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TORONTO CATHOLIC DISTRICT SCHOOL BOARD
TRUSTEES 2011 – 2012

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Bruce Rodrigues, Director of Education
Ann Andrachuk, Chair of the Board
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MISSION STATEMENT

OUR MISSION

In a school community formed by Catholic beliefs and traditions, our Mission is to educate students to their full potential by providing:

- a safe and welcoming learning environment that is an example of Christian community
- role models of Gospel values and Catholic doctrines, teachings and beliefs
- integration of Catholic, Christian beliefs into the total learning experience
- leadership in the shared responsibility for education that exists among schools, students, families, parishes and the community
- feedback on students' proficiency and performance
- religious, academic and technological instruction
- guidance in what students need to learn
- instruction in the learning process itself

VISION OF OUR STUDENTS

We envision students who:

- are formed in the Catholic faith
- pursue academic excellence
- demonstrate relevant knowledge and ability
- display self-esteem and self-respect
- strive to be the best they can be
- demonstrate skills for developing and maintaining personal and family wellness
- apply Christian values to life's opportunities, challenges and choices
- demonstrate global perspective and community responsibility

VISION OF TCDSB

To provide students with the qualities they will require, our Vision of TCDSB is a school system that:

- is Christ-centered
- is student-focused
- is innovative
- demonstrates a clear sense of purpose
- is visibly and demonstrably Catholic
- reflects empowering leadership
- applies collaborative decision-making
- provides role models among all stakeholders for all these qualities
BOARD LEARNING IMPROVEMENT PLAN

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ACTION STATEMENTS WHICH SUPPORT OUR SYSTEM PRIORITIES

Nurturing Our Catholic Community:
- Empowering students to meet their Catholic Graduate Expectations, as the whole TCDSB community lives out our mission through the Ministries of Word, Worship and Witness.
- Fostering excellence in Catholic Education through a Faith development model that supports a safe, inclusive and healthy learning environment.
- Enhancing the benefits of Catholic education through active support and implementation of a variety of local and system initiatives to increase enrolment and retention in grades JK – 12.

Improving Student Achievement:
- Board and School Improvement Plans will be informed by evidence based decision making and self reflective practices anchored in Professional Learning Community dialogue.
- The job embedded learning strategies of the Teaching Learning Critical Pathway (TLCP) and Numeracy Assessment for Learning Cycle (NAFLC) will be supported by the focused, equitable alignment of Ministry and Board resources staff.
- The systematic program review, which being in Special Education in 2008-09, will continue over the next 3 years in the areas of Literacy (2009-10), Numeracy and Student Success.

Building Our Capacity to Lead and Learn:
- Strengthening a culture where every staff member is responsible for student achievement.
- Ongoing communication and engagement and school system leaders, parents and wider community.
- Supporting succession planning and mentorship opportunities to ensure sustainable growth in leadership.
SPECIAL EDUCATION PLAN
STEERING COMMITTEE

CHAIR:

Frank Piddisi, Superintendent of Education, Special Services

MEMBERS:

Don Cameron, SEAC Chair
Ashleigh Molloy, SEAC member
John Wilhelm, Chief Social Worker
Sara Di Nallo, Special Services Program Coordinator, Areas 3 and 4
THE MISSION STATEMENT
OF THE
SPECIAL SERVICES
SUPERINTENDENCY

The Special Services Superintendency believes that Catholic education is charged with developing the full potential of each student spiritually, intellectually, academically, socially, emotionally and physically.

Moreover, the superintendency’s goal is to layer its approach with the approaches of the various other departments, for example Curriculum & Accountability and Success For All, as we develop program, inservices and training as well as target setting, within the context of a Catholic School Board. The ultimate goal is to provide programs and services, within the educational setting to allow each individual student to reach his/her full potential from ages 4 - 21.

The superintendency provides, coordinates, develops and evaluates a comprehensive continuum of services and programs which address the multi dimensional needs of the learner.

Ongoing program/services reviews, characterized as Accountability Framework, is an initiative begun in 2008/2009 and will continue over the next several years.

Consistent with the Ministry of Education’s direction and leadership the superintendency is facilitating the operational section of the provincial resource, Learning For All K-12.

The professional development of staff is an ongoing focus of this superintendency as it continues to effectively and efficiently develop, deliver and monitor the programs and services which reflect a range of service on behalf of the students it serves.
THE BOARD’S CONSULTATION PROCESS

A steering committee including representative members of the Special Education Advisory Committee has undertaken the revisions and development of the Special Education Plan. Members of the committee are listed at the beginning of the document.

The Special Education Advisory Committee provides input and establishes the types and variety of presentations which begin the monthly meetings.

The Chair of SEAC and the Superintendent of Education, Special Services jointly prepare agendas.

The meetings of SEAC are scheduled so that the flow of reports to the Board provide the information to SEAC in a timely manner so that the opinions and advice from SEAC is able to be before the Board prior to decisions being made.

Budget process and preparation is shared with the members of SEAC prior to the budget being approved.

The development of a Special Services Accountability Framework is in progress and will be implemented in the 2010-2011 academic year. It was formed as a result of a review of special services program as part of the 2009-2010 budget process.

In response to an Special Services system wide consultation in 2009 and the introduction of two new Ministry resources: Learning For All K-12 and Assessing Achievement in Alternate Areas (A4), Special Services has begun to align its school based support around Professional Learning Communities. In 2009-2010 ten elementary schools have begun to work through his process to elaborate and activate best practices. The ten elementary schools are:

- St. Stephen
- Our Lady of Sorrows
- St. Augustine
- St. Margaret
- St. Raymond
- D’Arcy McGee
- Our Lady of Lourdes
- Precious Blood
- Epiphany of Our Lord
- St. Columba
PROVISION OF SPECIAL EDUCATION PROGRAMS AND SERVICES WITHIN TORONTO CATHOLIC DISTRICT SCHOOL BOARD.

Philosophy of Special Services

Our commitment is to every student. This means... [ensuring] that we develop strategies to help every student learn, no matter their personal circumstances.

(Reach Every Student: Energizing Ontario Education, 2008)

In partnership with families, the parish and the community, our Catholic education system is directed at developing the full spiritual, physical, academic, cognitive, social and emotional well being of each student. Through their learning experiences, students develop a sense of self-worth and dignity as members of the people of God and are able to make a useful contribution in a complex and changing society.

Inherent in these beliefs is the recognition that all students, regardless of exceptionality, are entitled to education in the most enabling environment. The exceptional student is a unique child of God and has a right to be part of the mainstream of education, to the extent to which it is practical and beneficial.

In order to provide an education in the most enabling environment, TCDSB advocates the principle of integration as part of a range of services/programs which includes modification of the regular class program, withdrawal and congregated placement, and itinerant services.

Inclusion of the special needs student in our schools can be summed up: "We invite you to become active participants in the process of Catholic Education. We urge you to bring your energy, enthusiasm and generosity to the task of building a Catholic community within your school and to shaping the vision of Catholic education"

The Moment of Promise (p. 22)
Parental Involvement in Education within the Toronto Catholic District School Board

The Toronto Catholic District School Board recognizes parents as the primary educators of their children. To this end, the Toronto Catholic District School Board recognizes and promotes the involvement of parents in all decisions that are made with regard to their children.

Parents are invited to be partners in the process utilized to address the learning needs of the child.

They are encouraged to share information, voice their opinions, express concerns and are recognized as valued partners in the education of each child to his/her full potential.
DELIVERY SYSTEM OF SPECIAL EDUCATION PROGRAMS/SERVICE WITHIN TCDSB

TCDSB layered approach to meeting the needs of all students.

The three tiered consultation model outlined below summarizes the process used by the TCDSB with regard to understanding and addressing student need.

CONSULTATION MODEL

The consultation model ensures that parents are involved in all aspects of planning an educational program for their child. Parents are encouraged to be actively involved in the decision-making process regarding their children, especially as it relates to the Individual Education Plan and the delivery of special education programs and services.

A multidisciplinary approach involving school and interdisciplinary staff for the delivery of special programs and services will continue to be used. This process in which parents participate may include interdisciplinary discussion and involvement regarding:

- teacher observation
- intervention
- assessment
- program instruction
- identification
- placement
- program review

Five Special Education Program Coordinators assist in the coordination and operation of Special Education Programs and Services and are directly responsible to the Superintendent of Special Services.
ROLES AND RESPONSIBILITIES IN SPECIAL EDUCATION

The Ministry of Education has begun to define roles and responsibilities in elementary and secondary education in several key areas:

- legislative and policy framework;
- funding;
- school system management;
- programs and curriculum;

It is important that all involved in special education understand their roles and responsibilities, which are outlined below.

The Ministry of Education:

- defines, through the Education Act, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality;
- ensures that school boards provide appropriate special education programs and services for their exceptional pupils;
- establishes the funding for special education through the structure of the funding model. The model consists of the Foundation Grant, the Special Education Grant, and other special purpose grants;
- requires school boards to report on their expenditures for special education;
- sets province-wide standards for curriculum and reporting of achievement;
- requires school boards to maintain special education plans, review them annually and submit amendments to the ministry;
- requires schools boards to establish Special Education Advisory Committees (SEAC);
- establishes Special Education Tribunals to hear disputes between parents and school boards regarding the identification and placement of exceptional pupils;
- establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.
The Toronto Catholic District School Board:

- educates students to their full potential in a school community formed by Catholic beliefs and traditions;
- establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda and our Catholic philosophy;
- monitors school compliance with the Education Act, regulations, and policy/program memoranda;
- requires staff to comply with the Education Act, regulations, and policy/program memoranda;
- establishes policy regarding the delivery of special education programs and services;
- provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board;
- works to secure sufficient funds in a timely manner to provide programs and services and reports on the expenditures for special education as required;
- has undertaken an extensive consultation process with the various stakeholders in the development of its plan;
- three implementation teams are presently undertaking a gap analysis and will develop strategies in the area of accountability, delivery of service, communication, staff development and individual education plan compliance;
- reviews the plan annually and submits amendments to the Minister of Education;
- provides statistical reports to the ministry as required and as requested;
- has prepared a parent guide (available in English, Spanish, Italian, Portuguese, Ukrainian, Chinese, Tamil, Tagalog, Polish, Braille, and Large Print) to provide parents with information about special education programs, services and procedures;
- establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them;
- establishes a Special Education Advisory Committee and provides an opportunity for SEAC to be heard prior to making decisions which impact on special education;
- takes SEAC’s recommendations into account before making a decision which impacts on Special Education.
- provides professional development to staff on special education.

The Special Education Advisory Committee (SEAC)

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- opportunities for discussion and dialogue regarding these recommendations will be provided;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education within the time constraints provided;
- reviews the financial statements of the board as they relate to special education;
- invites ongoing information/presentation regarding new initiatives within the TCDSB and partnerships;
- advocates for needs of exceptional students including sufficient resources for equipment, transportation and staff to enable the delivery of service;
- shares information with respect to the Associations represented;
**The school principal:**
- promotes the education of the whole child within the context of a Catholic community rooted in Gospel values;
- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
- communicates Ministry of Education and school board expectations to staff;
- within the current shortage of qualified teachers strives to provide that appropriately qualified staff are assigned to teach special education classes;
- communicates board policies and procedures about special education to staff, students; and parents;
- ensures that appropriate assessments are requested if necessary and that parental consent is obtained. Utilizes interpreters as required;
- ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies;
- consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
- ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- ensures that parents and students 16 and older are consulted in the development of the IEP and that they are provided with a copy of the IEP;
- ensures the delivery of the program set out in the IEP.

