students with autism based upon the EDU funding. These support opportunities included: ABA training for school teams, collaborative ABA training sessions delivered with Pathways School Support Program, release time provided for planning time for school teams involved in Seamless Resource Centre, and a top up of lending resources including sensory kits.

Comments

1. All 3 boards have placed an emphasis on capacity building for all staff.
2. UCDSB and Board B work closely with the Children's Hospital of Eastern Ontario and Board A works with the Thames Valley Children's Centre. All 3 boards access the services and expertise of the Geneva Centre.

5.2 BEHAVIOUR

UCDSB

In UCDSB there are 77 students identified with a behavioural exceptionality at the elementary level and 70 at the secondary level. Identification is based on Ministry criteria and the accumulation of documentation demonstrating that the student's behavior is significantly affecting his/her performance in the school environment. Despite the fact that multiple means have been attempted to address the behaviour, the student's ability to function in the school environment is challenged. In recent years there have been fewer and fewer behaviour identifications due to the negative connotation this particular identification tends to carry. The UCDSB has eleven Behaviourists assigned to specific schools. Behaviourists work very closely with Student Engagement Teachers. They work through the Student Support Team (SST) process to support schools when a student's behaviour is interfering with the ability to function within the classroom and school environments. The Behaviourist may also team with the Special Services Counselor when student behaviour is driven by mental health/emotional issues. Behaviourists build staff capacity regarding behaviour management, assess behavioural needs, work with school teams to develop behaviour and safety plans for students, and model behavioural and safety interventions for students. They may work with small or large groups of students (i.e., whole classes) on skill-building (i.e., FRIENDS programming, Red Cross "Beyond the Hurt" training, Art of Play). Behaviourists frequently partner with Special Services Counselors and/or Community Agencies to run these programs, and there is an emphasis on building the capacity of teachers and other in-school staff as part of program delivery.

The Behaviourist team provides Behaviour Management System Training (BMST) to staff throughout the Board. Five sessions were scheduled this year. In addition, many after-school sessions were scheduled at various school-sites in order to provide training to entire school teams. The focus of BMST is an understanding of the factors that impact behavioural functioning, proactive versus reactive approaches to managing behaviour, and the reduction (rather than direct control) of aggressive behaviour. There is a focus on information gathering to prevent problems and guide interventions, action and planning, and review and debriefing.

Research has shown that 1 in 5 children at any given point in time face mental health problems. Anxiety and depression predominate and can impact significantly on a student's ability to engage in the classroom and achieve academically. All intermediate and secondary students in UCDSB have the access code for the online magazine, *My Health*, promoting teen mental health and wellness. *My Health* (formerly YOO Magazine) was created and designed by Dr. Darcy Santor, from the University of Ottawa. This year Dr.Santor and his team have been providing 50 minute modules on Bullying, Coping and Anxiety to grades 7 to 9 students in all 7 to 12 schools. The modules link directly back to *My Health* Magazine. As well, "Mental Health 101" was presented to teachers.

Board A

In Board A there are 27 students identified with a behavioural exceptionality at the elementary level and 54 at the secondary level. Students identified with a behaviour designation who are experiencing challenging behaviour & students without designation experiencing challenging behaviour are supported by the itinerant Behaviour Resource Team. The Behaviour Resource Team is comprised of 2 teachers and 4 educational assistants. All positions filled by interview process and CYW qualifications are important when filling these EA positions. The responsiveness of the Behaviour Team has been identified by principals as a best practice.

School teams complete tracking in the format of a scatter plot. For specific behaviours, the resource teacher takes part in an enhanced team meeting with the school team and consultant to review strategies and develop a more detailed approach to data collection & intervention. Functional behaviour assessments, on-going data collection & detailed behaviour intervention plans are developed. An EA from the behaviour team, under the guidance of the behaviour resource teacher is assigned to support the teacher and student in modeling the use of effective, research-based practices with gradual release of responsibility to the teacher and school team. Supports and services are available for individual students, student groups (eg: social support groups) and whole class settings. Currently Board A has a coordinator position that also serves as a resource to schools. This position is the liaison with the mental health strategy and involved with safe schools. This position will not exist for 2012-2013. Professional development opportunities in the areas of classroom management, mental health issues (eg. ADHD, anxiety, etc.), crisis prevention & intervention (NCCPI) are determined by the needs of the school team.

STRIVE positions were put into schools where there are a lot of behavioural needs. As part of the STRIVE program, 5 school sites have an additional behaviour support with a Strive EA assigned to meet the needs of up to 8 students identified with behaviour exceptionalities who continue to experience challenges in the school and class setting. This is a withdrawal program where students are taught the skills of prevention (eg. exiting the classroom to go to Strive prior to an outburst). The program focuses on the strategies of Dr. Ross Greene, Dr. Gordon Neufeld, Juli

Alvarado (Emotional Regulatory Healing) and ABA strategies to support the student in acquiring skills for a successful return to the classroom setting. Schools determine the needs of students for the program and include parents in the referral/admission plan to provide the student with access to the program. Students only access the program as required throughout the day and return to the classroom after a short period of time once they are regulated and can do so with success. The Board's plan is to shift attention to Ross Green's behavior program and promote the lagging skills checklist for use with behavior students. The plan is to take 3 schools and do some in-depth work with Ross Green in September.

Board A uses CPI for their non-violent crisis intervention program. All EAs and principals and vice principals are certified/recertified every year. The board uses their own trainers.

Board B

In Board B there are 64 students identified with a behavioural exceptionality at the elementary level and 109 at the secondary level. In Board B, 17.7 Child and Youth Workers (CYCs) are allocated to the schools and distributed to each region of the board with responsibility for the special needs in several schools. If a student crisis occurs, the CYCs will adjust their schedule and time to address the greater student needs. The CYC allocation is based on the significant behaviour service needs for a region. The CYCs assist with the development of the behavioural plan for crisis cases and ongoing support for staff at the school level for training in anger management and restorative justice. They provide support and model interventions for teachers and EAs that are directly involved with a behaviourial case.

The Board Crisis Team includes the CYCs as they are familiar with the school community. In order to broaden implementation of the Kevin Cameron Threat Assessment Model, training in Level 2 Threat/Risk Assessment will be offered for Threat Assessment Team members who have completed Level 1 Threat Assessment Training. All school administrators are required to participate in Level 1 and Level 2 Training Sessions.

Comments

1. All 3 boards indicated that the behavioural needs of students are increasing in severity. All 3 boards have programming and services to respond to the behavioural needs of students.
2. Board A differs from the other 2 boards in the composition of the "team" that responds to the behavioural needs in that the behavior team consists of 2 teachers and 4 EA/CYWs. UCDSB uses the model of "behaviourists" that are CYW trained and Board B uses CYWs.

5.3   GIFTED

UCDSB

UCDSB has 136 students identified as Gifted (63 at the elementary level and 73 at the secondary level). From a system perspective, gifted students have enriched opportunities through SEEDS (Queen's University) and mini-enrichment courses (Ottawa University) beginning in grade 6. Students who meet the gifted protocol are funded by UCDSB. There has been "reach ahead" credit opportunities offered to gifted students. Schools refer to the guidelines for gifted programming: differentiation (e.g., tiered instruction, choice boards, DI/MI matrix), pre-testing and compacting, thinking skills development, leadership development, multiple intelligence perspective, opportunities for independent study in areas of interest, affective development etc. described in the Gifted Binder, Diane Heacox resources and Karen Hume resources. In some pockets of the board, staff refer to ABC Ontario website and also refers parents of gifted students to this resource: http://www.abcontario.ca.

The final version of the Gifted Screening and Identification Process – Grade 4 based on proposed revisions made by the UCDSB psychology team has been completed. This version aligns well with other Boards in preserving the established intellectual criteria (98th percentile), but it also allows more flexibility to earn points for slightly lower percentile scores as well as granting points for some area of intellectual giftedness.

Board A

Board A has 321 students identified as gifted (173 at the elementary level and 148 at the secondary level). The board offers a Central Withdrawal Program once per week in 2 sites for gifted students in grades 4-6. One site uses multi-age groupings for the classes because of the geography involved and the other site offers grade groupings. For gifted students in grades 7-10, the board offers 3 interest-based modules per year where the students elect to come together in a central location.

The student identification process may be initiated by the school personnel, parents/guardians, or the student. The classroom teacher completes a guided observation, using the list of key characteristics and observables. If four or more of the key characteristics and observables are noted, then a referral to the School Team is made. The classroom teacher completes the Teacher Checklist for Gifted Education. The School Team uses the results of the Teacher Checklist to determine next steps and if the decision in consultation with the parents/guardians and student is to proceed, then the Detroit Test for Learning Aptitude is used as the final screening tool. The cut-off point is 126.

Board B

Board B has 16 students identified as gifted (2 at the elementary level and 14 at the secondary level). The number of students identified as gifted in the system has decreased which may be an indication that parents prefer their child not be identified and are satisfied with the enrichment of program being offered in the class or gifted modules available at the school.

The screening process for gifted starts in grade 3 with programming options offered to students starting in grade 4. The gifted screening procedure is currently under revision. At the present time the board uses the results of the Canadian Achievement Test (CAAT) as well as input from teachers. The Gifted Resource Guide provides information about programming for students identified as Gifted. This guide is also under revision.
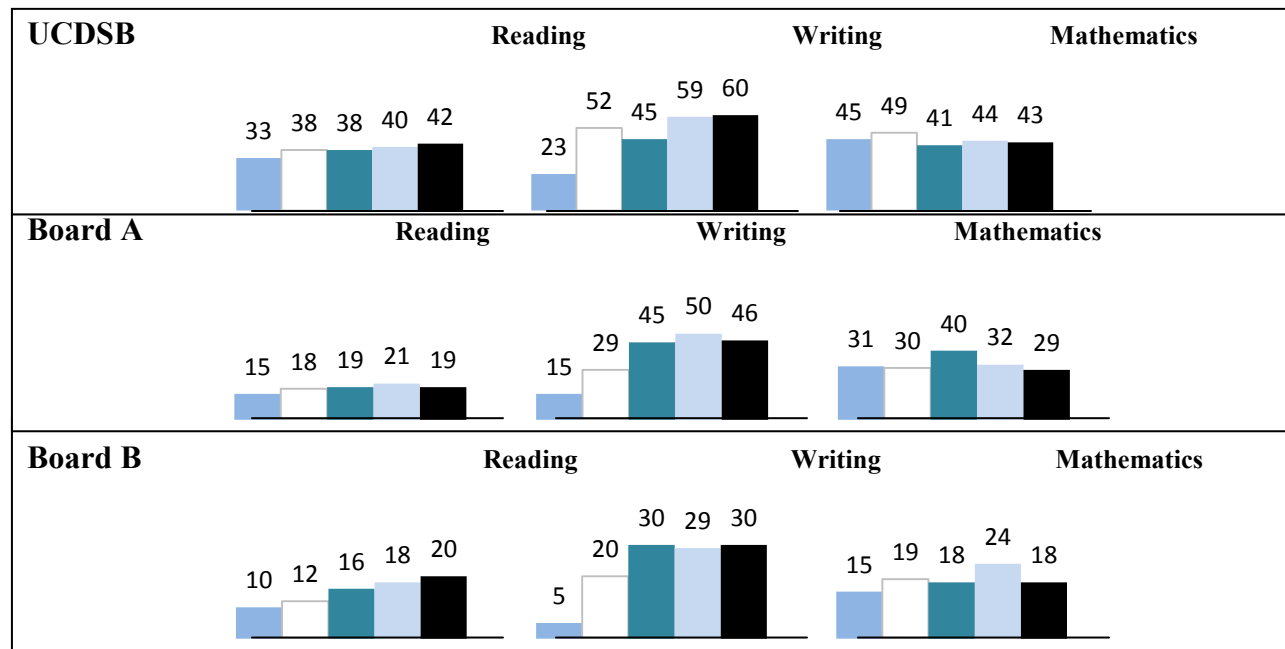
Comments

1. In analyzing the data, there is a significant difference in the number of students identified as gifted among the 3 school boards. Board A has the largest number of students identified as gifted in both elementary and secondary and has the most structured programming options. At the elementary level Board A offers once a week withdrawal classes for students in grades 4 to 6 and for students in grades 7 -12 Board A offers 3 interest-based modules per year.
2. As part of their screening process, Board A uses a Checklist of Learning and Behavioural Characteristics common to Gifted Students, and a list of Observables (see Appendix B).
3. UCDSB offers enriched opportunities through Queen's University, and Ottawa University, beginning in grade 6.
4. All 3 boards begin their screening for gifted in grade 3 and programming opportunities begin in grade 4.
5. All three boards should examine the programs offered in the mainstream classroom for students identified as intellectually gifted. Many jurisdictions are exploring new programming options for these students to enrich the opportunities. Many states in the United States are experimenting with computer-based programs that are designed to be sensitive to the needs and abilities of each student.
6. Appendix E shows the percentage of students identified in the elementary and secondary panels for the intellectual – gifted category for the 3 boards compared to the provincial average.

6.0 SPECIAL EDUCATION OUTCOMES FOR STUDENTS WITH SPECIAL EDUCATION NEEDS
6.1 EQAO RESULTS
6.1.1. % of Students with Special Education Needs at Level 3/4 of the EQAO Assessment – PRIMARY 5 years (2006/07 to 2010/11)

UCDSB

Reading: 33, 38, 38, 40, 42
Writing: 23, 52, 45, 59, 60
Mathematics: 45, 49, 41, 44, 43

Board A

Reading: 15, 18, 19, 21, 19
Writing: 15, 29, 45, 50, 46
Mathematics: 31, 30, 40, 32, 29

Board B

Reading: 10, 12, 16, 18, 20
Writing: 5, 20, 30, 29, 30
Mathematics: 15, 19, 18, 24, 18

6.1.2 % of Students with Special Education Needs at Level 3/4 of the EQAO Assessment – JUNIOR

UCDSB

Reading: 28, 35, 38, 42, 40
Writing: 15, 33, 37, 36, 39
Mathematics: 26, 28, 32, 27, 22

Board A

Reading: 28, 36, 29, 29, 29
Writing: 13, 26, 24, 27, 26
Mathematics: 25, 24, 26, 20, 13