**The teacher:**
- carries out duties as outlined in the Education Act, regulations, and policy/program memoranda in keeping with the Catholic values espoused by the Toronto Catholic District School Board;
- follows board policies and procedures regarding special education as outlined in our delivery of services model;
- maintains up to date knowledge of special education practices;
- works with special education staff and parents to develop the IEP for an exceptional pupil;
- provides the program for the exceptional pupil, as outlined in the IPRC and the IEP;
- communicates the student's progress to parents;
- works with other school board staff to review and update the student's IEP.
The special education teacher, in addition to the responsibilities listed above under "the teacher":

- holds qualifications, where possible given the current teacher shortage, in accordance with Regulation 298, to teach special education;
- monitors the student's progress with reference to the IEP and modifies the program as necessary in conjunction with the regular class teacher and parent;
- assists in providing academic assessments for exceptional pupils.

The parent/guardian, through the Parents Guide to Special Education (Appendix A) and dialogue with school staff:

- becomes familiar with and informed about board policies and procedures in areas that affect the child;
- participates in IPRCs, parent-teacher conferences, and other relevant school activities as outlined in the Toronto Catholic District School Board's delivery model process;
- participates in the development of the IEP;
- works in participation with the school staff working with the student;
- supports the student at home;
- works with the school principal and teachers to foster an enabling learning environment;
- is responsible for the student's attendance at school;
- keeps school staff informed of changes which may impact on learning as the child works towards his/her full potential.

Within the TCDSB our vision of students are students who:

- are formed in the Catholic faith
- pursue academic excellence
- demonstrate relevant knowledge and ability
- display self-esteem and self-respect
- strive to be the best they can be
- demonstrate skills for developing and maintaining personal and family wellness
- apply Christian values to life's opportunities, challenges and choices
- demonstrate global perspective and community responsibility
- a discerning believer formed in the Catholic faith community
- an effective communicator
- a reflective and creative thinker
- a self-directed, responsible, life long learner
- a collaborative contributor
- a caring family member
- a responsible citizen
In addition exceptional students within the TCDSB:

- will become effective communicators within the scope of their potential
- will make a commitment to work consistently in achieving the expectations that have been outlined in their Individual Education Plan especially at the intermediate and secondary level
- will learn to be self advocates and learn to effectively communicate their needs to their teachers so that appropriate accommodations and modifications can be determined and implemented.
- willingness to attend and work hard.
- will demonstrate a willingness to attend class and to work hard.

OUR VISION OF SUCCESS

The Special Services Superintendency envisages the day when its members
- coordinate and provide appropriate programs and services which respond to the changing needs of schools
- provide programs and services in the most efficient and effective manner
- provide appropriate staff development which supports school communities in their efforts to embrace diversity and accommodate many different ways of organizing students for learning
- work collaboratively with the TCDSB community to ensure that the needs of all learners are met in the most enabling environment
- are able to help close the gap in achievement between students with special educational needs and all students.
EARLY INTERVENTION / PREVENTION PROCEDURES

The Toronto Catholic District School Board is currently engaged in a project to review its procedures for early identification and intervention. The project is funded by the Council of Ontario Directors of Education.

The goals of this early identification project include:
1. Collection of best practices for early identification, assessment, and intervention from other district school boards and community partners
2. Consolidation of the TCDSB strategy for early identification, assessment and intervention, in anticipation of the Early Learning Program
3. Inventory and alignment of the various evidence-informed early identification, assessment and intervention processes with the TCDSB strategy, L4AK12, and the provincial framework
4. Refinement and standardization of in-take processes for students with special needs

The anticipated date of completion is Spring 2010.

Below is a list of early intervention initiatives that are currently underway in the TCDSB:
Early Identification Consultations
Full Day Kindergarten
Kindergarten Language Program
Kindergarten Intervention and Needs Development Program
Autism Services
Programs for Social-Emotional Needs
Full-Day Kindergarten Early Intervention Program

In 2009-2010 there are 7 schools, with a full day SK program, and an “Early Intervention” Team attached (speech-language pathologist, social worker, psychology service provider). Services by this team include:

- Individual/family counseling/
- Group programs: with prevention/intervention focus (E.G. Incredible Years Treatment Program, SKIPPA) Senior Kindergarten Intervention Program for Phonemic Awareness.
- Ongoing consultation and support to the teacher.
- Consultation with parents.
- Parent education and support.
- Parent group meetings.
- Early detection and remediation of academic delays and other difficulties.
- Early Intervention for children at risk for oral language and literacy delays.

Kindergarten Intervention & Needs Development Program (K.I.N.D.)
The K.I.N.D. program is an intervention program for children in Senior Kindergarten who have demonstrated adjustment problems in their early school career. The main goals of the program are to support the development of social and interpersonal skills, to enhance the student’s academic development and to enable students to return to their home school at the beginning of grade one.

It is important to note that K.I.N.D. program is not a Special Education program and therefore not a Kindergarten Behaviour program.

ONLY THOSE STUDENTS WHO APPEAR TO HAVE THE POTENTIAL TO RETURN TO A REGULAR PLACEMENT SHOULD BE CONSIDERED FOR THE PROGRAM.

Staff working within the programs are qualified special education teachers with child youth worker support. There is a parenting skills component which is integral to the intervention and provides strategies on parenting/child management issues.

A detailed research component evaluates the success of the intervention as the child is gradually reintegrated in the home school for grade one.

Transportation is provided from home to centre.

Kindergarten Language Program provides intensive oral language and literacy programming for groups of students in senior kindergarten who have significant difficulties in speech and/or language development. The focus of the program is preventative with the focus on the enhancement of young students’ oral language development as the foundation for learning literacy and social development.

The Kindergarten Language Program (KLP) is offered in 8 elementary schools. Thirty-two students are admitted to each program, which is co-instructed by a teacher and speech language pathologist. Students attend the program in groups of eight for two half days per week, in addition to attending their regular senior kindergarten program.
Transportation is provided from home to each Kindergarten Language Program Centre.

**Early Identification Consultations:** The school speech-language pathologist visits each kindergarten teacher in the fall term to provide consultation regarding early identification. With parental consent, specific strategies are discussed for students who are struggling with speech, language, social, and/or academic development. Where appropriate referrals are facilitated to early intervention programs within the TCDSB and Community.

**Practical Applied Living Skills:** Social Skills Development for MID students

P.A.L.S. is one-day a week withdrawal program for students with a Mild Intellectual Disability from grades 4 to 8. The Program is an intervention social skills program for MID students delivered by a qualified special education teacher and supported by a CYW. Transportation is provided to the program from home to the center:

- Intensive social and adaptive skills development
- For MID students in Junior and Intermediate grades
- Practical, with the focus on social situations
- Social skills to be directly throughout the day
- Social skills integrated into every lesson
- Alternate curriculum
- Builds basic interpersonal skills for school and home

**Support Service for Students with Autism:** TCDSB Autism Team staff work in collaboration with community agencies providing intervention. A transition protocol is in place with the Toronto Partnership for Autism Services (TPAS) to ensure that students make a smooth transition to school. TCDSB is also participating in a ministry demonstration project, Connections for Students, which has been designed to ensure that students with Autism Spectrum Disorders (ASD) receiving intensive behaviour intervention (IBI) services make a smooth transition to full time school.

Autism Team staff participate in the ‘intake’ of new students with ASD and work in partnership with Special Services staff to plan for a smooth entry to school. The Support Service for Students with Autism also provides a course to Kindergarten Teachers who have a new student with ASD in their class. In addition, a kindergarten kit has been distributed to all schools to support students with ASD. This resource has been made available through TCDSB’s partnership with Surrey Place Centre.
Prevention/early intervention programs to address social-emotional needs
A variety of different prevention/intervention programs are offered by psychology and social work staff in the 40 schools receiving Learning Opportunities Grants during the 2004-05 school year. Psychology and social work staff assigned to these schools have been collecting data and outcome measures for these programs for accountability purposes. In addition to these programs, increased individual and family counselling has been offered in the LOG schools in order to address the full continuum of prevention-intervention.

The following types of programs have been offered for 2004-05:

**Anti-Bullying Programs**: The primary objective of these programs is to address issues related to bullying. If students feel safe in all school environments they are more likely able to focus on academics.

**Healthy Relationship Programs**: The primary purpose of these programs is to develop and enhance students’ capacity to relate to peers and adults. Classroom and school settings that promote healthy relationships will be more conducive to a positive learning environment.

**Social Skills**: The primary focus of these programs is to develop and enhance specific skills that will improve students’ ability to interact in a positive manner. A reduction in interpersonal conflict will lead to increased focus on academics.

**Emotional Issues**: These programs’ primary goal is to address issues related to emotional well-being. Students will be better able to focus on academics if mental health issues are being addressed.

**Attendance Problems**: The primary purpose of these programs is to improve student attendance. Increased attendance is school will contribute to improved academic ability.

**Social Support for Literacy Initiatives**: The primary purpose of these programs is to develop a sense of competence and confidence. Through peer, parent and other supports, students will be more equipped to achieve academic success.
PARTNERSHIPS

The Toronto Catholic District School Board supports partnerships that are consistent with its vision and mission as found on the TCDSB website, existing policies and procedures and Catholic gospel values. Partnerships are recognized as mutually beneficial and supportive arrangements between a school and an external mental health or social service agency, professional and paraprofessional. The intent of these partnerships is to enhance or expand opportunities for student success by collaborating with agencies, professionals and paraprofessionals who share values, objectives, resources and responsibilities to achieve desired learning outcomes.

Partnership agreements will be most relevant and pertinent when developed in a collaborative and coordinated effort between school staff, professional student services personnel and paraprofessionals and community service providers. Seeking input from students and parents is encouraged as they can typically speak directly to the relevance and interest in intervention programs. Even in situations where school based programs have been previously developed and implemented in other TCDSB schools, consideration for individual school preferences should be given.

As such, the starting point for development of partnership agreements should be a collaboration between external agency personnel and the school principal, professional student services personnel and other relevant school staff. In situations where a program has been previously implemented in TCDSB schools, the partnership agreements should be reviewed and tailored to the specifics of a school(s). Note that a single partnership agreement could involve a series of TCDSB schools.

Initial information regarding the suitability or possibilities of a partnership agreement can be directed as follows:

- Mental health partnerships – Chief of Social Work or Chief of Psychology
- Speech and Language partnerships – Chief of Speech and Language Pathology
- Autism service partnerships – Chief of Autism Services

Following agreement by the local school and following completion of required documentation, partnership agreements will be reviewed by a Central Board Level Committee and approved by the Superintendent of Special Services prior to any implementation. Renewal of a partnership agreement will be completed on an annual basis by submitting an indication that information regarding the program will be consistent with the original request.
Identification Placement and Review Committee (IPRC)

Regulation

The composition and function of the Identification, Placement and Review Committee (IPRC) is governed by Regulation 181/98.

Ministry of Education and Training Categories of Exceptionality and Definitions

- Mild Intellectual Disability
- Learning Disability
- Multiple Exceptionalities
- Language Impairment
- Speech Impairment
- Communication
- Deaf and Hard of Hearing
- Developmental Disability
- Behaviour
- Giftedness
- Physical Disability
- Blind and Low Vision

For description of each category please refer to “Parent Guide to Special Education.”

Composition of Function of Identification, Placement & Review Committee

Composition:

- An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board. This is a requirement of Regulation 181/98 of the Ministry of Education for the Province.
- Where possible the size of the IPRC should reflect the Ministry requirements (3). Documentation can be presented and clarified, then those individuals can be excused.
- No member of the board may be appointed to a committee or may be designated to act on the committee.
- A board may establish procedures for committees in addition to those set out in Regulation 181/98.

Committee decisions must be consistent with the board’s special education plan.

- parents are entitled to participate in all discussions from SBST level to IPRC;
- parents are invited to have an advocate (or representative) present to speak on their behalf;
- interpreter/translators should be arranged by principal as required.
Timeline
- notice of an IPRC must be provided to parents (students 16 years and older) in writing 10 days prior to the meeting being held;
- students 16 and older are entitled to participate and have a representative speak on their behalf;
- IEP must be completed within 30 school days of placement of student;
- principal must acknowledge an IPRC request in writing within 15 days
  - outlining an expected IPRC date
  - copy of Parent Guide (available in English, Spanish, Italian, Portuguese, Ukrainian, Polish, Chinese, Tamil, Tagalog, Braille, and Large Print) is provided (Parent Guide Appendix A)
- if parent has indicated they will attend and don’t verbal permission is needed to continue with IPRC;
- conduct a review at least once a year or upon parental request after 3 months;
- parents may waive the review by notifying the principal.

Attendance at an IPRC
- parents and students age 16 and older
- the principal or designate
- other resource people such as your child’s teacher, special education and Board support staff
- students under the age of 16 with parent’s consent
- an interpreter (requested through the principal of your child’s school)
- a person to support or speak on the parent’s and student’s behalf

Function of IPRC
Function:
The Identification, Placement and Review Committee (IPRC) has three essential functions:
- to determine the strengths and needs of students
- to identify the student’s exceptionality according to the categories and definitions provided by the Ministry of Education and Training
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan

IPRC must:
- consider educational assessments
- consider other assessments, eg. psychological, psychiatric, health, audiological, social work, speech and language as required
- dialogue with the parent (& student 16 years of age) if they agree;
- consider Joint Team recommendations

IPRC documentation must:
- identify strengths and needs
- declare student as exceptional or not exceptional
- provide an exceptionality definition based on ministry definitions
- recommend a placement where the student’s needs can be addressed in consultation with the parents
- reason for placement in a class other than the regular class

A written statement must be provided to the parent outlining the above.
**Placement:**
- as per Regulation 181/98, the regular class with appropriate support is the first consideration if the parent declares this as their preference;
- additional settings can then be considered based on the range of service provided by the board. For the TCDSB this includes withdrawal to registered placements, congregated settings.

**Referral to IPRC Committee:**

The principal of the school at which a pupil is enrolled:
- may on written notice (10 days) to a parent of the pupil; and
- shall at the written request of a parent of a pupil
- refer the pupil to a committee established by the board.

**Individual Education Plan**
- responsibility of school principals;
- developed within 30 school days of placement as per the Regulation by teacher, special education teacher, principal;
- prepared in consultation with the parent;
- include strengths and weaknesses;
- learning expectations for students;
- accommodations/modifications to the curriculum expectations that can be expected;
- how progress will be evaluated;
- specific grade levels at which students are performing;
- a transition plan for pupils aged 14 or older;
- presented to parent for signature upon its completion;
- retained in OSR.

**Parent Guide (Parent Guide Appendix A)**
- available for any parent whose child is discussed at even first phase of discussion (SBST);
- provided in Braille, audio version and large print if requested by parent;
- provided in other languages (Polish, Chinese, Italian, Spanish, Tamil, Tagalog, Portuguese, Braille, and Large Print) for which it is available.

**Identification, Placement Committee Reviews**
- to review identification or placement;
- convened at the request of parent after placement has been in effect for three months (not more than once in every three month period);
- principal will respond to the parental request within 15 days;
- as soon as possible after a review the chair of the committee shall send a written statement of the decision to appropriate individuals.
- a parent may wave the review under certain circumstances

**IPRC review committee** composition for which no issues have been raised and the recommendation is for a continued identification and placement, pending consultation with parents be:
- principal or vice-principal will chair the committee
- special education teacher;
- regular classroom teacher.
IPRC reviews will be chaired by the Special Service Coordinator under the following circumstances:

- for students requiring a regional classroom
- for students requiring a change in identification
- for students registered in a regional classroom

To date the TCDSB is proud not to have required an Appeal Committee to resolve issues around identification as exceptional and/or placement.
THE APPEAL PROCESS

The ongoing consultation with the parent whom we respect as partners in understanding and addressing their child’s learning needs has resulted in no appeals within the TCDSB.

These are the procedures that are in place in the event that a parent does not agree with the identification or placement decision made by the IPRC.

If the parent does not agree with either the identification or placement decision made by the IPRC, the parent may:

- Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss these concerns;
  
  Or

- Within 30 days of receipt of the decision, the parent may file a notice of appeal with the Director of Education who is also Secretary of the Board.

If the parent does not agree with the decision after the second meeting or reconvening of the IPRC, the parent may file a notice of appeal within 15 days of receipt of the decision.

The Appeal Process as prescribed by Regulation 181/98 is in place in the event that the parent wishes to appeal a decision of the IPRC. Procedures related to appealing a decision are included in the Toronto Catholic District School Board’s Parent’s Guide to Special Education.

The Notice of Appeal submitted by the parent must:

- Indicate the decision with which the parent disagrees and
- Include a statement that sets out reasons for the parental disagreement

The appeal process involves the following steps:

- The Board will establish a Special Education Appeal Board to hear the appeal. The Appeal Board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal. The Chair of the Appeal Board will be selected mutually.
- The Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless the parent and Board both provide written consent to a later date).
- The Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- The parent and student, (if 16 years old or over), are entitled to be present at, and to participate in, all discussions.
- The Appeal Board must make its recommendations within 3 days of the meeting. It may agree with the IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation to the Board about the identification and/or placement.
- The Appeal Board will report its recommendations in writing, to the parent and to the School Board, providing the reasons for its recommendations.
Within 30 days of receiving the Appeal Board’s written statement, the School Board will decide what action it will take with respect to the recommendations. Boards are not required to follow the Appeal Board’s recommendation.

The parent may accept the decisions of the School Board, or may appeal to a Special Education Tribunal. A parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board’s decision.

The TCDSB has been able to resolve all disputes regarding IPRC decisions with the reconvening of the IPRC. The Appeal Process has not been invoked in the past four years.

The TCDSB does have a Conflict Management Advisor who is available to assist parents and staff in reaching decisions in ways that focus on the needs of the students.

TCDSB staff strive to work in a collaborative manner with parents and their advocates on behalf of exceptional students within the resources of the Board.
EDUCATIONAL AND OTHER ASSESSMENTS

When learning difficulties become evident to the teacher, the parent is contacted to obtain their input in relation to understanding the child’s learning needs. The classroom teacher as well as the special education resource teacher in the student’s school may administer formal and informal tests of academic achievement to assist in determining the specific learning needs of the student. If formal assessment from other professional support staff is required, the principal obtains written consent of the parent. This enables staff from the following departments to provide a range of formal and informal assessment services: assessment and programming, psychology, speech-language pathology, audiology. Assessment services are also provided by School Social Workers. The principal obtains verbal consent of the parent for social work intervention and completes a written request for social work services on the designated TCDSB form.

The professional qualifications of members of each department is outlined below:

ASSESSMENT AND PROGRAMMING TEACHERS (APTS) AND PROGRAMMING AND ASSESSMENT TEACHERS (PATs) are members of the College of Teachers. APTs and PATs have demonstrated teaching experience in a variety of Special Education teaching roles and leadership within schools. They are leaders in special education services within the TCDSB. Training for this position is conducted by the TCDSB and delivered through the School Based Support Teacher Program (SBST course). This is a two-year professional development program for teachers who wish to increase their knowledge of special education programs and services. Upon successful completion of these programs teachers may apply for a position as an APT or PAT. In addition to the formal training component, each candidate, having his/her Special Education Part 3 qualifications and/or Master's Degree) is mentored by an experienced Assessment and Programming teacher and supervised by a programming coordinator (supervising principal)

Assessment:

- Complete educational assessments, using standardized and informal assessment measures, to assist teachers and parents with individualized student programming
- Using assessments in conjunction with classroom experience, knowledge of curriculum and of research-based materials to help program for students
- In current year the APTs are administering the OLSAT 8 screening to all grade 4 students (total of 6,048 students).
- Support teachers and administrators in understanding and interpreting formal assessment reports and their recommendations to assist with programming strategies and IEP development

Intakes and Transition Supports:

- Conduct and facilitate intake visits and reports for students with high needs transitioning into school
- Liaising between TCDSB and outside agencies (i.e.: Hospital for Sick Children, Silvercreek Nursery School, Adventure Place, George Hull Centre, Integra)
• Support and assist the transition plan for a smooth transition for students with special needs from daycare/home to school, from grade to grade, from elementary to secondary school and transition to the world of work / community living / college / university

Programming:
• Work collaboratively with the individual School Based Support Learning Team (Interdisciplinary Team - SW, PSYCH, SPL, Autism Support Teacher, DHH Itinerant Teachers))
• Support schools and teachers with the School Based Support Learning Team (SBSLT) process at all Interdisciplinary team meetings
• Review and discuss an individual student's D.I.P.(Data Integration Platform) data listing all standardized tests results to assist teachers with individual student's learning profile and providing programming learning strategies
• Conduct classroom observations to support the educational assessment process and to assist teacher in understanding the student’s learning profile (strengths and needs)
• Assist with alternative programming (e.g. self-advocacy skills, social skills, etc)
• Provide resource and support for teachers and parents in developing and understanding program accommodations and program modifications and individual education plans
• Consultations with school / staff around programming suggestions and supports, intervention strategies, and the implementation of differentiated instructional approach and strategies
• Support and facilitate parent visits to ISP programs (i.e.: M.E.; L.D., D.D.)
• Support administrators and teachers with the I.P.R.C process and presentations to Initial and/or Annual I.P.R.C. meetings at SBSSS Area Unit or school level
• Liaison, facilitate and support the school, teacher and parent when an application is being considered for a student with the Trillium Ministry of Education Demonstration School

SEA
• Support schools in the preparation of an individual student’s Specialized Equipment Amount (SEA) claim

SIP
• Coordinate the preparation of Ministry of Education Special Education Funding Claims, that is, Special Incidence Portion (SIP)

Professional Development:
• Collaborative committee work (i.e.: IEP Committee, SS Forms Committee, School Effectiveness Team, L4All, TCDSB Special Services Resource Fair)
• Assist regionally and centrally on committees that support the ongoing review and upgrade of the TCDSB IEP template and supporting Special Services Forms
• Conduct and facilitate IEP in-services either at a central TCDSB locations or at individual schools and for individual teachers and administrators for consultation
- Professional development to TCDSB staff (i.e. non-violent crisis intervention workshops, special services delivery model, Learning for All etc. Support schools and teachers with Ministry and TCDSB Curriculum Initiatives (i.e.: TLCP, NFLAC, School Effectiveness, HUBS)
- Assist and facilitate with assistive technology training, specifically Premier Providing
- Support and mentor new 'teachers' newly assigned as a 'special education teacher' to an ISP or regular special education program
- Support and mentor new 'teachers' newly assigned to the SBST role as well as experienced SBST teachers
- Present and instruct at OECTA’s Part 1,2, 3 Special Education Courses
- Present and instruct to Special Education teachers taking the TCDSB Learning Disability and M.E. ISP programs

The psychology department is composed of **PSYCHOLOGISTS, PSYCHOLOGICAL ASSOCIATES** and **PSYCHOEDUCATIONAL CONSULTANTS**. Professional development opportunities and support have been provided to psychoeducational consultants to pursue registration as psychological associates. The majority of eligible psychology staff have pursued registration and others are in the process of accumulating the required five years of supervised experience. For those members of the psychology department who do not have access to the controlled act of communicating a diagnosis, a supervisor communicates the diagnosis to the parent or student aged 16 or older. All members of the psychology department are supervised by the chief psychologist and are governed by the Regulated Health Professions Act.