Board B

Reading: 16, 20, 21, 21, 22
Writing: 9, 21, 14, 10, 18
Mathematics: 10, 11, 15, 11, 8
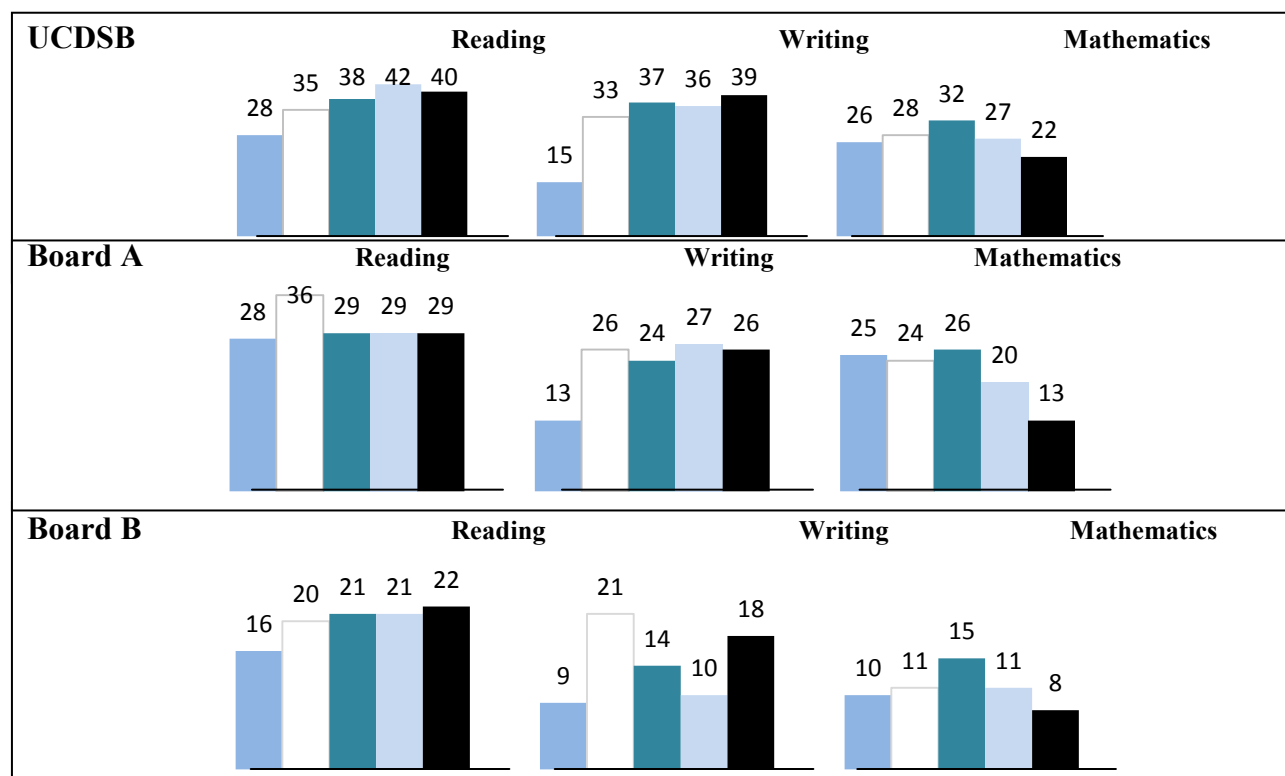
6.1.3 **% of Students with Special Education Needs at Level 3/4 - EQAO – GRADE 9 MATH**
5-years (2006/07 to 2010/11)

UCDSB	Academic					Applied				
	5	7	72	65	69	33	37	38	35	34

Board A	Academic					Applied				
	65	79	76	66	82	47	45	44	46	35

Board B	Academic					Applied				
	71	71	64	81	70	38	32	34	37	38
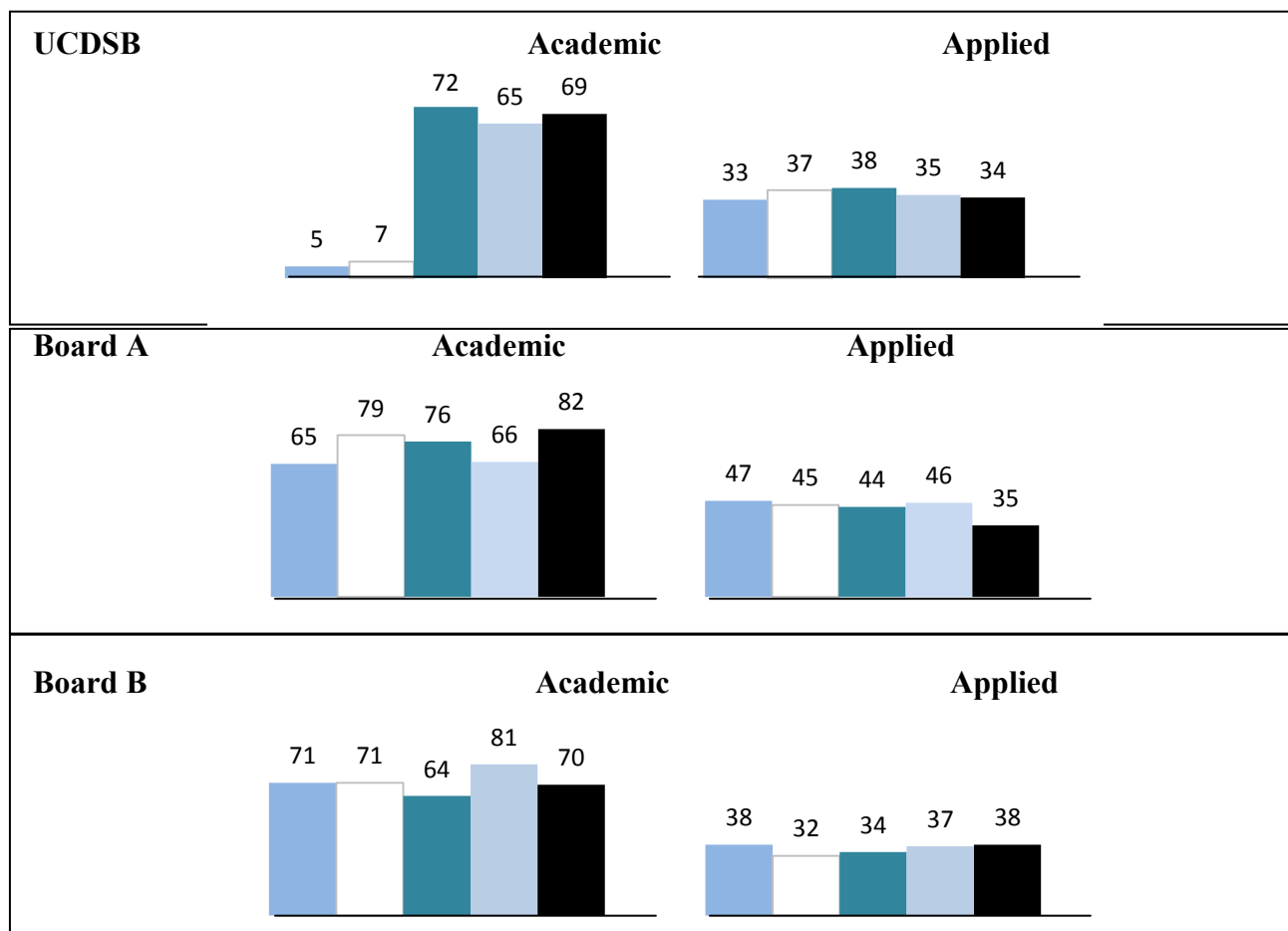
6.14 **Ontario Secondary School Literacy Test (Gr. 10) Fully Participating First Time Eligible Students with Special Education Needs 5-years (2006/07 to 2010/11)**

UCDSB					Board A					Board B				
60	56	57	55	52	48	46	51	43	42	38	42	44	55	60
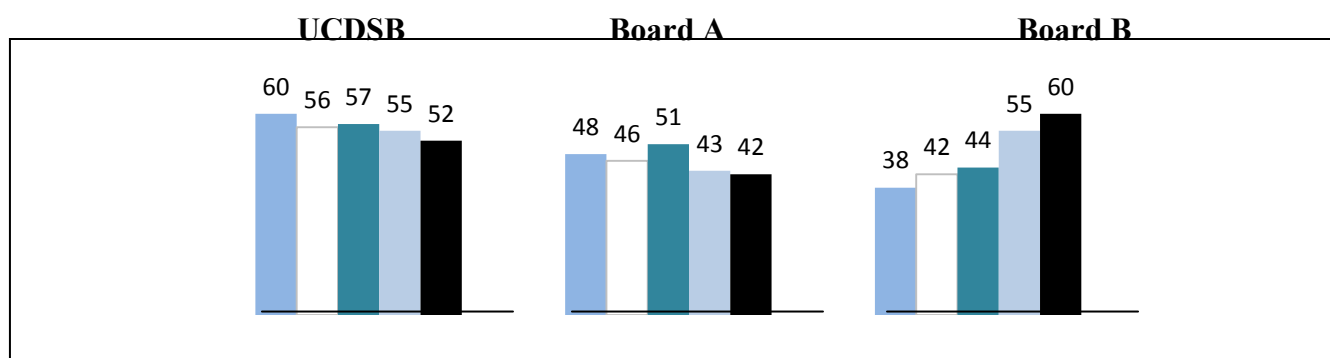
6.1.5 PROVINCIAL AVERAGE – PRIMARY AND JUNIOR

Category	Reading					Writing					Mathematics				
	06/ 07	07/ 08	08/ 09	09/ 10	10/ 11	06/ 07	07/ 08	08/ 09	09/ 10	10/ 11	06/ 07	07/ 08	08/ 09	09/ 10	10/ 11
Primary – All Students	62	61	61	62	65	64	66	68	70	73	69	68	70	71	69
Primary – Students with Special Education Needs	22	25	27	27	30	20	37	40	45	48	35	35	36	37	34
Junior - All Students	64	66	69	72	74	61	67	67	70	73	59	61	63	61	58
Junior – Students with Special Education Needs	24	27	29	34	36	17	28	28	31	36	21	23	24	24	20

UCDSB

The UCDSB has been consistently higher than the provincial average in primary reading, writing and mathematics for results for students with special education needs. Results for students with special education needs in all three areas for primary have been above the same results for the two comparator boards. For the results for Junior reading, writing and mathematics, although not as great a difference when compared to provincial average, the results have been consistently higher than the provincial average. Results for students with special education needs for junior reading, writing and mathematics are, except for 2009/2010, consistently higher than results for Board A and Board B. When compared to the Board average for all students and the provincial average for all students, the gap for students with special education needs has remained fairly constant with the exception of primary writing where the gap had more fluctuation. When compared to the provincial average for students with special education needs, students in the UCDSB perform significantly higher.

Board A

In analyzing Board A's data for primary and junior results, reading has shown little improvement over the five year period. Results for both primary writing and mathematics are close to provincial average and higher than provincial average in 2008/2009 for both writing and mathematics. Results for junior writing are slightly lower than provincial average over the five years. Results for junior mathematics have been higher than provincial average until the last two years. The gap between students with special education needs and all students in the board has fluctuated with 2010/2011 having the largest gap over the five year period in both primary and junior in five of the six areas, the exception being primary writing. Students with special education needs in Board A do not perform as well as students with special education needs provincially with the exception of junior writing and mathematics.

Board B

Results for students with special education needs in Board B have shown an inconsistent pattern for both primary and junior with the exception of primary reading where there has been a steady improvement. The gap between student with special education needs and both the board results and the provincial results has remained reasonably constant over the five year period with the greater gaps being with the provincial averages. Students with special education needs in Board B do not perform as well as students with special education needs at the provincial level.

6.1.6   PROVINCIAL AVERAGE – GRADE 9 MATHEMATICS – APPLIED AND ACADEMIC

Category	Academic					Applied				
	06/07	07/08	08/09	09/10	10/11	06/07	07/08	08/09	09/10	10/11
Gr. 9 Math All Students	72	76	77	82	83	35	34	38	41	42
Gr. 9 Math Students with Special Education Needs	57	63	65	72	73	28	27	30	34	33

UCDSB

The Academic grade 9 mathematics results have been slightly below the provincial average for the last year of reporting with the applied math slightly above. Results for students with special education needs taking academic mathematics have made a significant improvement over the last three years. Students with special education needs taking applied mathematics have been performing consistently above the provincial average for students with special education needs. However the applied level results have not shown improvement with the last two years showing a decline.

Board A

Students with special education needs in Board A are outperforming the UCDSB over the five year period in both academic and applied mathematics. Students with special education needs in Board A also outperformed Board B in applied mathematics over the five year period and academic mathematics for three of the five years. Students with special education needs taking applied mathematics have been performing consistently above the provincial average for students with special education needs. However results for the applied level have maintained and not shown improvement over the five year period.

Board B

Students with special education needs in Board B have outperformed the UCDSB for four of the five years in academic mathematics and three of the five years in applied mathematics. Students with special education needs taking applied mathematics have been performing consistently above the provincial average for students with special education needs. However, the results have maintained and not shown improvements.

6.1.7. PROVINCIAL AVERAGE - ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

	06/07	07/08	08/09	09/10	10/11
OSSLT **All Students**	84	84	85	84	83
OSSLT **Students with Special Education** **Needs**	53	52	55	54	52

UCDSB

For the UCDSB, the OSSLT results for fully participating first time eligible students with special education needs have shown a steady decline over the five year period. Although the results for students with special education needs in the UCDSB have consistently been above the provincial results for students with special education needs, these too have shown a steady decline. The UCDSB has consistently outperformed both Board A and Board B over the five years with the exception of the last two years for Board B. The deferral rate for the UCDSB (4%,6%,8%,7%,6%) for the OSSLT has consistently been higher than the provincial average (4%, 4%,4%,5%,5%) with the exception of 2007 when it was the same as the provincial deferral rate.

Board A

For Board A, the OSSLT results for fully participating first time eligible students with special education needs have shown a steady decline over the five year period. The results for students with special education needs in Board A have consistently been below the provincial results for students with special education needs, and the gap has increased over the five year period. The deferral rate for Board A (4%,3%,3%,5%,5%) for the OSSLT has been the same or lower than the provincial average (4%, 4%,4%,5%,5%).

Board B

For Board B, the OSSLT results for fully participating first time eligible students with special education needs have shown a steady increase over the five year period. Board B has narrowed the gap between provincial results for students with special education needs over the five years and has been above the

provincial average for students with special education needs for the last two years. In the last year (2010-2011) Board B has outperformed both the UCDSB and Board A. The deferral rate for Board B (9%,9%,9%,13%,15%) for the OSSLT has consistently been higher than the provincial average (4%, 4%,4%,5%,5%).

Comments

1. The UCDSB has been consistently higher than the provincial average in all three areas for students with special education needs in primary. However the results for reading and mathematics have remained constant over the last five years. Writing has shown more improvement.
2. The UCDSB has also been consistently above the provincial average over the last five years for students with special education needs in all three areas in junior. The junior results in reading and writing have remained fairly constant with little improvement noted over the five year period. The exception is in the area of mathematics where the results have actually declined over the last three years.
3. The grade 9 academic mathematics results for students with special education needs in the UCDSB have been below the provincial average for the last two years. The results for applied mathematics have been higher than the provincial average for each of the last five years. However, although above the provincial average for the last two years, the results for applied mathematics have declined each year.
4. For the UCDSB, the OSSLT results for fully participating first time eligible students with special education needs have shown a steady decline over the last five years. While above the provincial average for students with special education needs for four of the five years, the UCDSB results for 2010/2011 were the same as the provincial average. UCDSB's deferral rate has been consistently higher than the provincial average.
5. When compared to the other two boards, the UCDSB performs better in both primary and junior reading, writing and mathematics. For grade 9 mathematics both Board A and Board B outperform the UCDSB in both academic and applied. For the OSSLT, the UCDSB outperforms Board A but not Board B. Whereas Board B has shown steady improvement, results for the UCDSB have shown a steady decline.
6. When looking at the five year trends in all areas for students with special education needs in the UCDSB and comparing the results to those of the other two boards, it appears that more attention needs to be given to improving student achievement for students with special education needs in all areas but with the greatest focus being on grade 9 mathematics and on the OSSLT.
7. Although the specific data has not been included in this report, all three boards have evidence of gender imbalance. Internationally, there is evidence of gender imbalance in the incidence of disabilities. Since the 1960s, the male to female ratio in special education has been between 2:1 and 3:1. EQAO reports on the results by gender.

6.2 CAPACITY BUILDING

UCDSB

A system professional development planning calendar is developed at the start of each school year (*Appendix C - TEACHING for LEARNING Meeting Schedule 2011-12*). The Teaching for Learning Department (formerly Program Department) has the prime responsibility for delivering professional development through a process of Collaborative Inquiry called "Hubs". The collaborative networked learning that is being done across the schools is an ongoing process of inquiry that brings educational professionals together, in the classroom and at the student desk. Superintendents, Principals, System support staff, Teachers, Educational Assistants and Early Childhood Educators come together as learners to share, construct meaning of the curriculum, integrate new learning with existing knowledge and identify and address student learning needs and discuss instructional practices to meet these needs. Specifically, intervention is based on the evidence for" Assessment For" practices, to meet student needs and identify next steps.

Principals and staff meet on a monthly basis in each school with the prime focus on discussing and sharing successful teaching strategies and integrating the new learning and knowledge to Identify and address improved student learning opportunities.   Other scheduled learning "hubs" include the following: central support staff/resource staff, classroom teachers and communication and awareness strategies for parents/guardians. Further examples of capacity building at the schools would be the implementation of the 3-year professional learning plan initiative (better known as Schools With Exceptional Training or "SWETR") and the enhanced use of SEA Training Plan for both students and staff.

SWETR – Schools With Exceptional Training is a proactive approach to address the needs of students in specific school sites and to support the capacity building of all staff. School teams and system teams work collaboratively to ensure that staff that work with the most vulnerable learners have the skills required to support and improve student outcomes. This is the 3rd year of this professional learning plan. The success indicators for the implementation of this initiative at specific schools are the following: clear communication to all staff, regularly scheduled meetings and the engagement of the principal.   The key question asked by Principals to their staff is, 'based upon the specialized needs of our students, what kind of skills or professional learning would allow us to improve student results?'   Most of the staff learning is embedded learning and takes place in the classroom in an inquiry and co-learning setting.   The success of this approach has been that it is not a "fix-it" or expert approach rather an approach with system and school staff working closely together to develop plans for the school which include purposeful and scheduled professional activities to address the goals of the school.

The SEA Assistive Technology Plan has been a 3-year initiative using training dollars from reserves for embedded training sessions (in addition to the initial student/teacher SEA training).   Up to nine schools' embedded professional learning and training days have been collaboratively planned by principals, staff and trainers.   The participants have provided extremely positive feedback on the training sessions and

the goal of developing and sustaining a culture of promoting access to assistive technology for all staff and students. The approach used is that one-size does not fit all for training learners in the use of assistive technology. The multiple models for assistive training include workshops, hands-on learning, peer coaching and webinars.   The Board vision is universal access to assistive technology, with adequate training for all using a delivery model that is accountable, collaborative and innovative.

Board A

Board A has placed a high priority on the professional development/training opportunities for all staff with the prime purpose of enhancing the teaching and learning in their schools. Examples of this years' learning opportunities for each group is listed below:
- Principals: Technology training for the iPads and Premier Suites software; children's mental health matters (Barry Finlay & Bruce Ferguson); collaborative problem solving (Ross Greene); life skills planner & transactional model of support; inclusion (Sheila Bennett), Empower Program (Sick Kids Hospital); Peace Tree; Special Education course for Principals; Empower, Strive/Positive Behaviour Supports; Kindergarten Language & Literacy in Classroom (KLLIC); Early & Ongoing Intervention, etc.
- Central Support Staff/Resource Staff: Monthly meetings (topics include: Premier Suites, Empower Reading, CIL-M, FDK, PBS, Strive, Visible learning, applied behavior analysis, collaborative problem solving, auditory processing disorders, inclusion, iPads, etc.)
- Tech Tuesdays: The Board technicians offer workshops for administrators, classroom teachers and educational assistants on designated Tuesdays after school. The workshops focus on training with hardware and software.
- Parents/Guardians: Communication and awareness strategies - Learning for All – workshops sponsored by SEAC.

Board B

The *AiM* System Plan (*Achievement in Motion for Student Success)* outlines three goals: Success for Each Student, Employee Excellence and Community Connections. Within these three goals, Action Plans and Action Steps were developed based on broad consultation with all stakeholder groups including SEAC. The goal is to provide ongoing professional development and training for all staff involved in programming or supporting students with special education needs. Meeting agendas are set-up with a carousel option allowing participants a choice of small group discussions, presentation of topics or other electives to better meet their learning needs. The following are samples of the ongoing professional development/training this school year:
- ABA training and IEP development workshops for teachers and EAs
- Learning opportunity for staff involved in students transitioning from grade 8 to 9
- PD sessions for all front-line staff involved in Day Treatment Section 23 Programs
- Monthly meetings with principals always includes an agenda item on special education

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Comments

1. All school boards indicated a focus on capacity building for all staff.
2. All school boards indicated a move to more school-based and individual professional development and in-service.

6.3   STUDENT SUSPENSIONS/EXPULSIONS

6.3.1. SUSPENSIONS:

Elementary

	UCDSB		Board A		Board B	
	Total	Spec Ed # of students/%	Total	Spec Ed # of students/%	Total	Spec Ed # of students/%
2009-2010	1319	382 (28.96 %)	378	94 (24.87 %)	1043	NA*
2010-2011	1361	392 (28.8 %)	436	86 (19.72 %)	670	NA*

NA Board B compiles data by gender, not by elementary and secondary*

2009-2010 Provincial	
Total # of Students – 30,035	Total # of Spec. Ed. Needs – 6,712 (22.3%)

Note: Provincial data for 2010-2011 was not available

Secondary

	UCDSB		Board A		Board B	
	Total	Spec Ed # of students/%	Total	Spec Ed # of students/%	Total	Spec Ed # of students/%
2009-2010	2325	617 (26.53%)	893	171 (19.15 %)	1612	NA*
2010-2011	2224	619 (27.83 %)	828	185 (22.34 %)	1432	NA*

NA Board B compiles data by gender, not by elementary and secondary*

2009-2010 Provincial	
Total # of Students – 56,105	Total # of Spec. Ed. Needs – 12,735 (22.7%)

Note: Provincial data for 2010-2011 was not available

Comments:

1. The suspension rate for the UCDSB for students with special education needs as a percentage of the total suspensions for the board is higher than the provincial average for both elementary and secondary school students for 2009-2010.

2. The suspension rate for the UCDSB for students with special education needs as a percentage of the total suspensions is slightly higher for elementary as compared to secondary.
3. In the UCDSB, over the two years of data collection, there has been very little variation from 2009-2010 to 2010-2011 for either elementary or secondary suspensions.
4. The suspension rate for Board A for students with special education needs as a percentage of the total suspensions is higher than the provincial average for elementary for 2009-2010.
5. Board A has shown a significant decrease in the number of suspensions for elementary students with special education needs in 2010-2011. During the same period, the number of suspensions has increased for secondary students noting however that the percentages are still at or below the provincial average.
6. It should be noted that Board B does not compile their suspension data by elementary and secondary breakdown so it was not possible to compare either to the provincial average or to either the UCDSB or Board A.

6.3.2. EXPULSIONS: (Number of students with special education needs)

Elementary

	UCDSB	Board A	Board B
2009-2010	0	0	0
2010-2011	0	0	1

2009-2010 – Provincial – Total # of students - 43

Secondary

	UCDSB	Board A	Board B
2009-2010	1	0	4
2010-2011	3	0	2

2009-2010 – Provincial – Total # of students - 565

Comments

1. It should be noted that provincial data on expulsions was only available for 2009-2010 and the breakdown of students with special education needs as a percentage of the expulsions was not available.
2. In reviewing the three boards, there was one expulsion at the elementary level in Board B in 2010-2011.
3. At the secondary level, Board A reported no expulsions in either 2009-2010 or 2010-2011.

4. When compared with the 2009-2010 provincial data, UCDSB reported 1 expulsion in 2009-2010 which translates to 0.17% of the provincial total. Board B reported 4 expulsions in 2009-2010 which translates to 0.71% of the provincial total.
5. Both the UCDSB and Board B reported no pattern to the exceptionality of the students being expelled.

7.0 SPECIAL EDUCATION FUNDING

7.1 MINISTRY SPECIAL EDUCATION GRANTS – 2011-2012 REVENUE

	Special Education	UCDSB	Board A	Board B
GSN	SEPPA	18,055,326	10,441,988	10,155,000
	Special Education Equipment Amount	4,229,720	493,049	853,000
	High Needs Amount	21,908,975	8,428,995	10,239,000
	Section 23	1,455,984	2,332,072	583,205
	Behavioural Expertise	158,893	127,221	126,000
	Allocation for Pupils in Self-Contained Spec Ed Classes	985,079	1,645,139	1,200,000
	TOTAL GSN	**46,793,977**	**23,468,474**	**23,156,205**
Other Revenue	Other MOE Grants, non GSN (Autism, ELP)	708,929	335,301	110,089
	Salary & Benefit Reimbursement for seconded staff	310,511	21,722	
	Mental Health Leader (includes strategy dev., professional learning etc.)			165,000
	TOTAL OF OTHER REVENUE	**1,019,440**	**357,023**	**275,254**
Grand Total of GSN & Other		**47,813,417**	**23,825,497**	**23,431,459**

Comments

1. The special education grants reflect the differences in enrolment among the three school boards.
2. Board B is the only one of the three school boards in this report to have received the allocation for the mental health leadership position. Since this is a phased-in Ministry initiative, both the UCDSB and Board A will be receiving the funding for this position over the next two years.
3. In 2011/2012, Board B expects expenditures in special education to exceed revenue by approximately $2M. Board A expects to exceed revenue by $1.6M. The UCDSB expects their revenue and expenditures to be neutral.

7.2 SPECIAL EQUIPMENT AMOUNTS (SEA)

	Total Funding Received		
	UCDSB	**Board A**	**Board B**
2011-12 (based on per pupil amount funding)	4,229,720 (base)	493,049 (base)	828,168 (base) 77,694 (additional application based)
2010-11 (based on per pupil amount funding)	4,623,134 (base) 120,330 (additional application based)	488,140 (base)	996,583 (base) 57,515 (additional application based)
2009-10 (application based)	6,345,519 (blended)	272,731 (blended)	898,147 (blended)

UCDSB

The board is committed to establishing and maintaining an inclusive IT environment for all students with the SEA protocol providing explicit policies and procedures for assistive technology resources, training and ongoing support. The LRC/T in the school tracks the student's assistive technology equipment and ensures that it is recorded in the student's IEP. As of March, the Technology Department had processed 456 claims with 216 waiting to be processed.

Training in the use of assistive technology is outsourced and is delivered directly to the classroom. For processed claims, 498 days have been booked for training and 246 days will be scheduled for claims not yet processed. The goal is to enhance the students' use of technology for them to become a more independent learner.

The UCDSB has worked hard to develop and sustain a culture that promotes access to assistive technology for all staff and students. Garavaglia (1993) and Joyce and Joyce and Flowers (2000) note the need for multiple models for assistive technology training, including workshops, hands-on learning, peer coaching and webinars. Reed (1999) suggested six steps to follow in order to improve the delivery of AT services including: develop a shared vision of what those services should be; create a leadership team to direct implementation of that vision; develop necessary policies, procedures, and forms to guide district staff in provision of AT devices and services; assure access to assistive technology for both trial and ongoing use; provide training to all staff tailored to their needs; and create a network of collegial support that will continue to increase knowledge and effectiveness in the future. The vision for universal access to assistive technology, with adequate training for all, is the approach that the UCDSB is working towards. The SEA protocol and training model is accountable, collaborative and innovative.

 All stakeholders in UCDSB benefit from the ongoing SEA plan. Parents, students system staff, teachers, and support staff all have taken part in training sessions. SEA funding for the per-pupil amount is the second highest in the province due to this protocol and process. Resources are

distributed equitably and fairly, with universal access to hardware, software, training and support. UCDSB's mission is to "prepare all students for a successful life".

The SEA protocol ensures Board and Ministry compliance; and services staff and students well. The UCDSB business department provides regular updates regarding budget. Assistive technology equipment and training provide students with accommodations that are directly required and essential to access the Ontario curriculum; and staff training ensures that true learning for all is attainable through Differentiated Instruction (DI) and Universal design for Learning (UDL). The SEA plan provides explicit policies and procedures for assistive technology resources, training and ongoing supports.

The SEA plan and protocol and training model was shared with the Special Education Advisory Committee (SEAC) and a parent guide was developed for distribution. School-based Learning Resource Coaches and teachers (LRC's and LRT's) network with parents on the SEA protocol and encourage participation in individual student training sessions. UCDSB has worked hard to educate community partners, including health agencies that employ speech and language pathologists, occupational therapists and psychologists. Supports are in place to ensure that new administrators are aware of and understand the SEA protocol and training model. The plan ensures an equitable distribution of assistive technology supports and training for teaching staff and allows teachers to control their own learning and to be curious and enthusiastic.

Board A

Schools prepare referrals based on a recommendation from a qualified professional which then is sent to a central committee. This committee determines whether the referral and recommendation meet the Ministry requirements as well as the Board's protocols. The majority of the referrals go through a trial process to determine whether the equipment is effective and appropriate to meet the student's needs. The school is responsible for sending evidence of success to the central committee which will then determine whether the equipment is removed, continued for an extended trial, or moved to allocation. The need for training can be determined by the school team or the central committee.

Board A employees one IT trainer dedicated to the training for students with assistive technology as well as for the classroom teachers and resource staff. The practice is always for the student to be trained on computer devices or software with a staff member present. In some schools, the classroom teacher and/or the SERT have the expertise to do the student training on new technology devices. Board A has a procedure for declaring SEA equipment surplus and they strive to reallocate equipment as appropriate.

The board is piloting the STAR program (Students using Technology to Achieve Results). Support

teachers trained with the software are working with groups of students identified as Learning Disabled (grades 4-6) in individual schools. The early results from students, staff and parents indicated the project has been very positive. The board is exploring the possibility of students being allowed to take home the mobile devices and has purchased the Premier at Home license. Staff is exploring ways to make the tracking and managing of resources in the system more efficient and effective.

Board B

The SEA training is now delivered within the Board and not out-sourced, a change that provides greater opportunities to develop the long-term IT capacity at the school and board levels. There are four Information Technology staff positions in the board:

- One fte position – dedicated to SEA training (student trained with a staff member – focus on building capacity at classroom level)
- One fte position – dedicated to loading and updating software
- Other staff positions – general IT responsibilities including staff in-service

Board B offers two training days for selected teachers and support staff that are focused on assistive technology. The license for Premier at Home license has been expanded to allow students to bring their own devices to school. The following special Information & Technology initiatives have been implemented by the board to enhance the delivery of educational needs of learners with special needs: iPads Learning Connections in 3 schools; 10 schools with iPads and iPods; MISA project iPods with one class in 3 schools; LSPs – augmentative communication devices and locally developed programs with iPads and pilot study of mobile devices (March – June 2012). Various employee groups have been making better use of the Board's IT web-sites to share best practices, model lesson plans and knowledge about learning exceptionalities.

With the anticipated changes to the SEA funding model in the future and with the increased focus on inclusion, Board B has worked collaboratively to increase the use of information technology devices, enhance the computer imaging for all students to access educational software and in the future, to move to full wireless in all schools.

Comments

1. All three boards are committed to the purchase and training of assistive technology devices to meet the needs of students with special education needs. All three boards are piloting assistive technology devices to enhance the delivery of program and improve communication output for students.
2. All three boards are exploring more effective ways to manage existing assistive technology equipment.
3. There is a significant difference in the amount of SEA funding received by the UCDSB as compared to either Board A or Board B.