Social work assessments are conducted by **SCHOOL SOCIAL WORKERS** who are members of the regulated College of Social Workers and Social Service Workers. Within TCDSB all social workers have a minimum of a Masters of Social Work degree. School social workers identify individual students and/ or target populations who are in need of service, through a process of consultation with school board personnel, community representatives, students and their families.

**DEAF AND HARD OF HEARING** conducted by Speech and Language Pathologists and Psychologists who are regulated by the Regulated Health Professions Act.

**AUTISM:**
The **SUPPORT SERVICE FOR STUDENTS WITH AUTISM (SSSA)** is a centralized interdisciplinary team providing services and programs for students with Autism Spectrum Disorders (ASD). Assessments are carried out by interdisciplinary team members, including Autism Support Teachers, Speech-Language Pathologists, Psychoeducational Consultants and Social Workers. In addition to speech-language, psychological and social work assessments, education and functional behaviour assessments are carried out by team members. Team members assess student’s academic strengths and needs, as well as their communication, behaviour, self regulation and social needs. When needed, occupational therapy and behaviour consultation services are contracted. Assessments and service are consistent with PPM 140, using principles of applied behaviour analysis where appropriate.
**BEHAVIOUR**

Behaviour assessments can be helpful in identifying interferences to learning as well as capitalizing on strengths of the learner. Practitioners who complete behaviour assessments often rely on observation, student interviews, family interviews including perspective of parents and discussion with classroom teachers, administrators and support staff.

**SPEECH-LANGUAGE PATHOLOGY** assessments are carried out by **REGISTERED MEMBERS** of the College of Audiologists and Speech-Language Pathologists (CASLPO). Speech-Language Pathology (SLP) staff are governed by the Regulated Health Professions Act, 1993, as well as the regulations of CASLPO. Speech-Language Pathologists have specialized expertise in school-age speech and language development and disorders, with a particular focus on oral language as the foundation for literacy and learning. Speech-Language Pathologists assess both oral and written communication abilities, including assessment of students who are non-speaking and who require augmentative/alternative communication strategies and specialized equipment. Speech-Language Pathology staff are supervised by the chief speech-language pathologist.

With the informed consent of parents, individual assessment tools are used to measure the student’s ability in the following areas:

**Intellectual / cognitive**

Intellectual / cognitive assessments are conducted by psychology staff who are governed by the Regulated Health Professions Act.

**Academic achievement**

Conducted by Assessment and Programming teachers who are governed by the Education Act or psychologists, psychological associates and psychoeducational consultants who are governed by the Regulated Health Professions Act.

**Psychological processes**

Conducted by psychologists, psychological associates and psychoeducational consultants who are governed by the Regulated Health Professions Act.

**Social / emotional development**

Conducted by psychologists, psychological associates and psychoeducational consultants who are governed by the Regulated Health Professions Act.

**Speech and Language**

Conducted by speech-language pathologists, who are governed by the Regulated Health Professions Act.
Social work assessments
Assessments by school social workers include a study of factors that interfere with students’ adjustment to and performance in school. More specifically it may involve, with appropriate consents, assessing the following:

- Students’ physical and emotional/social development;
- Students’ family history and dynamics;
- Student behaviour and attitudes in different settings;
- Patterns of interpersonal relationships as observed in the family, school, community and with peers;
- Patterns of achievement and adjustment at critical points in students’ growth and development;
- The existence, accessibility and utilization of community support systems for students and their families;
- Students’ attendance patterns.

Psychological, speech-language, social work and educational reports may be submitted to the IPRC where an identification of an exceptionality may be made. Prior to the IPRC, the parent receives the results of the assessment and a copy of the assessment report. Where the parent has difficulty communicating in English, an interpreter is utilized.

Psychological assessments may result in a diagnosis. Where the criteria for diagnosis has been met, the diagnosis is communicated to the parent or student by a member of the College of Psychologists who has access to the controlled act of communicating a diagnosis.

Wait-time for assessments
Within the psychology department the time to respond to referrals varies according to the severity of the problem. In a crisis situation, response time is immediate. For situations where the behaviour of a student interferes with the learning of classmates, response to that request for psychological service will be within two to three weeks. As a consequence, more routine referrals may wait on average 12 - 15 months.

The wait time for speech-language pathology assessments ranges from six to twelve months. Assessments are completed in priority order based on the date of request, unless the situation is urgent as identified by the principal and/or parent.

As the academic year progresses and referrals to social work increase, the wait time for social work intervention increases proportionately. Usually, a brief contact is made with the students and/or families immediately after referral to determine the seriousness of the need. The most critical situations are dealt with on a priority basis. As a result other students and their families, who have been referred previously, may have to wait for service on an average of 3-5 weeks.

The Data Integration Platform development and inservice in the use of the collection of assessment for learning information on behalf of students will assist in the area of referrals. As schools embrace the philosophy and impact of the professional learning community concept to improve student learning staff within Special Services can address the social emotional, linguistic and mental health issues that impede learning.
Parent consent
Referrals for educational, psychology and speech-language assessments are accompanied by permission forms signed by the parent. Services offered by psychology and speech-language pathology staff require informed consent under the Health Care Consent Act and Personal Health Information Protection Act. To ensure that the parents are fully informed of the service to be provided to their child, the parent is contacted prior to the initiation of service. It is the general practice for the parent to be contacted at the initiation of educational assessment as well. For social work intervention, the principal obtains written consent of the parent. If abuse is suspected the Child Abuse Protocol with regard to consent is followed. Social work staff follow up with the parent to clarify the service that can be offered. The Parent Guide to Special Education is given at this time.

Communication of results to parents
Parents are invited to a meeting at the school to receive the results of the assessment(s). If the parent has difficulty communicating in English, an interpreter is provided. A written report is prepared for inclusion in the OSR. Parents generally receive a copy of this report. In the case of students who are presented to an IPRC, the parent and student aged 16 or older receives a copy all documentation that will be reviewed by the IPRC.

Sharing information
The permission form that is signed by the parent prior to assessment includes permission to share information with the teacher, the principal and other appropriate school personnel. At the time of the feedback interview, this process of sharing information is reviewed with the parent or student. Information is shared with outside agencies only with the informed consent of the parent (Health Care Consent Act).

Assessment reports from other school boards
With the written consent of the parent or student aged 16 and older, assessment reports and IPRC information are requested from other school boards. When the data is current and the information supports identification according to IPRC practices with the TCDSB, this option is outlined for the parent. A copy of the Parents’ Guide to Special Education is provided. If the parent is agreeable, an up-dated educational assessment is completed at the school level or by special services staff. The current educational assessment and the documentation obtained from the student’s previous board are presented to the IPRC for purposes of identification and placement.

Protecting Privacy of Information
With the informed consent of the parent, the assessment report is placed in the OSR, and is accessible to appropriate school personnel in accordance with the Education Act. When parents request an assessment, they provide written permission for the assessor to review the OSR.

The psychology and speech-language pathology departments store assessment information in discipline specific file systems in accordance with the Regulated Health Professions Act (1993) and the Personal Health Information Protection Act (2004).
ASSESSMENTS

Because many requests for assessments relate to students who have English as a second language, information from multiple sources is collected. The limitations in relation to using the below named tests to make decisions about second language learners is always considered

SPEECH-LANGUAGE PATHOLOGY ASSESSMENT TOOLS

Boehm Test of Basic Concepts-3
Bus Story Test – Renfrew Language Scales
Clinical Evaluation of Language Fundamentals-2 Preschool
Clinical Evaluation of Language Fundamentals-4
Comprehensive Test of Phonological Processing
Comprehensive Test of Spoken Language
Ekwall Reading Inventory
Evaluating Communicative Competence
Expressive Vocabulary Test-2
Expressive-One Word Picture Vocabulary Test-2000
Goldman-Fristoe Test of Articulation-2
Listening Comprehension Test-2
Oral and Written Language Scales
Peabody Picture Vocabulary Test-4
Phonological Awareness Test-2
Preschool Language Scales-4
Structured Photographic Expressive Language Test-3
Stuttering Severity Instrument
Test for Auditory Comprehension of Language-3
Test of Early Reading Ability-3
Test of Narrative Language
Test of Problem Solving-2 Adolescent
Test of Problem Solving-3 Elementary
Test of Word Finding-2
Test of Written Language-4
Test of Written Spelling-4
Woodcock Johnson Reading Mastery Test-Revised
Woodcock Language Proficiency Battery-Revised
Word Test-2 Adolescent
Word Test-2 Elementary
ASSESSMENT TOOLS USED BY PSYCHOLOGY STAFF

Cognitive
Wechsler Preschool and Primary Test of Intelligence: Third edition
Wechsler Intelligence Scale for Children: Fourth edition
Wechsler Intelligence Scale for Children: Fourth edition – integrated
Wechsler Nonverbal Scale of Ability
*(Effective September 2004, only the fourth edition will be used)*
Wechsler Adult Intelligence Scale: Third edition
Stanford-Binet Fifth Edition
Woodcock-Johnson III Tests of Cognitive Abilities
Universal Nonverbal Intelligence Test
Matrix Analogies Test
Das Naglieri Cognitive Assessment System
Leiter International Performance Scale: Revised

Psychological processing
Comprehensive Test of Phonological Processing
Wide Range Assessment of Memory and Learning: Second Edition
Children’s Memory Scale
Bender-Gestalt 11
Beery-Buktenica Developmental Test of Visual Motor Integration: Fifth Edition
Peabody Picture Vocabulary Test: Fourth Edition
Detroit Test of Learning Aptitude: Fourth Edition
Behaviour Rating Inventory of Executive Function
Delis-Kaplan Executive Function System

Academic Functioning
Wechsler Individual Achievement Test- second edition
Woodcock-Johnson III Tests of Academic Achievement
Test of Reading Comprehension
Wide Range Achievement Test: Fourth Edition
Test of Written Language—Third edition

Social, Emotional and Behavioural
Conners: Third Edition
Piers-Harris Children’s Self-Concept Scale: Second Edition
Sentence Completion
Children’s Depression Inventory
Child Behaviour Checklist
Behaviour Assessment System for Children: Second Edition
Schedule for Affective Disorders for School Aged Children (Semi-structured interview to screen for social, emotional and behaviour concerns)
Support Service for Students with Autism (SSSA)

Assessment measures indicated by the student’s strengths and needs are used by SSSA staff. Both standardized and non-standardized measures are used, as appropriate. Areas assessed include:

- Academic skills
- Social skills
- Communication skills
- Behaviour and self-regulation
- Sensory needs

EDUCATIONAL ASSESSMENTS

Assessment and Programming Teacher (APT) and Programming and Assessment Teacher (PAT)

The following assessment tools are used by APTs and PATs, with parent signed permission, to assist teachers in programming for students. These assessments are valuable tools in the development of the student’s IEP. The results of these assessments are first shared with the parent and then, with parent permission, with the school staff. Parents may share these assessments with doctors or other outside agencies. To protect the privacy of information of the student, the parent will need to give the school written permission to share the assessment with outside agencies.