7.3 DAY TREATMENT PROGRAMS (SECTION 23)

	UCDSB		Board A		Board B	
	# of Classes	FTE (teachers)	# of Classes	FTE (teachers)	# of Classes	FTE (teachers)
Section 23	Elem. 8	Elem. 8	Elem. 3	Elem. 3	Elem. 3	Elem. 3
	Sec. 2	Sec. 2	Sec. 0	Sec. 0	Sec. 1	Sec. 1

The three boards offer, in collaboration with their community partners, Care and/or Treatment, and Custody programs and services (referred to as "Section 23" programs). The primary goal of these programs is to provide more intensive therapeutic interventions and educational supports to children and youth for an appropriate period of time before returning to the regular school system or alternate work placement opportunity. In general, each specialized classroom is staffed with a teacher, youth worker (or EA) and community agency personnel.

UCDSB

Section Day 23 Treatment Programs are available in 5 sites across the board (68 students) – 6 primary/junior classes, 2 intermediate classes and 2 secondary classes. UCDSB has a total of 8.5 fte educational assistants assigned to the Section 23 classrooms. The key community partners involved in these programs includes the Cornwall General Hospital, Dalhousie Treatment Centre, the Valoris Group and Laurencrest Youth Services.

Board A

Section 23 classes are available at 3 elementary schools, one in one County jurisdiction and the other two in the second County jurisdiction.. The three community partners working collaboratively with the board are the following: Children's Mental Health Agency, Children's Aid Society and a Children's Services Agency. Until April, 2012, Board A has had one Section 23 secondary school located in a maximum security prison. The facility was closed in April 2012. However the Section 23 funding for Board A noted in this report is reflective of the additional funding for the Section 23 secondary school.

Board B

Board B has both Section 23 Day Treatment programs and a custody program. Board B has 3 elementary Section 23 day treatment programs at 3 different locations. Board B has 1 Section 23 secondary program that is a court-placed residential facility for adolescent males. The information

technology equipment in the Section-23 Day & Residential Treatment Programs has been upgraded allowing these students access to the latest mobile devices.

Comments

1. In all 3 boards, Section 23 programs fulfill an important role in managing the behavioural and mental health needs of children and youth.
2. All 3 boards reported a close working relationship with their community partners in delivering the Section 23 programs.

7.4 SPECIAL INCIDENT PORTION (SIP)

Amount of SIP Funding (# of claims in brackets)

YEAR	UCDSB	Board A	Board B
2011-2012	$ 194,483 (14)	$ 53,900 (2)	$ 110,981 (7)
2010-2011	325,089 (20)	51,666 (2)	102,553 (7)
2009-2010	594,773 (37)	27,000 (1)	114,567 (12)

School boards may apply for Special Incidence Portion (SIP) funding for staff support to ensure the health and safety both of students who have extraordinarily high needs related to their disabilities and/or exceptionalities and of others at school. The Ministry guidelines require that the identified additional supports be in place to respond to the student's needs prior to submitting an application for additional funding for staff support. Over the past 3 years, the three boards have applied for and received SIP funding.

Comments

1. The number of claims approved for each board has been shown in brackets for the year. The above chart shows that the UCDSB has filed significantly more student claims for SIP funding than either Board A or Board B.

7.5 HOME INSTRUCTION

Approved Home Instruction Request Sept. 1, 2011 to March 22, 2012

Elementary	Male			Female		
	Medical	Student Support: Behaviour	Student Support: Other	Medical	Student Support: Behaviour	Student Support: Other
UCDSB	6	19	4	10	1	2
Board A	3					
Board B	5	2	1	3	1	0
Elem. Total	**9**	**19**	**4**	**10**	**1**	**2**

Secondary	Male			Female		
	Medical	Student Support: Behaviour	Student Support: Other	Medical	Student Support: Behaviour	Student Support: Other
UCDSB	15	16	21	12	4	8
Board A	7			2		
Board B	6	0	1	11	0	0
Sec. Total	**22**	**16**	**21**	**14**	**4**	**8**

Board Total	Male	Female
UCDSB	81	37
Board A	10	2
Board B	15	15

Note: Numbers reflect students with special education needs

UCDSB

In comparing the home instruction data, the UCDSB has much higher numbers (male and female) at both the elementary and secondary levels.   UCDSB reported that the home instruction option is used to support students with behavior needs or other related issues for a period of time prior to the development of a long-term education or treatment plan at the school or alternative site. Students who suffer from extreme anxiety are included under the heading of behavior. In reviewing the data for the secondary level, the home instruction option is used for students waiting for admission to the T.R. Leger Alternative Programs. The data indicates that almost twice as many male students have been placed on home instruction since September 2011 than female students.

Board A
The board strictly adheres to their policy that home instruction is only granted with an approved medical certificate. Students with extreme anxiety are included under the heading of medical. This has resulted for this school year in only 12 students, elementary and secondary, being provided home instruction.

Board B

The board position on home instruction is the requirement for a medical certificate prior to the implementation of this option for students. In reviewing the data for this year, there appears to be an equal number of males and females who are provided home instruction. In the secondary level, the data shows a greater number of females accessing the option. In Section 7.6, the data shows that a large number of students with special education needs access the *Student Alternate Learning Program (SALEP/SAL)*.

Comments

1. There is a variation among the three school boards in how they interpret and administer the use of Home Instruction. This difference in interpretation has resulted in much higher numbers of students receiving home instruction in the UCDSB.
2. In all three boards, students who suffer from extreme anxiety are included in either the category of medical or behavior.

7.6   SUPERVISED ALTERNATIVE LEARNING (SAL) (REGULATION 374/10)

Year	UCDSB	Board A	Board B
2011-2012	0	NA*	Sem 1 – 77 out of 202
2010-2011	0	NA*	73 out of 426 (33 had Nxiep)
2009-2010	1 (Gr.12 – M)	NA*	64 out of 316

NA* Board A does not separate the data for students with special education needs

Regulation 374/10 for Supervised Alternative Learning replaces Regulation 308, Supervised Alternative Learning for Excused Pupils (SALEP).The Supervised Alternative Learning (SAL) provides a structured plan involving a clear commitment from the student, parents/guardians and a community partner for the delivery of an effective work related educational option. The goal of the program is intended to re-engage young people who are not attending school and who consequently are at risk of not graduating. While in SAL, students can participate in a variety of learning activities including courses and/or training, certificate completion and development of job-related skills.

Comments

1. UCDSB reported that they do not use the Supervised Alternative Program to create secondary pathway options for disengaged students with special education needs.
2. Board A reported use of SAL but indicated that they do not separate out the data for students with special education needs who are part of the SAL program.
3. Board B reported a high number of students registered in SAL using the new policy and guidelines under Regulation 374/10.

8.0   SPECIAL EDUCATION SUPPORT INITIATIVES:

8.1   MENTAL HEALTH STRATEGIES

One of the biggest challenges is that mental health and addiction services have been fragmented, spread across several ministries and offered in a variety of care settings in our communities. In June 2011, the Ontario Government released the Open Minds, Healthy Minds report that offers a comprehensive approach to transforming the mental health and addiction systems through a forward-thinking vision and long-term strategies for change. The Strategy aims to strengthen services, create a responsive and integrated system and build capacity within communities. Although the majority of children's mental health services are funded by the Ministry of Children and Youth Services (MCYS), there is a range of education-based services that fall under the Ministry of Education (EDU).   To assist school boards in moving forward in a collaborative way in their communities, MCYS has provided Year 2 funding indirectly or directly for children's mental health support with the following initiatives:

a. MCYS has made transfer payments to community agencies to provide limited mental health workers to a number of schools in a pilot project (as determined by each school board).
b. EDU has provided funding to 15 school boards to hire a combined clinical psychological leadership position dedicated to building mental health awareness and support services at schools, system and community level. The expectation is that an additional 15 school boards will be added in Year 2 and the remainder of the school boards in year 3.
c. School boards are expected, in collaboration with their community partners, to develop a mental health strategy services strategy plan.

Mental health is everyone's responsibility.

UCDSB

The mental health strategy is falls under the portfolio of the Superintendent responsible for Operations. The Superintendent of Operations is also responsible for safe schools. The *Direct Services to School Agreement* involves separate agreements in four distinct areas: Lanark; Prescott-Russell; Stormont, Dundas & Glengarry and Leeds-Grenville.   The initial planning team included the Superintendents of Special Education from the two English boards, Chief Psychologists, school principals and the various community mental health partners. The referral process was to be worked out by each area planning team. The four areas are:

1. The Children's Mental Health of Leeds and Grenville provided a mental health worker to service four secondary schools. The worker is accessed by referrals from the Special Services Counsellors in each high school. This allows for an expedited intake and access service for therapeutic intervention and service planning.
2. Valoris is the community partner in Prescott-Russell that involves one elementary school. The focus is on group activities and the themes are unique to the school (example, social skills training and anxiety).

3. The Cornwall Community Hospital is the community partner for Stormont, Dundas & Glengarry. The agreement provides for 5 School-Based Counselors working to serve the needs of 17 schools, both elementary and secondary. The focus for the counselors is to provide an intensive, weekly short-term intervention (3 months) for approximately 3 students per school. The secondary goal is to support front-line staff in dealing with students with mental health issues.

4. Open Doors in Lanark provides a community mental health worker to support three secondary schools. Referrals are school based and come through the SSTs or Special Service Counselors.

Board A

 The mental health strategy portfolio is the responsibility of the Superintendent of Operation (also responsible for safe schools). The community steering committee consists of the following: CEO of the local Children's Mental Health Centre, the Director of Service for the Children's Mental Health Centre, the Principal of Special Education for the school board, four school board special education consultants, the Safe Schools Coordinator and the co-terminous Catholic board, the special education coordinator, 2 system SERTs and 3 mental health counselors. This committee was launched in January 2012 and their mandate is to determine procedures, criteria, problem solving strategies, develop consent procedures and gather best practices from other school boards. Board A is a member of the Children's Mental Health Network where all local agencies that deal with youth mental health collaborate on initiatives.

The Children's Mental Health Centre is the community partner providing the mental health services support in the schools. The Centre has hired 3 staff (2 fte but 3 people) to deliver the services to schools. The current referral process is through the special education consultant, in consultation with the school team, to the Children's Mental Health Centre for intake procedure. The two co-terminus English boards (public and catholic) are involved. Several years ago the Integrated Children's Review Team was formed to collaboratively develop a plan or strategy for addressing students with the most serious special education needs.   The Team meets once per month with representation from Children's Mental Health, CAS and both school boards. Board A contracts with one of two local district health units for the provision of school-based public health nurses to provide counseling services for students in one half of the board.

A Mental Health First Aid course has been made available for all staff. Board A collaborated with local agencies to train staff in Juli Alvarado's Emotional Regulatory healing model. Through the Student Support Leadership Initiative (SSLI), Board A funded and coordinated the development of a Mental Health 4 Kids website which is located on the HealthLine website framework. This site offers youth access to resources and provides information about local supports.

Board B

Board B was selected by the MCYS, EDU and MOHLTC as one of four sites in Ontario to participate in the *Working Together for Kid's Mental Health Demonstration Project*. One secondary school along with the Board's Section 23 classes (primary and junior classes) were chosen as the lead community for the initial year. One of the key priorities of this pilot was to look at ways to improve the capacity of educators to identify and respond early to indicators of mental health needs of children and youth and provide professionals with the tools, knowledge and supports to take appropriate action. A community resource person was selected to lead this project and work closely with the special education services department.

In implementing the second Ministry initiative out of the Year 2 funding, the community partner working with Board B was the Children's Mental Health Services. This partner has funded two full time mental health workers for supporting two pilot programs, one located in the north (1 SS & 1 elementary school) and one located in the central region (2 elementary schools). Board B is currently working on a System strategy for the implementation of a mental health plan.

Comments

1. Board B is the only board of the three to receive the mental health lead position from the Ministry of Education. This position will be phased in to the UCDSB and Board A over the next 2 years.
2. All 3 boards are using the collaborative partnerships to support the children and youth with mental health needs.

8.2 STUDENT SUCCESS STRATEGY

In the mid-2000, the Ministry announced the Student Success Strategy initiatives for taking steps towards reducing student dropout, achieving increased high school graduation rates, providing students with new and relevant learning opportunities and providing students with an effective elementary to secondary school transition. Examples of new or expanded initiatives by school boards included credit recovery, dual-credit programs (some credits delivered at colleges or universities), expanded cooperative education programs, apprenticeships, workplace training opportunities, specialist high-skills major programs, etc. The three school boards have developed new opportunities for all students to succeed and learn. This report highlights only a few of the many initiatives in the three boards.

UCDSB

Student Success strategies are used to support students who are at risk of not graduating with their peers for one or a number of reasons. Examples include the following: working at a level one or below, attendance issues, life circumstances and health issues. Success strategies are not designed to exclusively support students with special education needs but many are involved in the programs or services. Each secondary school has a School Based Student Success Team comprised of a school administrator, student success teacher and special education and guidance representatives for the purpose of using system criteria for monitoring and tracking students deemed at risk of not graduating. The following programs or initiatives have been implemented:

1. Trailblazers – The program was developed to target at-risk students by offering a cross-curricular learning experience in an alternative classroom setting. Students demonstrate their acquired skills through work completed in the community or through community partnership interactions.
2. T.R. Leger – Adolescent Alternative Education engaging at-risk students in a holistic approach and promoting self-determination and responsibility for individual learning and success. Youth who have disengaged from the learning process have several options in an environment that assesses and addresses their individual needs. Three distinct learning settings provide a graduated scale of support depending on the intensity of the students needs: ABLE, Transitions and Foundations. About 70% of these students in these programs have an IEP and IPRCs in place.
3. Taking Stock is a process to identify, track and monitoring an individual student's progress.
4. Credit Recovery is intended to provide a mechanism for students to recover a credit or credits through repeating course material.
5. Cooperative Education and Specialist High Skills Major are opportunities that create pathways for students to transition to apprenticeship, college, university or the workplace.

Board A

Board A has a number of initiatives in place. In each school, the Student Success team tracks and monitors the progress of students at risk of not graduating through the Ministry's *Taking Stock* process from Grades 9 to 12. Students at risk of not receiving a credit are encouraged to participate in credit rescue processed at the school level in both semesters.

An online co-op program is offered to students for whom a "regular" co-op program does not work. The COPE *(Co-op Opportunities Providing Education)* is offered as the alternative education program, which also gives students opportunities to participate in co-op programs**.**

Each of the nine secondary schools offers a Specialist High Skills Major program. A SWAC (School Within a College) program is available at the local Campus of Conestoga College. The students also

have opportunities to participate in dual credit programs with Conestoga, Fanshawe, and Lambton Colleges in both semesters.

A successful practice that has been implemented is where staff makes personal contact with students that have dropped out or are missing credits to graduate – students often report to staff that they did not know anyone truly cared about their future.

Board B

Board B has several Student Success strategies in place to support all students (including Special Education students):
- Credit Recovery
- Student Success Lead teacher training – incorporate these teachers into training related to all pathways. For example: LDCC Modifications and Accommodations
- Student Success team composition includes the Interdepartmental Special Education Department Head (ISEH).   All students can be tracked and supported by the member of this team. It is often a "shared responsibility". The Student Success teams are the think tank and problem solvers for supporting students academically, emotionally, and socially.
- Supervised Alternative Learning (SAL)
- Literacy and Numeracy based school teams
- Student Engagement activities designed for students in 'at-risk' situations.
- Differentiated instruction learning teams
- Focused program funding and Specialist High Skills Major funding
- Grade 7/8 Transitions funding to support students 'at risk' and to support professional learning

Comments

1. All three boards offer several programs geared towards ensuring student success for all students.
2. The UCDSB offers a wider variety of programs under the Student Success Strategy than Board A or Board B.
3. Although students with special education needs are considered under the umbrella of all students, all three school boards would be advised to question whether students with special education needs are being well served under the student success strategy within their respective boards.

8.3 USE OF TECHNOLOGY

As described in Section 7.3 (Special Equipment Amounts (SEA)), the three school boards have realized the profound implications for the use of technology for addressing individual student needs, alternative learning environments and today's classroom. The boards have placed a high priority on the importance of the training requirements for the effective use of the technology as a learning tool for both students and staff.

Comments

The following trends have been common across the boards:
1. Increased use of mobile devices for addressing individual learning needs, example, iPads, laptops and mobile carts.
2. Elimination or the reduction in the traditional computer labs to the increased access to information technology in each classroom.
3. Increased move towards the seamless use of mobile devices between the school and home, particularly for students with special education needs.
4. Moving in the direction of full wireless in all schools.
5. Increased tracking, monitoring and coordinating of IT resources in the system with the focus on addressing students' learning needs.
6. Assistive technology training delivered to the student and staff in the classroom.
7. Increased use of the system website to provide staff PD/training/classroom resources/teaching strategies and new knowledge on student exceptionalities.

9.0 INTEGRATED SERVICES AND PARTNERSHIPS

9.1 INTEGRATED SERVICES – INTERNAL (DEPARTMENTS)

UCDSB

Teaching for Learning (formerly Program Department) delivers professional development through a process of Collaborative Inquiry called "Hubs". Teachers and principals meet in families of schools and focus on a learning problem with the express purpose of "co-creating" knowledge and solutions. There are formally scheduled Hub days as outlined in advance on the T4L calendar (see TEACHING for LEARNING Meeting Schedule 2011-2012). Each Family meets once per month on a scheduled day, with an expectation that there be related follow-up assignments/research. On each of 6 Hub days per month, there may be as many as 4-5 Hubs happening at the same time With a couple of other special focus Hubs (EPCI, MISA, French) UCDSB has up to 30 Hub days happening each month.

Hub work has evolved over the last two years and the following represents a general overview:
- get into a class early in the Hub day (focus on learners, not theories)
- prompt/challenge -put the students into a learning place (beyond what they already know what to do)
- encourage students to chat, problem solve, draw, attempt (as adults learn about their learning)
- adults try not to prompt, tell, direct, teach (but to observe)
- adults make connections to curriculum (cross curriculum, bundling across grade level connections)
- post class visit discussions invite thinking, theories and ideas about student learning
- current research, what's out there, etc. comes to the table

Student Engagement Teachers (SETS) and ABA Coordinators are expected to attend a minimum of one monthly Hub. They are encouraged to engage in conversation/learning beyond the Hub table and to value the professional dialogue with Program Resource Teachers (PRTs) and others, related to Hub topics/discussion. The expectations of all Hub participants is that they be engaged and open learners, and that they share ideas, biases, observations, learning in progress, as they build meaning from the common experience.

Board A

The Board's focus in the past year remained on improving outcomes for students with low levels of achievement. Board A has completed the third year of a three-year focus on non-fiction writing and reading during the 2010-2011 school year. The Board Achievement Plan was developed to improve student achievement specifically in the area of literacy with a special focus on junior students. Last year,

the move towards smart goals has deepened the focus on connections for all students. This year the goals related to student achievement have been embedded into the board's improvement plan.

All staff are expected to focus on asking the "right" questions in order to create a stronger integration of support services for all students. School teams must consider the following questions – when does a student need intervention, what are the most effective teaching strategies, what is happening in the classroom and who is tracking and monitoring the progress of the students. A special education consultant sits on the Assessment and Evaluation Committee (Curriculum Department) and the Learning Services monthly meetings always have a curriculum item on the agenda.

Board B

The board's System Plan – Achievement in Motion, places a high priority for all departments to work collaboratively to develop action plans so that all students can succeed. The curriculum, special education and information & technology departments hold monthly leadership and planning meetings with a focus on student achievement. The System Plan – Board Improvement Plan for Student Achievement has set targets for reading, writing and mathematics. Teams with representatives from the system and school levels meet to develop the BIPSA goals, action steps and targets for reading, writing and numeracy. Many presentations to principals and teachers would involve presenters from both curriculum and special education departments

Comments

1. All three boards are moving toward increased internal integration and collaboration with a focus on increased student achievement for all students including students with special education needs.
2. All three boards are placing a focus on inquiry for all students including students with special education needs.

9.2 INTEGRATED SERVICES – EXTERNAL (COMMUNITY PARTNERS)

The following key community partners have been identified as enhancing or strongly supporting students with special education needs:

UCDSB	Board A	Board B
Big Brothers & Big Sisters Child Youth Wellness Centre of Leeds and Grenville Children's Hospital of Eastern Ont. Children's Mental Health of Leeds and Grenville Collaborative Care Inc. of Orleans Cornwall General Hospital Dalhousie Treatment Centre Family and Children's Services Laurencrest Youth Services Open Doors for Lanark Children and Youth The Catholic DSB of Eastern Ont The Valoris Group	Catholic DSB Children's Aid Society Children's Mental Health Agency Community Care Access Centre Community Living Associations District Health Unit Partners in Employment (PIE)	Addictions Counselling Services Children's Mental Health Services Children's Treatment Centre – Preschool Speech and Language Program Community Care Access Centre Community College: Disability Services Community Development Council Community Integration Association Community Living Associations Local Children and Youth Services Network Parent Child and Youth Clinic Pathways for Children & Youth

Comments

1. All three boards are engaging their local partners.
2. The UCDSB is exploring with its partners, the use of tele-practice (tele-psychiatry etc.) to improve services given the large geographical area served.

9.3 SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

All three school boards reported a good working relationship with their respective SEACs. All boards stated that the members are dedicated and committed advocates for the establishment and development of quality programs and services for students with special education needs. Often, the SEAC members give generously of their expertise and knowledge to school or board presentations. Depending on the size of the board, it is often a challenge to recruit SEAC members that represent all geographic areas of the board given that SEAC meetings in all cases are held at each respective Board's Education Centers. School boards are continually reaching out to recruit new representatives from certain community associations or organizations.

Comments

1. There is a positive and supportive working relationship between each of the school boards and their respective SEACs.

10.0   SCHOOL BOARD INITIATIVES – MAKING A DIFFERENCE!

In gathering data and information for this benchmarking project, the Student Services Department staff was asked to describe the major achievements/accomplishments/best practices that have made a difference in the delivery of special education programs and services over the past 2 to 3 years in their school board. A brief narrative of these submissions has been highlighted in this section. In each case, the submissions are in no particular order of priority.

10.1   Upper Canada District School Board

- **A 3-year Professional Learning Plan** (schools with exceptional training requirements) for all schools (presently in Year 2). The plan provided an opportunity for the system and school staff to meet together to "co-construct" a plan that is unique to their sites. The sites that experienced the most success in the first year were those where clear communication existed and on-going support and involvement of the school principal was evident. The key question that guides discussion is: "Based upon the specialized needs of students, what kind of professional learning would allow us to improve student results?" Examples of school-based workshops are: Collaborative Problem Solving – Structured Teaching, Functions of Behaviour, Applied Behaviour Analysis, and Engaging Learners Through Technology.
- In the 2011-2012 school year the position of **Student Engagement Teacher (SET**) was introduced. Fifteen SETs replaced 9 Learning Strategies Consultants (LSCs) and 9 Secondary Learning Resource Coaches (SLRCs). Each SET has responsibility for between 4 to 8 schools, including secondary. The primary role of the SET is to collaborate with school staff in building capacity to work with the special education needs of all exceptionalities, at all grade levels. SETs facilitate professional learning activities for staff and coordinate supports for students requiring special education needs. SETs model research based strategies "I Do/We Do/You Do model".
- The **Autism/ABA Coordinator** role is a new position. The two coordinators have scheduled 277 training opportunities for school staff to support children with ASD in inclusive settings. As strong advocates for Structured Teaching - the video produced by the board entitled "Structured Teaching" (http://vimeo.com/15113443) is in constant use at their training sessions and is available on the board website.
- Eighty-five of the "most difficult to serve" students are served through a project called **"High Needs Training**". Many of the students are non-verbal and have severe communication challenges. The initiative was launched by the board's seven Speech Pathologists. Its focus is on overcoming barriers to inclusion, enhancing communication and increasing student independence in regular classrooms through the use of technology. Each of the 85 classrooms is equipped with a Smartboard. The Speech Pathologists use the "Participation Matrix" to set goals for the student and Soft-Where to Learn provides each classroom involved with three days of embedded training sessions. The Participation Matrix is a way to increase inclusion and the independence of all students.

- **S**chool Directed Technology Plans have been developed at each UCDSB school. Forming a strong partnership with Soft-Where to Learn (SWTL), each school receives 8 to 12 days (depending on the size of school) of training for adaptive technology with assigned SWTL Technology Coaches. For the 2011-12, 526 days of training have been scheduled.
This year Student Engagement launched an iPad project for 56 ASD students and their classroom teachers. Teacher volunteers were asked to participate in a collaborative inquiry process with an autistic student in their classroom. The goals were twofold:
  - bringing the teacher and student closer in terms of programming
  - providing the student with a vehicle to demonstrate learning and increased engagement
  Although this project is still in its infancy, a recent survey of the classroom teachers revealed the biggest gains in growth for the students have occurred in the area of student engagement, communication and independence.
- UCDSB has a **professional training model** that is a result of operational excellence and strategic planning. The SEA plan provides explicit policies and procedures for assistive technology resources, training and ongoing supports. System staff has been given the opportunity to provide leadership in assistive technology training. UCDSB is aware that the funding model for SEA will result in less funding over time. The goal is to have built capacity so that the training can be done internally.

10.2 Board A

- **ABA training** – The skills acquired through the ABA training are transferrable to other students with special education needs. The Autism Resource Support Specialist and the Autism Demonstrator EA provide system in-service opportunities and supports to teachers in developing specific strategies and supports to meet the identified needs of students with ASD.
- **EMPOWER Reading Program** has had great results. The program is designed to teach the child word identification skills and decoding strategies and to promote their effective use of these strategies. The successful outcome is seeing children use these strategies to become independent readers for meaning, information or pleasure.
- **KLLIC pilot** – This is an oral language program designed for Kindergarten students. The speech language pathologists deliver the program to a selected small group of students and the classroom teacher delivers the program to the rest of the class. The program is focused on early intervention. Board A uses the Regional Special Education Council (RSEC) template designed to introduce new programs into a system.
- **STRIVE** Program - has been launched at 5 school sites. In each case, additional STRIVE EA behavioural support is assigned to meet the needs of 8 students identified with behaviour exceptionalities. This is a withdrawal program, as required, where students are taught the skills of prevention before returning to class. Supports and services are available for individuals, groups or whole classes.
- **SERTS and the IEP -** Board A has done a lot of work with SERTs in the shared ownership of the IEP. Learning strategies have become more measurable for students and classroom teachers

are taking more ownership for the IEPs. The IEP has become more of a living document. Teachers work with the goals starting with the end in mind. The approach is more data driven and is closely linked to the report card. Board A estimates that they have reached more than 50% of classroom teachers at the elementary level and although not yet to the 50% mark, have impacted more secondary teachers as well. This year, 4 full day sessions were held with SERTs. The consultant model is to meet with the school team at least once per month. A book study "*Actions Speak Louder Than Words*" was organized and the participation was excellent.

- **Behaviour Team**– has been identified by principals as a best practice because of their responsiveness to schools. Supports and services are available for individuals, groups or whole classes. Professional development opportunities are provided in the areas of classroom management, crisis prevention and intervention and mental health issues.

- **Collaboration of community partners –** Over many years, the board and schools have developed a strong and supportive working relationship with their community partners. This is particularly beneficial with the delivery of quality cooperative education programs for all students or accessing community resources for students with special education needs. Many of the students who are developmentally delayed are involved in work placements which results in future employment opportunities.

10.3 Board B

- **Disbanding of the Employment Destinations Programs (EDP) –** This resulted in the reduction of the number of "K" courses in the system and it provided an opportunity for new locally developed grade 9 English and Math courses. These students are now working on and earning credits on a definite secondary pathway.

- **MISA Technology Projects (Elementary and Secondary) –** A variety of pilot initiatives have been implemented to enhance the learning opportunities for the staff and for the students with special education needs. This includes the student use of iPads, laptop computers and other mobile devices.

- **ABA Training for School Teams –** Several training sessions were scheduled for school teams during the year. Much of the new knowledge and skills have been transferable for staff working with all students.

- **The Continuous Assessment Process (CAP) –** The CAP model has been refined with a greater focus on the early identification and prevention by including the psychological team early in the school discussions. This has resulted in a quicker turn around for assessments being completed. As well, the increased collaboration with the community partners has provided more effective support and services for those students with high needs.

- **Elementary to Secondary Transition Team 2012 Checklist –** The checklist provides an effective transition planning tool that supports the School Transition Team to better meet the programming needs for students with specialized needs moving from grade 8 to 9.

- **EQOA Results -** The results have increased for students identified with special needs. Many factors have influenced the improvements – high focus on monitoring the IEPs, collaborative approach by all departments and the enhanced use of technology.

11.0 PROMISING PRACTICES

11.1 Behaviourists and Behaviour Team (Source: UCDSB and Board A)
The strength of both UCDSB's Behaviourist model and Board A's Behaviour Team Model is their responsiveness to schools and to students in crisis. Board A's Behaviour Team model is unique in that it employs *specialist behavior teachers* as well as educational assistants with child and youth worker qualifications.

11.2 Educational Assistant (EA) Performance Appraisal (Source: Board A)
Board A has developed a performance appraisal for educational assistants based on the Council for Exceptional Children's Paraprofessional Standards (Appendix A).

11.3 Elementary to Secondary Transition Team Checklist (Source: Board B)
This checklist (Appendix D) provides an effective transition planning tool that supports the school transition team to better meet the programming needs for students moving from grade 8 to grade 9. In the development of the checklist, Board B reduced the number of "K" courses and provided opportunities for more locally developed English and Math courses for grade 9. These students are now earning credits on a definite secondary school pathway (Appendix D).

11.4 Reading Program for Struggling Readers(Source: Board A)
The EMPOWER Reading program was developed by Sick Kids Hospital and is targeted at students who do not necessarily have an IEP in place. The program focuses on students in grades 2 to 5. To be included in the program, students must have a 2 year lag in reading/language and running records are used to monitor the progress. SERTs are trained to deliver the program for one hour per day. Board A reports significant gains in the reading levels for students involved in this program.

11.5 Gifted – Criteria, Teacher Checklist and Observables (Source: Board A)
Board A has developed criteria for identification of students as intellectual gifted. The criteria include a checklist of learning and behavioural characteristics common to intellectual gifted students and a list of observables (Appendix B).

11.6 STRIVE Behavioural Support Program (Source: Board A)
The STRIVE program is a positive behaviour support program that targets the 5% of students whose behavioural issues put them at odds with acceptable classroom functioning. There must be a designated STRIVE safe place for the student to go and there must be a trained EA available to provide support to the student. The goal of STRIVE is to get the student back into the classroom and the learning environment as soon as possible.

11.7   System Determination of Resource Staff (Source: UCDSB)
The UCDSB uses a formula approach to the allocation of resource staff for both elementary and secondary schools. The formula uses Needs Index factors, and average daily enrolment and also takes into consideration additional student factors .