Standard Assessment Tools used by all APTs/PATs

- WIAT-II - achievement test
- PPVT-4 - measure of receptive vocabulary
- NNAT - non-verbal test of general ability

Additional assessments that can be used

- Key Math - comprehensive measure of math proficiency
- TOWL-3 - measures written language
- EVT-2 - measure of expressive vocabulary and word retrieval
- DTLA-4 - measures basic abilities and shows the effects of language, attention, & motor abilities on test performance
- Test of Early Reading
- Test of Early Writing
- Woodcock-Johnson III Test of Academic Achievement
- Comprehensive Test of Phonological Processing
- Universal Nonverbal Intelligence Test
- Maitrix Analogies Test
- Beery-Buktenica Test of Visual Motor Integration
- Test of Visual Motor Integration
- Kaufman Comprehensive
- Otis Lennon Student Achievement Test
SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Specialized health support services in school settings are governed by Policy Program Memorandum 81 (PPM 81, 1982). PPM 81 can be found at the following link http://www.edu.gov.on.ca/extra/eng/ppm/81.html. This policy outlines responsibilities for the delivery of health support services in schools, including nursing, occupational therapy, physiotherapy, speech therapy, administration of medications, lifting and positioning, suctioning, assistance with mobility, feeding and toileting. School Health Support Services (SHSS) are currently delivered by the Community Care Access Centres (CCAC) at the request of school board staff and with parent permission. School Health Support Services are currently being reviewed by the Ministries of Education, Health and Children and Youth Services.
SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB
RANGE OF PLACEMENTS

<table>
<thead>
<tr>
<th>Placement type: BEHAVIOUR</th>
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</thead>
</table>
| Definition | A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:  
  a) An inability to build or to maintain interpersonal relationships  
  b) Excessive fears or anxieties  
  c) A tendency to compulsive reaction  
  d) An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof |

<table>
<thead>
<tr>
<th>Range of Placement Options available:</th>
</tr>
</thead>
</table>
| • Students may be served within the regular class with accommodations documented in an IEP  
• For more intensive support, the student may be withdrawn to a congregated behavior class placement with smaller pupil/teacher ratio and child and youth worker  
• A student may be placed full time in a registered behaviour class placement at the home school or in another school  
• At the Secondary level, the majority of behavioural students are assisted through a resource room program model or through a collaborative teaching, consultative model that emphasizes full integration with appropriate support from special education teachers, education assistants, child and youth workers and/or itinerant teachers as well as peer helpers |

<table>
<thead>
<tr>
<th>Criteria for Admission</th>
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</thead>
</table>
| The behaviour program is designed to meet the needs of students whose social emotional or behavioural difficulties interfere with learning or adjustment. Individualized program are designed and implemented to reflect the assessment of the student’s needs.  
• Psychological and social work assessments are required  
• Other assessments/consultations such as psychiatric, educational, neuropsychological, speech/language and audiological may be considered as required  
• Student is referred to an IPRC meeting by the principal or the parent requests an IPRC |

<table>
<thead>
<tr>
<th>Admission Process</th>
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</thead>
<tbody>
<tr>
<td>Students are identified and admitted to Behavioural classes through the IPRC process.</td>
</tr>
</tbody>
</table>
## Criteria for determining level of support

Decisions about the level of support for a student are based on input from the parent, the student’s teacher, formal and informal assessments from Special Services staff, a review of the student’s work, academic records, and administration of standardized group tests and any other information from staff that have worked with the student. The student’s strengths and needs and ability to cope within a regular class are evaluated. Preference of parents and needs of students are considered in placement decisions.

## Criteria for assigning intensive support

The schools identify specific teacher allocation based on program needs. The superintendents/special services coordinators conduct a needs assessment each year and make decisions with regard to the deployment of support staff on a priority needs basis. Each behavioural program has a teacher and a CYW. Additional school based CYWs have been provided through SIP claims.

## Maximum Class Size

Size of class in the elementary schools is 8 in accordance with Regulation 298, Section 31. Secondary Schools use the Resource Model and Alternative Programs. Number of students vary.

## Criteria Used for determining the need to change placement

An IPRC Review is the formal process. A Joint Team Meeting can be called if changes are required more often. Ongoing dialogue with parents and students regarding the student’s needs takes place and the means to address the needs are discussed.

## Alternatives provided when student needs cannot be met within the board’s range of placements

Programs to assist students with social/emotional problems, chronic absenteeism and long-term suspensions. The APPLE program was introduced in 2002 for limitedly expelled students. Placement in Section 23 classes or residential programs in children’s mental health agencies within the community. Also counseling for students and their families provided by the mental health agencies and/or school board social work and psychology staff.

## How options are communicated to parents

- Ongoing dialogue between educational staff and parents
- At case conferences at the school, transition meetings and Behaviour Review committees, with the assistance of Special Services staff are held with the parents and students
- Translators and Interpreters are utilized as required
## SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB
### RANGE OF PLACEMENTS

<table>
<thead>
<tr>
<th>Placement type: AUTISM</th>
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</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
</tr>
<tr>
<td>A severe learning disorder that is characterized by:</td>
</tr>
<tr>
<td>a) Disturbances in:</td>
</tr>
<tr>
<td>• Rate of educational development</td>
</tr>
<tr>
<td>• Ability to relate to the environment</td>
</tr>
<tr>
<td>• Mobility</td>
</tr>
<tr>
<td>• Perception, speech and language</td>
</tr>
<tr>
<td>b) Lack of the representational symbolic behaviour that precedes language</td>
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</tbody>
</table>

### Range of placements available:
A range of placements are available for students with Autism Spectrum Disorders (ASD). The first option for students with autism is the regular class with accommodations and/or modifications as documented in an IEP. Depending on need and funding, an educational assistant, under the supervision of the teacher, may support the student’s program for part of the school day.

Many students with ASD receive accommodations and modifications on a withdrawal basis in a special education program in the home school, at the parent’s request. For more intensive support, the student may be withdrawn to a congregated Special Education class with a smaller pupil/teacher ratio. Transportation is provided to these programs if they are located outside of the home school. Students in congregated Special Education Programs are integrated with their peers when appropriate.

At the secondary level, the majority of students with autism receive their program in the regular class, where appropriate accommodations and modifications as outlined in the IEP, are provided. Resource room support is also available, with peer or EA assistance, where funds permit. Alternative programs are available for students with autism who have more intensive needs.

Students with Asperger’s Syndrome and High Functioning Autism are supported by the Program to Assist Social Thinking (PAST). The program supports students in grades 3 – 6 to develop social thinking skills which are important for school success. This one day a week withdrawal program is located in 4 locations across the city.
The Support Service for Students with Autism provides support to schools on a system wide basis to students with ASD as well as their teachers. The service includes Autism Support Teachers, Speech-Language Pathologists, Psychoeducational consultants, a Social Worker and Educational Assistant who provide a range of services, including direct teaching support, consultation, programming and professional development. Ongoing training is provided for teachers and support staff in the area of ASD. Professional development sessions are provided throughout the school year for educational staff.

| Criteria for Admission | Students with autism receive support in the Special Education Program that best meets their needs. Admission criteria include:  
|------------------------|-------------------------------------------------------------------------------------------------------------------|
|                        | • Educational assessment  
|                        | • Other assessments/consultations such as psychological, psychiatric, social work, speech-language pathology, audiological may be considered  
|                        | • The student is referred to an IPRC meeting by the principal or the parent requests an IPRC  

Students attending the Program to Assist Social Thinking (PAST) meet the following criteria:  
• Asperger’s Syndrome or high functioning autism  
• Support required to develop social skills

| Admission Process | The student is admitted to the Special Education Program through the IPRC process.  

| Criteria for determining level of support | Decisions about the level of support for a student are based on input from the parent, the student’s teacher, formal and informal assessments from Special Services staff, review of the student’s work and academic records. The student’s strengths and needs and ability to cope within a regular class are evaluated. The input and preference of parents and the needs of students are considered throughout the process.

| Criteria for assigning intensive support | The board has criteria for assigning additional support (e.g., educational assistants). Many students with ASD have intensive support needs as documented in a Special Incidence Portion (SIP) claim.

| Maximum Class Size | Since students with Autism are placed in ME, DD or Special Education classes in the home school, the size of the class would depend on the type of class in which they are placed. See related exceptionality sections for maximum class sizes.

| Criteria Used for determining the need to change placement | There is ongoing dialogue between the teacher and parents, where the student’s needs are discussed. At the request of the parents, there may be discussion at the Joint Team. The formal process to change the placement is through the IPRC review.
| Alternatives provided when student needs cannot be met within the board’s range of placements | Section 23 programs are considered for students when students’ needs cannot be met within the board’s range of placements. As well, provincial and demonstration schools are considered for students who meet these criteria. At the secondary level, alternative programs are considered for students with complex needs. Some students are eligible to receive Intensive Behaviour Intervention (IBI) provided through the Ministry of Child and Youth Services. These students may attend school on a part time basis and attend IBI treatment programs on a part time basis. |
| How options are communicated to parents | There is ongoing dialogue between the teacher and parents. Parent-teacher interviews, case conferences and transition meetings are other vehicles for communication. Information about special education programs and provincial schools is available in the board’s Parent Guide to Special Education. Interpreters are used when needed. |
# SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB
## RANGE OF PLACEMENTS

**Placement type:** **DEAF AND HARD OF HEARING**

<table>
<thead>
<tr>
<th>Definition</th>
<th>Students who are deaf and hard of hearing have a range of placement options available to them.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Range of Options Available</strong></td>
<td>i) Most students are in a regular class. If this is the case, they may be supported by an itinerant teacher of the deaf and hard of hearing. Itinerant teachers currently actively support integrated deaf and hard of hearing students. Students receiving this service attend their home school and receive direct support from an itinerant teacher of the deaf and hard of hearing. In addition, our itinerant teachers also monitor students.</td>
</tr>
</tbody>
</table>
|                                                                          | ii) Students may attend Intensive Support Programs for Deaf and Hard of Hearing students. These classes are available from preschool (age 3) through to Grade 12 and are organized according to communication methodology - oral and/or sign language. The following intensive Support Programs for Deaf and Hard of Hearing students are offered:  
  * ASL/Oral Classes  
  * Oral Classes  
  * Preschool Oral Classes  

Students attending the Intensive Support Programs also have opportunities for integration with hearing peers. The extent of the integration is determined on an individual basis in collaboration with school staff and parents. Support staff from Special Services often support the deaf and hard of hearing students in the integrated setting.  

Some students are placed in ME, DD Intensive Support Programs as needed.  

|                                                                          | iv) Deaf students who are qualified to be resident students of our board may also attend E.C. Drury Provincial School for the Deaf.  