11.8   3 year Professional Learning Plan (Source: UCDSB)
The plan provides an opportunity for the system and school staff to meet together to co-construct a plan that is unique to their school. The development of this plan is based upon the specialized needs of students, and the kinds of professional learning that would support staff in improving student results.

12.0   PROVINCIAL, NATIONAL AND INTERNATIONAL TRENDS

12.1   PROVINCIAL

12.1.1   Continued focus on an inclusive environment

12.1.2   Continued focus on Equity and Diversity

12.1.3   Expand the breadth of Integrated Services

12.1.4   Classroom Teaching Strategies that meet the needs of all students

12.1.5   Focus on mental health to support *Open Minds, Healthy Minds*, Ontario's Mental Health Strategy

12.1.6   Continued support to increase knowledge and understanding of autism

12.1.7   Increased Graduation Rates and address the 4 year rule for graduation

12.1.8   Student Engagement - a leadership priority

12.1.9   Review of Section 23 Programs

12.1.10 More equitable distribution of funding

12.2   NATIONAL

12.2.1   Equitable delivery of education: What can be done to focus on the groups with consistently lower educational outcomes? Can there be pilot approaches or interventions in communities to enhance the learning opportunities and outcomes of disadvantaged children?

12.2.2   Children and Youth mental health

12.2.3   There is an increase in the number of students in special needs programs. As a percentage of total enrolment, special needs programs represented 10.2% of school programs in 2002/2003, versus 11.5% in 2008/2009, country-wide.

12.3   INTERNATIONAL

12.3.1   Response to Intervention (RTI) focuses on student outcomes and the evaluation of intervention in the areas of literacy and numeracy. RTI seeks to prevent academic failure through early intervention, frequent progress measurement, and increasingly intensive research-based instructional interventions for children who continue to have difficulty. It is believed that students who do not show a response to effective interventions are likely to have biologically based learning disabilities and to be in need of special education. RTI relies on data-based decision making. RTI lays out very specific ways of helping students who are not performing in the classroom. In New York City, education officials have found that RTI has been able to assist more students who are struggling earlier and in so doing, have seen a reduction in special education referrals.

12.3.2   Cognitive Strategy Instruction (CSI) is an explicit instructional approach that teaches students specific and general cognitive strategies to improve learning and performance

in the areas of literacy and numeracy. CSI embeds metacognitive or self-regulation strategies in structured cognitive routines that help students monitor and evaluate their comprehension. Using proven procedures associated with explicit instruction including process modeling, verbal rehearsal, scaffolded instruction, guided and distributed practice, and self-monitoring, students learn, apply and internalize a cognitive routine and develop the ability to use it automatically and flexibly.

12.3.3　System of Graduated Response in England bears a close similarity to RTI. This approach recognizes that there is a continuum of special education needs and brings increasing specialist expertise to bear. The first level assumes that the classroom teachers do all they can to provide appropriate education through differentiated teaching strategies. If this is not proving to be successful, the second level of school action is implemented. This involves providing interventions that are different then or additional to those provided in the classroom. Should further help still be required, then external services are requested.

12.3.4　Evidence-based teaching strategies have been shown in controlled research to be effective in bringing about desired outcomes. Evidence-based teaching strategies may be defined as a common set of clearly specified teaching strategies that can be adapted to the needs of all learners and take into account the varying cognitive, emotional and social capabilities of all students. Research has shown that proper intervention by the classroom teacher and the use of evidence-based teaching strategies is the most effective means of meeting the needs of all students including those with special education needs.

12.3.5　New options emerge to enrich gifted students' education. The debate continues to rage between the mainstream classroom and separate classes for gifted students. However, whereas the mixed ability classrooms are becoming more the norm, new software programs combined with better access to computer hardware is making it possible for gifted students to receive more individualized programming. There are several websites that can assist students, parents and educators. For students, www.mathforum.org and www.mathlab.com are two examples. For parents and educators, www.gifted.uconn.edu provides details on a school-wide enrichment model as well as many resources.

12.3.6　Inclusive education is one of the dominant issues world-wide. The United Nations and UNESCO are playing a significant role in promoting inclusive education. Non-inclusive settings range from several countries with less than 1% to several with 4-6%. Many countries are developing new roles for special schools by converting them into resource centers. Despite the emphasis on inclusion many parents and teachers still strongly support a continuum of service.

12.3.7　Collaboration among professionals and parents is a priority internationally. Twenty-three European countries are using collaborative approaches and embedding these approaches in their education systems. Successful collaboration depends on such actors as establishing clear goals, defining respective roles, adopting a problem-solving approach and establishing mutual trust and respect.

12.3.8 Providing effective education for students with special education needs requires collaboration with paraprofessionals. Paraprofessionals, usually referred to as educational assistants or teaching assistants are commonly utilized in special education. Despite this significant and growing role, Giangreco & Doyle (2002) claimed that too many of them have been inadequately oriented, trained and supervised. Their study identified several issues that they felt needed to be addressed both at the policy and research levels. For example, to what extent should paraprofessionals be involved in the direct instruction of students with special education needs. What impact does their presence have on the students and how does the use of paraprofessionals affect teacher engagement with the students. In some situations, it has been found that the presence of paraprofessionals has been associated with classroom teachers devolving responsibility to them for students with special education needs. Classroom teachers are not trained in managing paraprofessionals. Paraprofessionals require more defined job descriptions, and in many jurisdictions, these more defined job descriptions may look slightly different than what is current practice and may involve the need for more specialized training. Some jurisdictions have established a mobile pool of paraprofessionals who are available for time-limited involvement and whose support is systematically phased out after a time and replaced with mainstream supports. Other models have clarified the role of the paraprofessional to be indirect support for the teacher thereby reducing the dependency by the student and lessening the tendency of the teacher to see the student as the responsibility of the paraprofessional.

12.3.9 A feature of leading practice throughout the world is a move toward integrated support, service integration or wrap-around services all of which are concerned with the delivery of specialized services in a more coordinated and integrated manner. A key to the success of service integration is the support and encouragement offered by the school principal and other senior leaders. According to Schaddock et al. (2009), the literature on service integration highlights the following factors:

- the active involvement of the child and support for parents as the primary responsible party;
- conceptualization of schools as the predominant living and learning environment for youth and as a community resource;
- co-location of services where possible;
- alignment of client assessments and case management; and
- clear and realistic objectives of service integration, leadership support time allocation for joint planning, and clarity around administrative arrangements, funding and resources.

13.0   RECOMMENDATIONS

13.1   That the UCDSB continue its focus on the key concepts of Differentiated Instruction (DI), Universal Design for Learning (UDL), the use of assistive technology (E26) and student success strategies to address the needs of all students with particular attention to those student with special education needs.

13.1.1	Professional Learning Plan
13.1.2	Collaborative planning between and among departments
13.1.3	Assistive Technology
Rationale	The challenge is the pressure and support for classroom teachers to examine their teaching strategies so that they are providing instruction and interventions tailored to meet the individual needs of all students. Internationally accepted programs such as Response to Intervention (RTI), and Cognitive Strategy Instruction (CSI) have been used successfully and have resulted in earlier interventions and fewer referrals to special education. The biggest challenge will be to break the cycle of placing students on individual education plans as a first response when the students struggle in literacy and numeracy. Exploring programs for struggling students meant to intervene before an IEP is recommended. The EMPOWER reading program is one such example. The Board's strategic plan *Surging Forward* places its focus on all students. The next step is to dig deeper to better meet the needs of struggling students.

13.2   That the UCDSB through the Student Support Services continue to focus on improving student achievement for all students with special education needs.

13.2.1	EQAO results
13.2.2	Use of quality system and school student data for improved decision making
13.2.3	Capacity Building for principals, teachers and support staff
13.2.4	Student Engagement Team ensuring consistency across all schools
Rationale	The UCDSB places a focus on improved student achievement. An analysis of the EQAO results for students with special education needs over the last five years would suggest that there has been more of a decrease as opposed to steady increase in results. Student Engagement Teams should review EQAO data as part of all student achievement data and use the analysis to drive their decision-making. Although necessary at both the elementary and secondary levels, the biggest area of concern is at the secondary level where more attention needs to be given to the low achievement in grade 9 mathematics and the decline on achievement in the OSSLT. The UCDSB has already established the practice of Student Engagement Teams. The challenge now is to ensure consistency across all schools both elementary

and secondary and to implement an accountability and quality assurance mechanism.

13.3   That the UCDSB through the Student Support Services review administrative guidelines and screening processes to better address the needs of intellectually gifted students.

13.3.1	Best practices from other school boards
13.3.2	Review existing guidelines
13.3.3	Develop classroom checklists and observational tools
13.3.4	Review delivery models
13.3.5	Collaboration with parents and students
Rationale	Of the three boards reviewed. Board A has the most comprehensive procedure for identifying students as intellectually gifted. Board A is willing to share their procedure, checklist and list of observables. A review of international trends in gifted education showed that many jurisdictions are exploring new options to enrich gifted programming. Many states in the United States are experimenting with computer-based programs that are designed to be sensitive to the needs and abilities of each student.

13.4   That the UCDSB through the Student Support Services review their processes and practices for transitions from grade 8 to grade 9.

13.4.1	Review of 5 year trends for EQAO grade 9 mathematic results and OSSLT results
13.4.2	Best practices from other school boards
13.4.3	Engage principals and key secondary school staff in the process to create shared ownership and support for program changes
Rationale	An analysis of the EQAO results for these students indicated that the scores for grade 9 Academic and Applied mathematics were slightly below or slightly above the provincial average over the last 5-year period. Student Support Services should develop a consultation process to address the transition between elementary and secondary schools regarding the delivery of special education programs and services. The process should engage secondary school principals and key staff to create a shared ownership and support to address improving the pathways and student achievement. The work completed by Board B in engaging the secondary staff and developing a transition check list was recognized as a best practice.

13.5   **That the UCDSB continue to expand the area of assistive technology for all students and in particular students with special education needs.**

     13.5.1   SEA

     13.5.2   Link between school and home

     13.5.3   Ongoing training for students and staff

     Rationale   The UCDSB's approach to the utilization of assistive technology has been, "necessary for some but good for all". UCDSB has been very progressive in enhancing the use of technology to meet student and staff needs. With the ever changing technology and the constraints on funding, the effective use and management of technology resources will be an ongoing challenge in addressing students with special education needs. The Central support for technology will always require the ongoing training for both students and school staff.

13.6   **That the UCDSB develop a system plan for a mental health strategy, in collaboration with their community partners, that closes the critical service gaps for vulnerable children and youth.**

     13.6.1   Collaboration with all community partners

     13.6.2   Services that are consistent across the entire board

     13.6.3   Review the seamless integration of a mental health strategy with programs and services for students with special education needs

     13.6.4   Consistency with model of behavior support

     Rationale   The UCDSB has begun work with the Champlain LIN and the southeastern LIN to develop a system plan for direct mental health services in collaboration with its community partners. In the Board's strategic plan *Surging Forward*, the mental health charter has been identified as a priority (W18 Child Mental Health Coalition). With four distinct community partners located in the regions of the school board, the challenge will be to develop and implement a mental health strategy and services that are consistent across the entire board. This plan will have to be integrated into the existing model for student support both at the school level and at the system level. Successful integration of this plan will require inter-agency collaboration and consistency across and within all groups.

13.7   **That the UCDSB explore its approach to servicing disengaged students.**

     13.7.1   Model of behavior support using behaviourists

     13.7.2   Home Instruction #s

     13.7.3   Supervised Alternate Learning (SAL)

     Rationale   Both UCDSB's model of behavior support and Board A's model are recognized as best practices. A review of Board A's use of specialized teachers as well as educational assistants with child and youth worker

qualifications should be examined. At the secondary level, UCDSB should explore greater use of Supervised Alternative Learning (SAL) opportunities for students. Continuing to involve parents/guardians as partners is critical.

13.8   That the UCDSB develop a seamless approach to the integration of services both internal and external for all students, including students with special education needs, as well those students with mental needs.

13.8.1	Reflected in the Board's strategic plan *Surging Forward*
13.8.2	Range of services including self-contained settings
13.8.3	Section 23 programs
13.8.4	Community partners
13.8.5	Parents
13.8.6	SEAC
Rationale	The UCDSB's strategic plan Surging Forward highlights the need to provide a variety of pathways for all students. UCDSB offers a range of programs and services including self-contained settings and Day Treatment Section 23 programs. The number of self-contained classes should be reviewed in light of the changing needs of student with special education needs. With the Ministry's direction and the national trend towards enhanced support for children and youth mental health, the Board will have to work closely with community partners and agencies to deliver these supports and services. The challenge will be to develop a seamless approach to integrate these supports and services both internally and externally that involve parents/guardians. The long-term goal would be to create a responsive system with capacity to address the student needs within the communities.

14.0   SUMMATION

The External Audit Team recognizes and compliments the UCDSB senior staff for the leadership, organization and processes put in place to continuously strive towards improving the special education programs and services within the board. After completing the initial 2004 external review of the special education delivery model, UCDSB conducted a follow-up assessment of the implementation of the recommendations in the report. This 2012 initiative to benchmark key elements of the special education programs and services delivery model with comparable size school boards in Ontario and research on international educational trends, demonstrates UCDSB's commitment for continuous improvement to better meet the needs of all students. The External Audit Team recognizes and compliments the Senior Staff from Board A and Board B for their support and cooperation with this initiative. This benchmarking project has provided an opportunity for each of the three school boards involved to reflect and measure themselves against other demographically similar boards, resulting in opportunities to enhance their own programs and services.

Because leadership is complex and constantly changing, good leaders are constantly engaged in questioning. This special education benchmarking initiative undertaken by the UCDSB demonstrates the openness and transparency of the Board to change, to challenge and to acquire new data that may alter their decisions and their actions. It also demonstrates staff's willingness to explore and embrace promising practices identified in comparable school boards as well as within the province of Ontario, across Canada and internationally.

In reviewing the data and information collected for this project, the External Audit Team provides a summary of key outcomes. Firstly, the Board's strategic plan "Surging Forward" outlines a clear vision to move forward with a commitment to prepare all students for a successful life. The expectations of the plan (E26 and E34) highlight the need to establish guidelines to assist teachers, principals, and support staff in supporting students within an inclusive and flexible environment. The challenge will be the implementation of these guiding principles for students with special education needs using a consistent approach across such a large geographic school board. The central support staff and the school administrative team have a unique and profoundly important role in shaping both their own school communities and the quality of the education delivery model across the system.

Secondly, the UCDSB's documents demonstrate the commitment to provide the need for continuous professional learning opportunities for all staff (Section 6.2). In reviewing and analyzing the information received, the concept that particularly stands out is that the notion that the learning is the work. Professional development has been built into the system as an integral part of the day-to-day leadership practice (Collaborative Inquiry model referred to as "Hub" and the 3-year Professional Learning Plan). It must be noted the need to continue the

system direction to enhance the effective use of the ever changing technology and software to better meet the needs of the students with special education needs (Section 8.3).

Thirdly, the report highlights in Section 9.0 UCDSB's involvement in strengthening the integrated services approach being addressed within the board and the building of stronger partnerships with local community partners.   This was evident in the need to examine new structures within the Student Support Services to strengthen the integrated services (internal and external) with the ever increasing demands on school staff. The UCDSB's data/information highlighted the important role played by parents/guardians, SEAC members, local businesses (opportunities for coop education and work placements), community health practitioners, mental health counselors and others in supporting the needs of all students and in particular, students with special education needs.