Programs for these students are coordinated centrally.
<table>
<thead>
<tr>
<th>Criteria for Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student’s audiogram along with other relevant information (i.e. communication methodology, parental preference, age of diagnosis, degree of early intervention, language levels, social adjustment, additional learning needs) is considered before a placement recommendation is made. The above information is gathered during an intake process and shared in a collaborative manner with the Deaf and Hard of Hearing Interdisciplinary Team (Program Coordinator, Social Worker, Psychologist, Audiologist, and Speech Language Pathologist) and parents. For students attending an Intensive Support Program further assessment is provided to identify other needs by a Speech and Language Pathologist and/or a Psychologist.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria for Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Deaf and Hard of Hearing Interdisciplinary Team works closely with teachers, students and parents to provide consultation, assessment and/or support when decisions are made regarding initial placement, change of placement, and/or level of support required in each placement. In addition we consult regularly with the Resource Staff at the Provincial School for the Deaf when a provincial school placement option is appropriate.</td>
</tr>
</tbody>
</table>

| Audiogram and information gathered at intake. A Speech and Language assessment, and/or Psychology Assessment, is required for placement in an Intensive Support Program. |

| IPRC if needed for determination of Deaf and Hard of Hearing exceptionality and recommendation of appropriate program. |

| The maximum class size for our classes are as follows: |
| Preschool – 6 |
| Elementary – 8 |
| Secondary - 8 |
### SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB

#### RANGE OF PLACEMENTS

<table>
<thead>
<tr>
<th>Placement type: SPEECH IMPAIRMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Range of Placements Available:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The needs of students with speech impairments are usually met within the regular class with accommodations. If modifications to the regular program are required, these are documented in an IEP. In some cases, students with speech impairments have a co-existing exceptionality, and their needs are met within the appropriate special education program. Students receive accommodations and modifications to their program as outlined in the IEP.</td>
</tr>
<tr>
<td>• Speech-Language Pathologists provide assessment, consultation, program and intervention support to students with speech impairments as well as their teachers and parents. If the students are eligible, speech therapy is accessed through the Community Care Access Centre, according to Program Policy Memo 81 and the Speech and Language Guidelines.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria for Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with speech impairments are referred for Speech and Language Services through the school team, with the consent of the parents. As the majority of students with speech impairments receive their program in the regular class with accommodations, and IPRC is not required to access services and programs. Students with co-existing exceptionalities go through the IPRC process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Admission Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>See above.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria for determining level of support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decisions about the level of support for a student are based on input from the parent and the student’s teacher, formal and informal assessments from Special Services staff, review of the student’s work and academic records. The student’s strengths and needs and ability to cope within a regular class are evaluated. The preference of parents and the needs of students are considered throughout the process.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria for assigning intensive support</th>
</tr>
</thead>
<tbody>
<tr>
<td>The board has criteria for assigning additional support.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Maximum Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Since students with speech impairments receive support within a special education class in the home school the class size is a function of enrollment. See special education class size for details.</td>
</tr>
<tr>
<td>Criteria Used for determining the need to change placement</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
</tr>
<tr>
<td>Alternatives provided when student needs cannot be met within the board’s range of placements</td>
</tr>
<tr>
<td>How options are communicated to parents</td>
</tr>
</tbody>
</table>
### SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB

**RANGE OF PLACEMENTS**

**Placement type: LEARNING DISABILITIES**

<table>
<thead>
<tr>
<th>Definition</th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:</strong></td>
<td></td>
</tr>
<tr>
<td>a) is not primarily the result of:</td>
<td></td>
</tr>
<tr>
<td>• impairment of vision;</td>
<td></td>
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<tr>
<td>• impairment of hearing;</td>
<td></td>
</tr>
<tr>
<td>• physical disability;</td>
<td></td>
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<tr>
<td>• developmental disability;</td>
<td></td>
</tr>
<tr>
<td>• primary emotional disturbance;</td>
<td></td>
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<tr>
<td>• cultural difference, and</td>
<td></td>
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<tr>
<td>b) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:</td>
<td></td>
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<tr>
<td>• receptive language (listening, reading);</td>
<td></td>
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<tr>
<td>• language processing (thinking, conceptualizing, integrating);</td>
<td></td>
</tr>
<tr>
<td>• expressive language (talking, spelling, writing);</td>
<td></td>
</tr>
<tr>
<td>• mathematical computations.</td>
<td></td>
</tr>
<tr>
<td>c) may be associated with one or more of the following conditions diagnosed as:</td>
<td></td>
</tr>
<tr>
<td>• a perceptual handicap;</td>
<td></td>
</tr>
<tr>
<td>• a brain injury;</td>
<td></td>
</tr>
<tr>
<td>• minimal brain dysfunction;</td>
<td></td>
</tr>
<tr>
<td>• dyslexia;</td>
<td></td>
</tr>
<tr>
<td>• developmental aphasia.</td>
<td></td>
</tr>
</tbody>
</table>
Range of Placement Options available:

<table>
<thead>
<tr>
<th>Elementary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The first option considered for students with learning disabilities is placement in the <strong>regular classroom</strong> with indirect or resource support, and with accommodations and modifications (if required) documented in the IEP. For example, a student with a learning disability in the area of written expression may have documented in the IEP accommodations such as a scribe, provision of notes, access to specific computer programs and alternative test taking strategies.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other options are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- <strong>Regular Class with Withdrawal support</strong> in the home school. The student may leave the regular class for a period of time to receive specialized and/or parallel programming to meet his/her needs usually in Language Arts or Mathematics. Accommodations for other subjects are provided in the regular classroom. These accommodations and any modifications are documented in the IEP.</td>
</tr>
<tr>
<td>- <strong>Special Education placement with partial integration a Learning Disabilities Intensive Support Program</strong> for students with a Moderate to Severe Learning Disability. Students may be assisted in the Intensive Support Program where more than fifty percent of the school day is spent with the Learning Disability teacher. Students may leave the school within their community to participate in such a class, and in most instances will be transported to the location of the Intensive Support Program. Integration for the remainder of the day is scheduled in a collaborative manner with the regular classroom teacher so that each student can benefit from the regular classroom program and from contact with peers. Accommodations for other subjects are provided in the regular classroom.</td>
</tr>
<tr>
<td>- Through a systems partnership with the Learning Disabilities Research Program at Hospital for Sick Children, a reading intervention, Empower Reading™ program is being offered to students with Learning Disabilities on a withdrawal basis (one hour each day.) This intervention has been proven to be effective in the laboratory classroom and its effectiveness is school setting is currently being evaluated for the second year. Results from the first year indicate significant benefit to students when it is delivered as part of a school-based program. In addition, Empower Reading provides ongoing teacher training and support in understanding and addressing the needs of students with learning disabilities. Currently 42 schools offer Empower Reading.</td>
</tr>
<tr>
<td>- As an extension of the TCDSB’s systems partnership with the Learning Disabilities Research Program at Hospital for Sick Children, 12 secondary schools are participating in a research project to improve reading skills of adolescents. Special education teachers have been trained to deliver a phonemic awareness and strategy-training program (PHAST PACES) to students who have learning disabilities in the area of reading.</td>
</tr>
</tbody>
</table>
Secondary:
- The service delivery model that is in place for secondary school for students with learning disabilities is different from the options available at elementary school. Because the focus is on accumulation of credits necessary for a secondary school diploma, the emphasis is on resource support, the use of assistive technology and implementation of appropriate accommodations. Collaborative and ongoing communication between the subject specific teachers and Special Education teacher ensure that the student's needs are met through a consultative model. The subject specific teachers deliver accommodations and/or modifications as documented in the Individual Education Plan (IEP). Students are encouraged to understand their strengths and needs as learners, to advocate for themselves and take responsibility for their own learning. Support in the advocacy process is provided through Special Education and Guidance Departments.

- Secondary students have their program delivered in the following ways:
  - monitored by staff
  - peer tutor
  - resource room assistance

  Students are encouraged to maintain close contact with the Guidance Department to assist with Self-Advocacy Skills. Learning strategies course is available as an option for students with learning disabilities (and other exceptionalities) at the grade nine level.

| Criteria for Admission | The programs for students with learning disabilities are designed to meet the needs of students who meet the Ministry definition of a learning disability which is confirmed by a comprehensive psychological assessment and diagnosis (based on LDAO definition of LD). The individual education plan for each student reflects the specific needs of students with this exceptionality. The IPRC considers the following information:
  - Psychological assessment;
  - Other assessments / consultations such as psychiatric, social work, neuropsychological, speech-language and audiological may be considered as required;
  - Student is referred to an IPRC by the principal or at the request of the parent. |
<p>| Admission Process | The IPRC considers information from the school about the student’s history as a learner, all available assessment reports, and information that the parent and student wish to provide. Admission to all Intensive Support Programs for students with learning disabilities is through identification and placement by IPRC. |
| Criteria for determining level of support | The level of support provided takes into consideration the needs of the student, the preference of the parent and the level of support required by the student. |</p>
<table>
<thead>
<tr>
<th><strong>Maximum Class Size</strong></th>
<th>The Board provides congregated LD classes (Intensive Support Programs). The size of class in the elementary schools is 8 – 10 for these specific programs. Secondary schools use the resource/withdrawal model.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria Used for determining the need to change placement</strong></td>
<td>At the annual IPRC, information in relation to the students’ progress in meeting the goals established in the IEP and the preference of the parent and student are considered in determining the need to change the student’s placement.</td>
</tr>
<tr>
<td><strong>Alternatives provided when student needs cannot be met within the board’s range of placements</strong></td>
<td>When the student’s needs cannot be met within the board, referral to the Provincial Demonstration Schools is considered. Information about this option is in the “Parents’ Guide to Special Education.” This booklet is given to all parents of students who will be presented to an IPRC.</td>
</tr>
<tr>
<td><strong>How options are communicated to parents</strong></td>
<td>The parents are made aware of placements options at the feedback sessions after an assessment and at the IPRC. For parents who speak languages other than English, interpreters are available to translate information at all stages of the assessment process and at the IPRC. There is ongoing dialogue between the special education resource teacher, the regular class teacher and the parent. Case conferences which may include members of the interdisciplinary team, are held as needed. Annual IPRCs consider appropriate placement options.</td>
</tr>
</tbody>
</table>
### SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB
#### RANGE OF PLACEMENTS

<table>
<thead>
<tr>
<th>INTELLECTUAL Placement type: GIFTEDNESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
</tr>
</tbody>
</table>
| **Range of Placement Options available:** | • The TCDSB provides a one day a week withdrawal program from grades 5 – at the elementary level with a qualified teacher with additional expertise/interest in the area of gifted education.  
• TCDSB also provides a full time gifted program (congregated setting) in the grade 6, 7 and 8 level (3 locations). The secondary model is based on an Independent Study Unit model. |
| **Criteria for Admission**              | The Otis Lennon School Ability Test is administered to all grade 4 students as a screening instrument the first time this year. In addition the students are nominated by the parent and/or teacher.  
Non-traditional criteria are considered for those students who because of language factors or cultural experiences would be disadvantaged by traditional measures. Admission criteria will be based on test performance, academic achievement as well as parent and teacher input. Cut-off scores will be determined based on non TCDSB norms for the OLSAT 8 in April 2010. |
| **Admission Process**                  | • OLSAT-8 is administered  
• Teacher and parent nominations are collected  
• Teacher and parent rating scales are collected where appropriate  
• Referral to IPRC if admission criteria are met  
• Non-traditional criteria considered for appropriate candidates |
| **Criteria for determining level of support** | • The TCDSB currently offers a one day a week withdrawal program in grades 5 – 8  
• Full time (congregated) program is available for interested students for grades 6, 7, 8 (3 locations) |
| **Maximum Class Size**                 | The size of class in elementary schools is 25 in accordance with Regulation 298 Section 31. Secondary schools use the resource model and alternative programs. |
| **Criteria Used for determining the need to change placement** | Annual review or case conference would be held at parent’s request. |
## SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB
### RANGE OF PLACEMENTS