Fourthly, the External Audit Team identifies in the recommendations three areas in the special education programs and services delivery model that will require further study: firstly, a more directed approach for student intervention; secondly, the delivery model for students Identified as intellectual gifted; and, thirdly, the need for further study on students transitioning from grade 8 to grade 9 with special education needs to ensure greater success at the secondary school level.

The challenge for the UCDSB is to ensure in the future that the philosophy of special education which it has articulated so well becomes reality in a consistent way across the system. With the steadily increasing and changing demands, sharply constrained availability of money and rapidly evolving technology, the UCDSB has taken steps towards continuously improving the quality of the special education programs and services to better meet the needs of children and youth.

Respectfully Submitted,

_____   _____

        Marie Parsons   Gerry Clarke

APPENDICES

Appendix A: **Educational Assistant (EA) Performance Appraisal (Source Board A)**

Appendix B: **Gifted – Criteria for (Administrative Procedures), Teacher Checklist and Observables (Source Board A)**

Appendix C: **Teaching for Learning – Meeting Schedule 2011-2012 (Source UCDSB)**

Appendix D: **Elementary to Secondary Transition Team Checklist (Source Board B)**

Appendix E: **Exceptionality Identification Rates Compared to Provincial Data**

Growth and Direction

for

Educational
Assistants

Table of Contents

Introduction

This model of the performance appraisal process is used to assess and evaluate the performance of an educational assistant within their individual roles. It is based on the following facts:

- The _____ School Board supports the success of all employees in their jobs through a goal setting environment.
- Adults learn best through self-directed learning and goal setting opportunities.

It includes the collection, recording and analysis of data to evaluate the level of performance.

The purposes of the performance appraisal system are:

- to provide for fair, effective and consistent evaluation in every worksite
- to promote professional growth

This manual describes the processes, steps to be followed, time lines to be completed with, and forms to be completed to ensure consistent and effective application of the performance appraisal system. It also describes the respective roles and responsibilities of the _____ School Board, supervisory officers, principals, supervisors and educational assistants in the performance appraisal process.

Performance Appraisal

1.1 Performance appraisal will focus on growth and direction, recognizing that all staff members learn best through self-directed learning and goal setting opportunities.

1.2 The procedure will provide opportunities for directed growth, individual goal setting, directed supervision, and procedures for addressing the needs of staff members in difficulty.

1.3 The procedure for teaching staff and for principals and vice-principals will meet the requirements of provincial legislation as set out in the Education Act and Regulations.

1.4 Through such procedures the director of education, system and school administrators and supervisors take responsibility for the supervision of staff members, demonstrate accountability and promote ongoing growth and direction for all staff members.

ASSESSESSMENT RUBRIC – KEY ELEMENTS OF EFFECTIVE PRACTICE
EDUCATIONAL ASSISTANTS

Definitions	Proficient (P)	Developing Proficiency (DP)	Needs Improvement (NI)
	Descriptors for Proficiency: - Always meets expectations - reaches minimum standard - adequate - acceptable - sufficient - appropriate	Descriptors for Developing Proficiency: - sometimes meets (some of) the expectations - reaches standard some of the time - usually adequate - often acceptable	Descriptors for Needing Improvement: - seldom meets expectations - does not meet minimum standard - inadequate - unacceptable - deficient - inappropriate
Personal Care	- provides for personal care while maintaining dignity of student, hygiene of the environment and safety - follows administrative procedures regarding administration of medication - performs lifts, transfers, positioning etc. as directed - assists with various therapy exercises as directed	- sometime provides for student dignity - shows some awareness - follows procedures with guidance - provides lifting with some assistance - requires some direction to assist students with therapy program exercises	- does not demonstrate regard for dignity of student, hygiene or personal safety - procedures not followed appropriately - unwilling to perform lifts, transfers, etc. - does not follow instructions regarding therapy or places undue emphasis on this part of role
Safety and Behaviour Management	- follows procedures and plans for behaviour and/or safety as written - supports the implementation of strategies and suggestions from support staff and others - keeps tracking and records as directed - delivers small group programs as directed. - Supports the school code of conduct and safe school guidelines - Maintains certification in CPI and follows appropriate procedures when utilized	- Sometimes follows procedures and plans as written - Does not always support implementations of strategies and suggestions from support staff - Infrequently keeps tracking records - Delivers small group programs with some assistance - Learning to support the code of conduct - certification has lapsed but scheduled for recertification	- Disregards behaviour plans and/or safety plans - Non supportive of new strategies or suggestions or unwilling to try them - Does not keep accurate records - Unable to manage small group programs - Not supportive of school code of behaviour, safe schools guidelines and does not promote positive peer interactions - Does not make us of personal protective equipment provided
Supporting Students	- Strives to foster independence in students - Successfully implements accommodations/modifications - Prepares learning and other materials - Supports students during integration into other settings - Participates fully in life-skills programming - Supports students with use of technology - Scans and prepares materials for student use	- Usually strives to foster independence - Sometimes implements accommodations - Sometimes prepares materials - Not yet comfortable supporting students in other setting - Usually participates in life skills program - Learning to support students with use of technology	- does excessive amount for student – fosters dependence - unable to support accommodations effectively (eg. Scribing, transcribing) - Requires excessive supervision to prepare materials - Unable or unwilling to effectively support student technology

NOTE: Indicators may include but are not limited to those listed above.

Definitions	Proficient (P)	Developing Proficiency (DP)	Needs Improvement (NI)
	Descriptors for Proficiency: - Always meets expectations - reaches minimum standard - adequate - acceptable - sufficient - appropriate	Descriptors for Developing Proficiency: - sometimes meets (some of) the expectations - reaches standard some of the time - usually adequate - often acceptable	Descriptors for Needing Improvement: - seldom meets expectations - does not meet minimum standard - inadequate - unacceptable - deficient - inappropriate
Inter-Personal Relationships and Communication Skills	- interactions demonstrate genuine caring and respect - conflict is resolved in appropriate ways - clear, accurate written communication - maintains confidentiality - tactful, articulate	- interactions usually demonstrate care and respect - learning to resolve conflict appropriately - written communications are sometimes up to date - needs reminders to maintain confidentiality - learning to demonstrate greater tact	- negative working relationships - makes errors in written communications - confusing messages
Professional Practice	- awareness, knowledge and understanding of policies, procedures, technology - knows roles, responsibilities and expected practice of assignments - completes tasks effectively - carries out assigned duties effectively - adapts and refines practices through continuous learning and reflection, using a variety of sources and resources - uses appropriate technology as related to responsibilities - punctual - cooperative - shares knowledge and expertise as appropriate - participates as a team member	- developing awareness and understanding of policies, procedures, technology - seeks clarification of roles, responsibilities and expected practice of assignments when unsure - usually completes tasks - usually carries out assigned duties - requires or seeks assistance/direction to adapt and refine practice - sometimes uses technology appropriately - usually punctual - not always cooperative - becoming more confidents sharing knowledge and expertise appropriately with others - increasingly becoming an effective team member	- unaware of required knowledge about policy, procedure etc. - demonstrates knowledge inconsistently - does not comply with policies, guidelines, etc. - limited effectiveness and efficiency - unable to carry out assigned duties - finds change difficult - not punctual - sometimes uncooperative - unwilling to share with others - breaches of confidentiality have occured
Ongoing Professional Learning	- Attends professional training and learning activities - engages in professional training and learning activities - learns from others - effectively applies new knowledge and techniques to enhance current practices	- sometimes attends professional training - sometimes engages in professional learning activities - show some willingness to learn from others - applies new knowledge and techniques with some assistance	- limited learning from others - unsuitable and/or inappropriate application of new learning - little evidence of application of improved workplace practice - reluctant to participate in ongoing learning

NOTE: Indicators may include but are not limited to those listed above.

School Board A

Checklist of Learning and Behavioural Characteristics
Common to Intellectual: Gifted Students

Student's Name: _____ D.O.B. _____
                        Surname   Given Name

Grade & Placement: _____

School: _____Date: _____
                                                        (Of completion)

Form Completed by: _____ Title: _____

- Simple observation of child's behaviour is often one reliable source of identifying Intellectual: Giftedness.

- The following is a list of possible learning and behavioural characteristics exhibited by many Intellectual: Gifted students.

- No student will demonstrate all the characteristics noted, nor will a characteristic be evident all the time, but a student showing a significant number of them could have exceptional potential.

- In each of the 40 items, please select the rating that best reflects the student under discussion.

  CATEGORIES: (3) – Consistently (2) – Occasionally (1) – Rarely

- A **FULL SCORE** of 85+ would suggest that the student is more appropriate candidate for further discussion at the School Team level.

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A. Learning	Consistently	Occasionally	Rarely
	3	2	1
1. Is a rapid learner who grasps concepts quickly; comprehends easily what is read, seen and heard.			
2. Displays a great deal of curiosity about many things; constantly asking questions about anything and everything.			
3. Possesses an unusually advanced vocabulary for age or grade level, which is used easily and accurately.			
4. Learns basic skills quickly and with little practice.			
5. Succeeds with little effort in a specific subject area.			
6. Spends a great deal of time reading on his own; usually preferring adult level books; may show a preference for non-fiction.			
7. Orally and/or in written expression is clear and thorough.			
8. Has quick mastery and recall of information.			
9. Is inquisitive about ideas, events and situations.			
10. Asks many in-depth questions, wants to know the reason why.			
11. Has a remarkable storehouse of information about a variety of topics – beyond the usual interests of those his/her age.			
12. Explores wide-ranging and special interests, frequently at great depth (e.g. dinosaurs, space).			
13. Develops creative and original ideas; combines learned information to form unique responses (e.g. solves math problem in a unique way).			
14. Creates elaborate detail in academic and recreational activities (e.g. building a village with roads, vehicles, animals, etc.); demonstrates elaboration (not necessarily artistically).			
15. Likes to solve puzzles and trick questions.			
16. Appreciates structure and order and sees patterns in things (e.g. number systems, clocks, computers).			
17. Shows insight and sees cause and effect relationships; tries to discover the how and why of things; wants to know how things "tick".			
18. Demonstrates high level thinking in planning, producing and judging works			

B. Behavioural	Consistently 3	Occasionally 2	Rarely 1
1. Is enthusiastic about school and is easily motivated.			
2. Prefers to work independently; requires little direction from teachers.			
3. Highly self-motivated demonstrating task commitment in areas of interest.			
4. Has a wide range of interests.			
5. When interested, becomes absorbed for long periods and may be impatient with interference and abrupt change.			
6. Is able to do more than one thing at a time.			
7. Loses interests easily when tasks are routine tasks; is impatient with repetition.			
8. May show inattentiveness to the tasks at hand.			
9. Listens to only part of an explanation and sometimes appears to lack concentration.			
10. Can be stubborn in own beliefs.			
11. Recognizes mistakes or oversights in the classroom (e.g. error in the textbook, teacher's misspelling).			
12. Lacks organizational skills; assignments may be completed in a haphazard manner. Personal belongings often misplaced.			
13. Sets very high personal standards and could be described as a perfectionist.			
14. Is success oriented and hesitates to try something where failure is a possibility.			
15. Often has a keen sense of humour (e.g. puns, associations).			
16. Displays unusual sensitivity to the expectations and feelings of others.			
17. Empathizes with others and often takes a leadership role; very understanding and sympathetic.			
18. Enjoys organizing and bringing structure to things, people and situations.			
19. Tends to dominate peers or situations.			
20. Daydreams and seems lost in another world.			
21. Often prefers company of older students or adults.			
22. Shows unusual interest in real world "adult" issues – religion, politics, and social injustice.			
Please **SUB-TOTAL** each column.			
FULL SCORE:			

School Board A

<u>INTELLECTUAL: GIFTEDNESS</u>

OBSERVABLES:

- Often has an unusually advanced vocabulary.

- May have a great fund of knowledge about a variety of topics or of one specific area.

- Has quick recall of factual information.

- Can readily see relationships; make generalizations, transfer knowledge from one area to another.

- May prefer to work independently, without teacher direction.

- When convinced of the correctness of his/her argument, the student may be self-assertive or even stubborn.

- Leadership ability and self-confidence may enable student to dominate groups.

- Creativity may be shown in questions asked, ability to connect ideas and problem-solve.

- May display a particular area of talent (e.g. art, music, athletic ability).

- Behaviour problems may develop which masks the student's ability (e.g. may daydream or read while others work during class).

- Assignments and written work may be completed in a haphazard manner.

- Student may withdraw from social interaction with peers or be overly critical of others.

- May downplay his/her abilities or choose courses at a lower level than his/her ability would indicate.

- Intense – blurts our answers/ideas.

ADMINISTRATIVE PROCEDURE
_____

SUBJECT: **GIFTED: CRITERIA FOR**

Legal References: *Education Act: Section 170 Duties of Boards; Special Education Programs and Services Ontario Regulation 181/98 Identification and Placement of Exceptional Pupils; Ontario Regulation 298 Operation of Schools Section 31: Special Education Programs and Services (maximum enrolment); Ontario Regulation 306 Special Education Programs and Services.*

Related References: *Administrative Procedure 225 Special Education Handbook: AP 227 Identification, Placement and Review Committee;   AP 230 Self-Contained Classes (Regional); AP 376 Promotion, Acceleration and Retention of Students.   Form 235A List of Observable Characteristics: Gifted Students; Form 235B Teacher Checklist For Gifted Education; Form 235C Application for Admission to Special Class Placement: Gifted.*

1.0   Support for School Teams

1.1   The director of education has developed this administrative procedure to provide school teams with:

a)   Programming suggestions;
b)   The procedures for identification of student as Intellectual: Gifted; and
c)   The procedures for accessing the Out-of-School Program for Gifted (grade 4, 5 and 6).

2.0   Procedures for Education of Gifted

2.1 The student identification process may be initiated by the school personnel, parents/guardians, or the student.

2.2 The classroom teacher completes a guided observation, using the list of key characteristics and observables in Form 235A List of Observable Characteristics: Gifted Students. [See the Forms Manual.]

2.3 If four or more of the key characteristics and observables are note, then a referral to the School Team is made.

2.4 The School Team meets to discuss the student referral. Consideration is given to appropriate "next steps"; for example, programming and teaching strategies within the classroom and/or school. The classroom teacher consults with the parent/guardian for developmental history, checks for hearing tests, and then gets verbal permission to proceed with Form 235 B.

2.4.1   The classroom teacher completes the Teacher Checklist for Gifted Education – Form 235 B. [See the Forms Manual.]

Page 1 or 4

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2.5 The School Team will use the results of the Teacher Checklist for Gifted Education to determine if they wish to pursue the process that would then initiate an Enhanced Team Meeting.

2.6 If the recommendation of the Enhance Team is to assess the student, then obtain a signed Consent for Service & Access to the OSR. The following test is administered by the Special Education Resource Teacher (SERT):

Detroit Test of Learning Aptitude, Fourth Edition (DTLA – 4)

2.7 Interpreting Results

2.7.1 Following the completion of the assessment, all results will be shared with the Special Education Consultant at an Enhanced Team Meeting. As well, we recommend that a member of the Psychological Services Team confirm the interpretation.

2.72. An Educational Assessment Report will be written by the SERT and shared with the parent/guardian.

3.0   When Results Meet Criteria [General Mental Ability Quotient (GMAQ) or 126 or more]

3.1 If the results are conclusive (i.e., the student has met ALL the criteria listed above), a consultation is arranged with the parent/guardian to discuss all options and appropriate next steps. The teacher of the gifted program should be included in this consultation.

3.2 If the parent/guardian is in agreement, the school will proceed toward the Identification, Placement and Review Committee (IPRC). Please refer to Administrative Procedure No. 227, Identification, Placement and Review Committee.

3.3 Placement options continue to be Regular Class, Regular Class with Indirect Support, Regular Class with Resource Assistance, Regular Class with Withdrawal Assistance, Regular Class with Resource Assistance and Withdrawal Assistance, and Regular Class and Out-of-School Withdrawal Program for the Gifted (grades 4 – 6).

3.4 Where the Out-of-School Resource Withdrawal Program for the Gifted is considered to be appropriate, with the approval of the parent/guardian the school will proceed with the "Application for Admission to Special Class Placement". This application is located in the Forms Manual – Form 235C Application for Admission to Special Class Placement: Gifted. Admission to the classes is in September and January.

3.5 A visit to the classroom (prior to the IPRC) arranged through the principal of the sending school and the teacher of the gifted is recommended.

_____

_____

3.6 Following acceptance for placement through the Admissions Procedure, the school will convene the IPRC in accordance with Administrative Procedure No. 227.

4.0 When Results Do Not Meet the Criteria: Grade 3 -6 GMA Quotient is 120 or less
Grades 7 – 12 GMA Quotient is 115 or less

4.1 An Enhanced Team Meeting must be convened to discuss the results and appropriate next steps.

4.2 The school continues to plan for, and provide appropriate programs to meet the needs of the students. This may include consultation with the teacher of the gifted program.

5.0 When results are Inconclusive: Grade 3 -6 GMA Quotient 120 to 125
Grades 7 – 12 GMA Quotient 115 to 125

5.1 Grades 3 – 6: Administer the Applied Problems subtest of the WJ III. If the student achieves a standard score (SS) less than 120, then no further assessment is required and the results would be deemed not to meet the criteria for Intellectual: Gifted. If the student achieves a score of 120 or greater, the student should be referred for a psycho-educational assessment.

5.2 Grade 7 – 12: Administer the WJ III Applied Problems and Passage Comprehension subtests and submit a referral for a psycho-educational assessment.

6.0 When results are in dispute:

6.1 If the School Team feels the DTLA–4 results are not capturing the student's strengths, the Enhanced Team may determine that a referral for a psycho-educational assessment is appropriate.

6.2 If the School Team has concerns about academic achievement regardless of the outcome of the DTLA-4, the Enhance Team may determine that a referral for a psycho-educational assessment to investigate the possibility of learning disorders in addition to possible gifted issues is appropriate.

7.0 Students in the Out-of-School Gifted Program

7.1 Student progress shall continue to be monitored by the School Team. If academic and/or emotional concerns arise, an Enhanced Team meeting must be called with the teacher of the gifted and the Special Education Consultant in attendance.

_____

7.2   If the Out-of-School Resource Withdrawal Program for the Gifted is not the best placement, the following shall take place:

       7.2.1   The teacher of the gifted program will discuss the student's progress with respect to the goals and expectations of the program with the student, parent/guardian and the home principal.

       7.2.2   The student's need statements, as outlined on the Individual Education Plan, will be reviewed.

       7.2.3   An IPRC may be reconvened to review the student's placement in the program.

       7.2.4   The decision for a student to leave the Out-of-School Program does not preclude that student from requesting re-entry during the next school year.

TEACHING for LEARNING

Meeting Schedule 2011-12

revised: March 31, 2011

What have we done for our students today?

SEPTEMBER 2011, **OCTOBER 2011**, **NOVEMBER 2011**, **DECEMBER 2011**, **JANUARY 2012**

FEBRUARY 2012, **MARCH 2012**, **APRIL 2012**, **MAY 2012**, **JUNE 2012**

LEGEND

Holidays and System Activities

Professional Activity Days

	Elementary	Secondary

September 1, 2011 - Ministry
Ministry Priority Day:
• Student Transitions - facilitating transitions for students who are entering school/changing grades or schools, leaving school; • safe schools changes-one hour

October 28, 2011 - System
• Developing Individual Education Plans; • Small School Summit

February 3, 2012 - System
Elementary system reports — Secondary semester turn-around

May 25, 2012 - System
Performing assessments and evaluations for, and of, learning

June 27, 2012 - Ministry
Ministry Priority Day:
Student Transitions - facilitating transitions for students who are entering school/changing grades or schools, leaving school

June 28, 2012 - System
School year-end preparation

	Date	
EQAO		
Jan. 9-20, 2012	- Grade 9 Math (Sem 1)	
Mar. 29, 2012	- OSSLT	
May 23-June 6/12	- Primary/Junior	
May 31-June 15/12	- Grade 9 Math (Sem.2)	

H	Statutory Holiday
H	School Holiday
NID	Non-Instructional Day

SSS - Small School Summit

Leadership Learning Modules for Administrators

Meetings: LLMA
When: Tuesdays as indicated — topics tbd
Time/Locations: TBD

1 Oct. 11/11
2 Mar. 20/12 — Budget Workshop
3 April 17/12

CREW Leadership

November 15, 2011 - location tbd
February 7, 2012 - location tbd
May 15, 2012 - location tbd

Teaching for Learning Team Meetings (SO's)

Meetings: T4LT
When: Mondays (as indicated)
Time: 10:30 to 3:00
Location: varies

Teleconferences (T4L Supts.)
When: Thursdays as required
Time: 4:00 PM

HUBS/Family of Schools Meeting Schedule

1 Almonte & Carleton Place / Brockville
2 Char-Lan/Glengarry/Vankleek/ROT/Tagwi
3 N.Dundas/Rockland/Russell
4 Cornwall (note change from Day 3) / Perth/S.Falls
5 N. Grenville / Seaway/S.Grenville
6 Athens/Gan/Rid

Student Engagement & Program

Meetings: SE-P
When: Fridays as indicated
Time: 9:00 - 3:00
Location: varies

The staff attending these meetings may vary and at times may include the SE-P leadership group or all SE-P staff. Meetings may be joint or separate in a common location. They are scheduled to provide the organizational time required to plan for system initiatives.

Senior TEAM - CREW Reviews

Meetings: SR Team
When:
Nov. 17-18/11 - location tbd
Feb. 9-10/12 - location tbd
May 17-18/12 - location tbd

☒ cancelled

Appendix A

Elementary to Secondary Transition Team Checklist – 2012

The Transition Team consists of Administrators, Special Education Services Coordinators, In-School Resource Teachers (ISRTs), Interdepartmental Special Education Heads (ISEHs), Class Teachers, Parents/Guardians, Community Agency staff and where appropriate, Guidance Personnel, Student Success Lead Teachers, Educational Assistants, Child and Youth Counselors and students.

Comprehensive transition planning facilitates successful transition of students from Grade 8 to Grade 9. This checklist is designed to assist with transition planning for students moving from Grade 8 to Grade 9 with specialized needs that require careful monitoring. It was developed to provide a reference of suggested effective transition planning practices in the system following consultation with school and system personnel at the elementary and secondary levels as well as community partners.

Recommended Timelines	Recommended Actions	Comments
December	o Elementary school team dialogues with SES Coordinator to support/plan for transition to secondary school	
January	o Grade 8 Orientation Day at the secondary school in consultation with Special Education Coordinator o Grade 8 students working on student portfolios which contain information about their interests, goals, etc. to share with secondary class teachers	
February	o ISRT submits completed referral packages to SES Coordinators for students requiring specialized placements o SES placement decisions for special class placements begin o Elementary and Secondary School Teams meet to review student profiles, Individual Education Plans (IEPs), safety plans, behaviour plans, medical protocols, equipment and scheduling requirements, assessment results, transition plans and student portfolios for students recommended for special class placements or specialized services o ISRT reviews equipment needs, creates list and shares with SES coordinator o Secondary schools prepare visuals of the new site for Grade 8 students e.g. pictures, video, etc. (copies made available for the Grade 8 class and home) o ISRTs invite parents/guardians to attend evening information sessions at their home secondary school	

March/ April	o Secondary School registration package with course selections completed o Secondary school team members e.g. ISEH are selected to visit elementary classes to observe students recommended for special class placements or with specialized needs o ISRTs/ISEHs arrange visits to the secondary school for students, parents/guardians, and outside agencies as appropriate o SES coordinators conduct secondary school site visits to assist with the learning environment setup and equipment inventory, e.g. room and equipment location and scan the learning environment for potential sensory triggers	
May/ June	o Transition teams work with parents and community partners to share information and set short and long term goals – basic skills, recreation, social, work experience, etc. and review student profiles, IEPs, safety plans, behaviour plans, medical protocols, equipment and scheduling requirements, transition plans and student portfolios – copies of the information to be distributed to all Transition Team members o SES Coordinator packages are sent to ISEHs for students recommended for special class placements o Secondary team members facilitate family connection with a community agency o Secondary team members request recommended assistive technology and equipment and ensure resources are working appropriately o Complete IPRC Meetings o ISEHs survey class teachers and educational assistants about professional learning interests o Finalize student timetables	
Last week of June	o Last week of June ISRTs/ISEHs: -schedule meetings between elementary and secondary class teachers - arrange student visits to the secondary school to review school routines, room locations and become familiar with staff - invite specialized class teachers to visit students in the elementary school to become familiar with their schedules, routines and equipment needs - attend scheduled professional learning sessions related to interests e.g. equipment, sensory needs, computer programs, schedules, structured learning tasks, etc.	

Last week of June (cont.)	o Principals to inform all staff about students with specialized needs e.g. safety plans, medical protocols, etc. and make arrangements for any needed professional learning to facilitate with the transition necessary to create the conditions for success o Principals ensure other staff members working directly with students in specialized settings are familiar with the student profiles, IEPs, safety plans, behaviour plans, medical protocols, equipment and scheduling requirements and transitions plans	
August	o Principals to notify superintendent about newly hired staff of specialized class placements and make arrangements for staff assistance and training o Last week of August SES consult with secondary schools to review the learning environment setup and make arrangements for assistance/training for any newly hired staff working in secondary school specialized classes and make requests for community agencies to support, as needed e.g. Pathways School Support Program o Educational assistants are invited to meet with the class teacher/ISEH/principal and review student information e.g. student profiles, IEPs, safety plans, behaviour plans, medical needs, equipment and scheduling requirements, etc.	
September/ October	o Principals review information with all staff about students with specialized needs e.g. safety plans, medical protocols, etc. and arrange for professional learning sessions necessary to create the conditions for success o Principals develop a communication plan that ensures supply teachers and educational assistants are informed about students with specialized needs (e.g. safety plans and medical protocols) o SES schedules a professional learning network session for teachers of specialized classes	

EXCEPTIONALITY IDENTIFICATION RATES COMPARED TO PROVINCIAL DATA

The following charts show the number of students formally identified as exceptional by IPRC in each exceptionality category as a percentage of the total number of identified students for each school board. The provincial data shows the percentage of identified students in each exceptionality category as a percentage of the total numbers of identified students by IPRCs in the province.

ELEMENTARY

Exceptionality		UCDSB Student Enrolment	% of UCDSB Total # of Identified Students	Board A Student Enrolment	% of Board A Total # of Identified Students	Board B Student Enrolment	% of Board B Total # of Identified Students	Prov. Data (10/11)
Learning Disability	m	340	10.70	168	10.57	97	5.06	12.07
	f	186	5.85	56	3.52	47	2.45	5.98
Mild Intellectual	m	29	.91	32	2.01	71	3.70	2.36
	f	28	.88	27	1.70	45	2.35	1.59
Intellectual-Giftedness	m	35	1.10	89	5.60	1	.05	4.72
	f	28	.88	84	5.29	1	.05	3.59
Language Impaired	m	51	1.60	4	.25	77	4.02	2.05
	f	24	.75	2	.13	47	2.45	1.03
Behaviour	m	70	2.20	24	1.51	52	2.71	2.30
	f	7	.22	3	.19	12	.63	0.43
Developmental Disability	m	60	1.89	40	2.52	58	3.03	1.49
	f	37	1.16	22	1.38	35	1.83	0.95
Autism	m	152	4.78	34	2.14	66	3.44	4.38
	f	24	.75	9	.57	10	.52	0.78
Multiple Exceptionality	m	194	6.10	5	.31	62	3.23	1.98
	f	82	2.58	2	.13	20	1.04	0.76
Physical Disability	m	15	.47	14	.89	4	.21	0.51
	f	9	.28	7	.44	4	.21	0.37
Blind & Low Vision	m	4	.13	0	0.0	0	0.0	0.12
	f	6	.19	1	.06	4	.21	0.09
Deaf & Hard of Hearing	m	9	.28	4	.25	5	.26	0.39
	f	13	.41	3	.19	7	.37	0.33
Speech Impairment	m	6	.19	3	.19	3	.16	0.09
	f	0	0.0	1	.06	3	.16	0.03
Total Elementary		1409	44.30	634	39.90	731	38.14	48.30

Appendix E

SECONDARY

Exceptionality		UCDSB Student Enrolment	% of UCDSB Total # of Identified Students	Board A Student Enrolment	% of Board A Total # of Identified Students	Board B Student Enrolment	% of Board B Total # of Identified Students	Prov. Data 10/11
Learning Disability	m	640	20.13	326	20.50	234	12.21	16.90
	f	288	9.06	126	7.92	115	6.00	8.27
Mild Intellectual	m	68	2.14	79	4.97	151	7.88	3.35
	f	57	1.79	45	2.83	145	7.56	2.54
Intellectual-Giftedness	m	35	1.10	91	5.72	7	.37	3.98
	f	38	1.20	57	3.58	7	.37	2.71
Language Impaired	m	29	.91	3	.19	15	.78	1.42
	f	22	.69	2	.13	6	.31	0.82
Behaviour	m	60	1.89	49	3.08	89	4.64	2.02
	f	10	.31	5	.31	20	1.04	0.44
Developmental Disability	m	72	2.26	47	2.96	101	5.27	1.52
	f	44	1.38	36	2.26	75	3.91	1.15
Autism	m	66	2.08	41	2.58	29	1.51	2.06
	f	8	.25	5	.31	6	.31	0.38
Multiple Exceptionality	m	227	7.14	2	.13	133	6.94	2.08
	f	66	2.08	0	0.0	32	1.67	0.75
Physical Disability	m	6	.19	13	.82	8	.42	0.34
	f	6	.19	10	.63	4	.21	0.27
Blind & Low Vision	m	3	.09	1	.06	1	.05	0.08
	f	4	.13	2	.13	1	.05	0.07
Deaf & Hard of Hearing	m	10	.31	10	.63	5	.26	0.22
	f	9	.28	5	.31	2	.10	0.20
Speech Impairment	m	2	.06	0	0.0	0	0.0	0.02
	f	0	0.0	1	.06	0	0.0	0.01
Total Secondary		1770	55.35	956	60.11	1186	61.86	51.60
Total (Elem. + Sec.)		3179	99.65	1590	100.01	1917	100.0	99.90

Note: Total percentages slightly less or slightly more than 100% are the result of rounding.

Comments

1. In the elementary panel, Board B has a higher percentage of students identified in the mild intellectual category and a lower percentage in the learning disability category. UCDSB and Board A have only minor variance from the provincial data for the categories of learning disability and mild intellectual.

2. In the elementary and secondary panels, the UCDSB and Board B have major variance (3 times lower) for identified students in the intellectual – giftedness category compared to the provincial data.

3. In the elementary and secondary panels, the UCDSB and Board B have major variance (3 times greater) for identified students in the multiple exceptionality category compared to the provincial data.