**Placement type:** MILD INTELLECTUAL DISABILITY (MID)

| Definition | A learning disorder characterized by:  
|---|---|
|   | a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service  
|   | b) an inability to profit educationally within a regular class because of slow intellectual development  
|   | c) a potential for academic learning, independent social adjustment and economic self support  

| Range of Placement Options available: | At the elementary level, students may be served within the regular class with appropriate curriculum modifications and accommodations.  
|---|---|
|   | • for more intensive support the placement may include regular class/home school with support staff intervention  
|   | • withdrawal placement in Special Education class with qualified special education teacher  
|   | • registered placement in Special Education with qualified special education teacher  

At the secondary level, the majority of students in this category are served through a resource room period, peer tutoring and support staff interventions.

| Criteria for Admission |  
|---|---|
|   | • educational assessment  
|   | • consultation with parent, school staff re accommodations, modifications of curriculum/programming  
|   | • student is referred to an IPRC meeting by the principal or at the request of a parent through the principal  

| Admission Process | IPRC  

| Criteria for determining level of support | Board’s criteria for assigning intensive support for students who are in need of a great deal of assistance. Decisions about the level of support for a student are based on the strengths and needs of the student, input from the parent and the student’s teacher, formal assessments and needs as outlined in the IEP.  
|---|---|
|   | • school superintendents/special program coordinators conduct annual reviews of the entire superintendency and assign support staff on a priority basis – safety and toileting/feeding issues are given priority. Many additional educational assistants have been provided over the past 2 years  

The size of class in the elementary schools is 12 for primary and 16 for junior/intermediate in accordance with Regulation 298 Section 31. Secondary schools use the resource model. Teachers, a number of EAs and some job coaches support our secondary students.

<table>
<thead>
<tr>
<th>Criteria Used for determining the need to change placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>• annual review IPRC is the formal process</td>
</tr>
<tr>
<td>• case conference JTM can be called if changes required (see Behavioural)</td>
</tr>
<tr>
<td>• principal or parent request for discussion</td>
</tr>
</tbody>
</table>

For students with the identification of MID we are able to accommodate in the home school community or in our Multiple Exceptionality classes.

<table>
<thead>
<tr>
<th>How options are communicated to parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Case conferences</td>
</tr>
<tr>
<td>• IPRC meetings</td>
</tr>
<tr>
<td>• Special Services Staff</td>
</tr>
<tr>
<td>• Interpreters and translators used as requested</td>
</tr>
</tbody>
</table>
SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB  
RANGE OF PLACEMENTS

**Placement type: DEVELOPMENTAL DISABILITY**

<table>
<thead>
<tr>
<th>Definition</th>
<th>A severe learning disorder characterized by:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• an inability to profit from a special education programme for students with mild intellectual disabilities because of slow intellectual development</td>
</tr>
<tr>
<td></td>
<td>• an ability to profit from a special education programme that is designed to accommodate slow intellectual development</td>
</tr>
<tr>
<td></td>
<td>• a limited potential for academic learning, independent social adjustment and economic self-support</td>
</tr>
</tbody>
</table>

| Range of Placement Options available: | • At the elementary level and secondary levels, students with needs documented by an IEP may be accommodated within the regular classroom, with support staff e.g. an education assistant or child/youth worker |
|                                       | • More intensive support for physiotherapy, occupational therapy, speech and language therapy and life/social skills may be provided in a congregated programme with smaller student/teacher ratio and CCAC staff |
|                                       | • A student may be placed full-time in a registered Developmental Disability programme in one of thirty-three selected elementary and secondary schools |

| Criteria for Admission | • The Developmental Disability programme is designed to meet the needs of those students whose intellectual development interferes with their potential for academic learning and independent social and/or life skill acquisition. |
|                       | • An educational assessment is required prior to admission into a Developmental Disability programme. |
|                       | • Other assessments/consultations such as psychological, neuropsychological, psychiatric, social work, speech and language and audiological may be considered as required. |
|                       | • The student is referred to an IPRC meeting by the school principal or by parent request. |

| Admission Process | • Students are identified and admitted to Developmental Disability programmes through the IPRC process. |

| Criteria for determining level of support | • Decisions about the level of support for a student are based upon input from the parent of the student, the student's teacher, formal and informal assessments from Special Services staff, a review of academic records and administration of standardized tests and any other information from staff that have worked with the student. The student's strengths and needs and ability to cope within a regular classroom setting are evaluated. Preference of parents and needs of students are considered in placement decisions. |
| Criteria for assigning intensive support | • Specific teacher allocation is based upon programme needs as identified by the schools.  
• Superintendents of schools and Special Services conduct needs - assessments each year and make decisions with regard to the deployment of support staff on a priority needs basis.  
• All congregated Developmental Disability programmes at the elementary and secondary levels have at least one teacher and one education assistant assigned to the programme. |
| Maximum Class Size | • All congregated Developmental Disability programmes at the elementary and secondary levels are allowed a maximum of ten identified students as required by Ontario Education Statutes and Regulations - Regulations 298 Section 31. |
| Criteria Used for determining the need to change placement | • While the IPRC review is the formal process, a Joint Team meeting can be called if changes are required more often. This will include dialogue with parents and students regarding the student's needs and the means to address them. |
| Alternatives provided when student needs cannot be met within the board’s range of placements | • Placement in Section 23 or residential programmes in children's mental health agencies within the community  
• Counseling for students and their families provided by the mental health agencies and/or the school board's social work and psychology staff. |
| How options are communicated to parents | • On-going dialogue between resource teacher and parent.  
• Case conferences at school between parent, teacher and school support staff.  
• IPRC reviews and with the assistance of Special Services staff.  
• Transition meetings from elementary to secondary placement with the support of Special Services staff.  
• Translation/interpreter services are available to parents as required. |
SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB
RANGE OF PLACEMENTS

Placement type: MULTIPLE EXCEPTIONALITIES

<table>
<thead>
<tr>
<th>Definition</th>
<th>A combination of learning and other disorders, impairments or physical disabilities that is of such a nature as to require for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities.</th>
</tr>
</thead>
</table>
| Range of Placement Options available: | • At the elementary level, students may be served within a regular programme with accommodations documented in an IEP, with support staff, for example, an education assistant or child/youth worker.  
• More intensive support for physiotherapy, occupational therapy, speech and language therapy and life/social skill support may be provided in a congregated programme with smaller student/teacher ratio and support staff.  
• A student may be placed full-time in a registered Multiple Exceptionalities programme in selected elementary schools or secondary schools.  
• Identified students in secondary schools may be supported for their learning needs in a resource room staffed with special education teachers, education assistants and child/youth workers. |
| Criteria for Admission | • The Multiple Exceptionalities programme is designed to meet the challenges of those students whose learning or physical needs interfere with their potential for academic learning and independent social and/or life skill acquisition.  
• An education assessment is required prior to admission into a Multiple Exceptionalities programme.  
• Other assessments/consultations such as psychological, neuropsychological, psychiatric, social work, speech and language and audiological may be considered as required.  
• The student is referred to an IPRC meeting by the school principal or by parent request. |
| Admission Process | • Students are identified and admitted to Multiple Exceptionalities programmes through the IPRC process. |
| Criteria for determining level of support | • Decisions about the level of support for a student are based upon input from the parent of the student, the student's teacher, formal and informal assessments from Special Services staff, a review of academic records and administration of standardized tests and any other information from staff that have worked with the student. The student's strengths and needs and ability to cope within a regular classroom setting are evaluated. Preference of parents and needs of students are considered in placement decisions. |
| Criteria for assigning intensive support | • Specific teacher allocation is based upon programme needs as identified by the schools.  
• Superintendents of schools and Special Services conduct needs assessments each year and make decisions with regard to the deployment of support staff on a priority needs basis. |
| Maximum Class Size | • All congregated Multiple Exceptionalities programmes at the elementary level are allowed a maximum of six identified students as required by Ontario Education Statutes and Regulations 2000, Regulation 298 Section 31. |
| Criteria Used for determining the need to change placement | • While the IPRC review is the formal process, a Joint Team meeting can be called if changes are required more often. This will include dialogue with parents and students regarding the student's needs and the means to address them. |
| Alternatives provided when student needs cannot be met within the board’s range of placements | • Placement in Section 20 or residential programmes in children's mental health agencies within the community.  
• Counseling for students and their families provided by the mental health agencies and/or the school board's social work and psychology staff. |
| How options are communicated to parents | • On-going dialogue between resource teacher and parent.  
• Case conferences at school between parent, teacher and school support staff.  
• IPRC reviews and with assistance of Special Services staff.  
• Transition meetings from elementary to secondary placement with the support of Special Services staff.  
• Translation/interpreter services are available to parents as required. |
### Placement type: PHYSICAL DISABILITY

<table>
<thead>
<tr>
<th>Definition</th>
<th>A condition of severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionality who are of the same age or developmental level.</th>
</tr>
</thead>
</table>
| **Range of Placement Options available:** | • A program coordinator has responsibility for placement and continued program modifications for these students.  
• Case conferences and liaising is done with Sunnyview and Bloorview for a smooth transition to and from the centers. |
| **Criteria for Admission** | • Students, where feasible are accommodated in the home school with limited itinerant support from contracted resource supports.  
• Students are accommodated in the regular class with support from the special education teacher or an educational assistant.  
• With limited accessibility dollars, the TCDSB has developed a priority listing of modifications to accommodate those children requiring chair lifts, automatic doors and ramps. Several facilities have had elevators added to buildings in strategic areas of the city. As new schools are built accessibility features will be added. |
| **Criteria for determining level of support** | • Decisions about the level of support for a student are based on input from the parent, assessment/medical reports, teacher observations and case coordinators observations.  
• The student’s strengths and needs and ability to cope within the regular class are evaluated.  
• The preference and input of parents and needs of the student are considered throughout the process. |
| **Criteria for assigning intensive support** | • The need for support is evaluated each year and decisions are made in the best interest of the student within the resources available. |
| **Options for alternate placement:** | • Reviewed annually (IPRC). |
| **How options are communicated to parents** | There is ongoing dialogue between the teacher and parents. Parent-teacher interviews, case conferences and transition meetings are other vehicles for communication. Information about special education programs and provincial schools is available in the board’s Parent Guide to Special Education. Interpreters are used when needed. |
# SPECIAL EDUCATION PLACEMENTS PROVIDED BY TCDSB
## RANGE OF PLACEMENTS

**Placement type:** **BLIND/LOW VISION**

**Definition:** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely. A condition characterized by deficits in learning because of diminished or non-existent sight.

**Range of Options Available**

- Almost all of our blind/low vision students are placed in a regular class with supports from qualified itinerant Teachers of the Blind.
- Some blind/low vision students are placed in ME, DD or special education classes in their home school. The size of the class would depend on the type of class in which they are placed. See specific sections related to these classes for specific class size.
- Most of the blind/low vision students can be integrated into the regular class because they would be in the low vision category and use large print materials and or CCTV(s).
- Some of our students require Braille materials and an intensive program in Braille is programmed for in the regular class.
- Some of our blind/low vision students receive Orientation and Mobility Instruction from a qualified Orientation and Mobility Instructor. This instruction happens on a regular basis, is part of the IEP, and allows the student to move around the school, yard and community in safety.
- Deaf/Blind students also have some assistance through a deaf/blind intervenor.
- Special Education class with Itinerant Teacher of the Blind and other vision and staffing supports.
- Residential Program at W. Ross MacDonald School for the Blind.

**Criteria for Admission**

- Ophthalmologists vision report and diagnosis of eye condition
- Functional vision assessment completed by District vision testing staff
- IPRC if needed for determination of blind/low vision exceptionality and recommendation of appropriate program

**Admission Process**

- The admission process after IPRC requires parental consent for placement and transportation to be arranged if necessary.
- The level of support is determined by the needs of the student as outlined in the Ophthalmologist’s report and functional vision assessment. The IPRC determines the level of support based on these assessments and other submissions to the IPRC by parents and teaching staff.
<table>
<thead>
<tr>
<th>Maximum Class Size</th>
<th>Most students who are blind/low vision are fully integrated in the regular class</th>
</tr>
</thead>
</table>
| Criteria Used for determining the need to change placement | • In some instances, parents choose to have their child attend Hollywood Day Blind Program. This is a program that the board purchases from the TDSB and is offered in Grade 1 – 5 only. It is designed for students who would benefit from an intensive Braille program. The maximum students in this class are 6. This program is located in the Bayview and Sheppard area and the board provides transportation for students to attend this program.  
• In some instances parents choose to have their child attend an intensive residential program offered through W. Ross MacDonald (the provincial school for the blind) in Brantford. This program is offered in grade 1 – 12 and includes a full residential program of academics, sports and leisure activities. Students attend Monday to Friday noon each week and travel home to their families on Friday afternoons. They return to the school on Sunday evening in preparation for Monday morning classes. The board provides transportation for students to attend the program.  
• Parent request or IPRC recommendations can change a student’s placement. The criteria used would be a review of the current needs of the student as well as the successes achieved or difficulties encountered by the student with the current placement.  
• Thus far, we have been able to program for all of our students who are blind/low vision in one of the above range of placements. Explaining options to parents and working through their concerns has been the strategy used. |
| How options are communicated to parents | • Case conferences  
• IPRC meetings  
• Special Services staff  
• Interpreters/translators and note takers used as requested |
### Placement type: LANGUAGE IMPAIRED

| Definition | A language impairment is a learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication which may be associated with neurological, psychological, physical or sensory factors, and which may:  
|            | • include one or more of the form, content and function of language in communication  
|            | • include one or more of the following: language delay, dysfluency, voice and articulation development which may or may not be organically or functionally based |
| Range of Placement Options available: | • The first option for students with language impairments is the regular class with accommodations and/or modifications as documented in an IEP. Many students with language impairments receive accommodations and modifications on a withdrawal basis in a special education program or learning disability program in the home school, at the parent’s request. For more intensive support, the student may be withdrawn to a congregated Language Impaired class with a small pupil/teacher ratio and the support of an educational assistant, as resources permit. Transportation is provided to these programs. Students in Intensive Support Language Impaired Programs are integrated with their peers after a time of adjustment and when appropriate.  
|            | • At the secondary level, the majority of students with language impairments receive their program in the regular class, where appropriate accommodations and modifications as outlined in the IEP, are provided. Resource room support is also available, with peer or EA assistance, as resources permit. Alternative programs are available for students with language impairments who have more intensive needs. |
| Criteria for Admission | The Language Impaired Program is designed to address the needs of students whose oral language and literacy needs interfere with learning and social development. Individual programming is provided to address these needs. Admission criteria may include:  
|            | • Speech-language pathology assessment identifies a significant speech and language delay, which interferes with academic and social functioning/development  
|            | • Intellectual assessment indicates that speech and language development is below cognitive functioning, which has been assessed to be in the average range  
|            | • Difficulties are not due to ongoing hearing difficulties or primarily due to second language issues (a delay will also be evident in the first language)  
<p>|            | • The student is referred to an IPRC meeting by the principal or the parent requests an IPRC |</p>
<table>
<thead>
<tr>
<th>Admission Process</th>
<th>The student is admitted to the Language Impaired Program through the IPRC process.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for determining level of support</td>
<td>Decisions about the level of support for a student are based on input from the parent, the student’s teacher, formal and informal assessments from Special Services staff, review of the student’s work and academic records. The student’s strengths and needs and ability to cope within a regular class are evaluated. The preference of parents and the needs of students are considered throughout the process.</td>
</tr>
<tr>
<td>Criteria for assigning intensive support</td>
<td>The board has criteria for assigning additional support (e.g., educational assistants).</td>
</tr>
</tbody>
</table>
| Maximum Class Size | - In Language Impaired Programs the maximum class size is 10 registered students at the elementary level. For students receiving support within a Special Education class at the home school, the class size is a function of enrolment. Reg. 298, Section 31.  
- At the secondary level, class size is a function of the staffing model. |
| Criteria Used for determining the need to change placement | There is ongoing dialogue between the teacher and parents and the student’s needs are discussed. At the request of the parents, there may be discussion by the Joint Team. The formal process to change the placement is through the IPRC review. |
| How options are communicated to parents | There is ongoing dialogue between the teacher and parents. Parent-teacher interviews, case conferences and transition meetings are other vehicles for communication. Information about special education programs and provincial schools is available in the board’s Parent Guide to Special Education. Interpreters are used when needed. |
SECTION 23: EDUCATION PROGRAMS IN CARE, TREATMENT, CUSTODY AND CORRECTIONAL FACILITIES:

Under the provisions of Section 23 of the Ministry of Education’s General Legislative Grant Regulation (Reg. 287/98) educational programs referred to as Intensive Support (ISA) Level 4 are provided by the TCDSB for school-aged young people, who for various reasons are unable to attend regular schools. The Ministry of Education, the Ministry of Community and Social Services, the Ministry of Children and Youth, the Ministry of Community of Safety and Correctional Services and the Ministry of Health and Long Term Care are the partners in Section 23 classrooms which provide a multi-disciplinary approach for children and youth who have social/emotional, mental health and/or medical needs.

The main criteria for entry into a Section 23 program is that the child’s/youth’s need for treatment is so severe that a regular day school or special education classroom program cannot serve the needs of the student. The agencies are responsible for all the intake procedures. The parent/guardian/C.C.A.S./courts must initiate the referral. Each agency under direction of its respective Ministry, develops its own admission criteria and has an Admissions Committee, that determines intake. The length of time spent in Section 23 program reflects a student’s particular situation. Where the multi-disciplinary staff in the facility agree, and an ongoing assessment indicates the child’s/youth’s readiness, re-admission to a community school is considered. The facility and the school board work co-operatively with community agencies and the receiving school to create a plan for the successful transition of the pupil. Upon enrolment in the school, the pupil may be considered for either regular or special education class placement.

Partnerships include the following programs:

- **Aisling Discoveries Child and Family Centre:** The program is designed to provide an individualized treatment and educational alternative for children whose social, emotional and behavioural needs require a therapeutic milieu and their academic needs cannot be met within a behavioural classroom at the local school board. Additional consultation and treatment are provided from the fields of psychology, psychiatry, speech and language, occupational therapy, drama therapy and art therapy, as required.
  (No. of teachers – 2)
- **Catholic Children’s Aid Society of Metropolitan Toronto:** This is a crisis, alternative, transitional program for students unable to attend local community schools. Frequently, these students are in receiving homes or short term living situations for the purposes of holding, stabilization and assessment. Academic programs are designed to meet the specific learning styles and skill levels of the students.
  (Number of teachers - 1)

- **Covenant House:** This is the country’s largest emergency youth shelter. Young people in crisis, between the ages of 16 and 21 are offered support through counseling, educational and vocational assistance. Academic programs are designed to meet the specific learning styles and skill levels of the students. Teachers provide an individualized secondary school program.
  (Number of teachers - 3)

- **Child Development Institute:** This mental health center specializes in residential and day treatment for boys, aged 6 to 12 with behavioural problems. Four spaces are reserved for children referred by Children’s Aid Services. The purpose is to combine a goal-oriented, social skills and educational program for the students.
  (Number of teachers - 1)

- **Enterphase Child and Family Services:** This agency provides service to children who require treatment to address their behavioural, social and emotional challenges. Currently there are two elementary programs and one secondary program.
  (Number of teachers – 3)

- **George Hull Centre for Children and Families:** This Mental Health Centre provides opportunities for day treatment for adolescents with specialized needs due to behavioural and mental health issues. Psychiatric consultation, individual and family therapy, and psychological testing are available to secondary students.
  (Number of teachers - 1)

- **Rosalie Hall:** This agency provides both pre and postnatal residential and day treatment for teen moms. An individualized secondary level program is provided.
  (Number of teachers - 2)

- **Surrey Place Centre/Toronto Partnership for Autism Service (TPAS):** TPAS is an intensive early intervention, community based service. The treatment program is based on the principles of applied behaviour analysis (ABA). Service includes assistance with accessing diagnostic assessments, individual assessment and academic programming. Children under the ages of six, who live in Toronto and have a diagnosis of Autism or Pervasive Developmental Disorder Not Otherwise Specified are eligible for the program.
  (Number of teachers – 1, Number of Education Assistants – 2)

- **Thistletown Regional Centre for Children and Adolescents:** The TRE-ADD school-based classrooms provide direct care, treatment and education, striving to enhance the competence and independent functioning of children with autism and developmental disorders. Programs and services are designed to be individualized, dynamic and comprehensive.
  (Number of teachers – 2, Number of Education Assistants – 2)
• Hospitals: – Child & Adolescent Mental Health Centres in the following four hospitals:
  - Toronto East General Hospital
  - North York General Hospital
  - St. Joseph’s Health Centre
  - Sunnybrook Health Science Centre

The teachers provide an individualized academic program and serve as a member of the interdisciplinary team.

_Inpatient Treatment:_ - assessment of emergent mental illness - clarification of diagnosis of mental illness - stabilization re: the symptoms of mental illness - adjustment of psychiatric medication (if needed) - education of the child and adolescent and families about mental illness - medications and strategies for managing mental illness - discharge planning including connection with community resources for ongoing assessment and treatment - increasing patient’s healthy interpersonal, cognitive, emotional, academic and behavioural functioning. Inpatient hospitalization is used for acutely ill children and adolescents who need a 24 hour protective, therapeutic environment, and close professional assessment and stabilization. It is expected that the majority of patients will be between the ages of 10 and 16 but the unit will serve ages 0 up to the 19th birthday as appropriate.

_Transitional Program:_ - serve as a transition from inpatient setting to community setting - increase patients’ level of functioning cognitively, emotionally, behaviourally, educationally, and interpersonally as preparation for functioning in a community setting - daily assessment of mental status changes - assist patients in formulating or practising a plan for managing their mental health issues in the community utilizing a multidisciplinary team approach including community supports, stabilization of medication, with ongoing medication, with ongoing medication assessment, further diagnostic clarification. The patient who has been admitted to an inpatient unit, has a working mental health diagnosis that severely restricts ability to function, the patient is aged 12 -18 (younger patients may be accepted if judged appropriate for the program by the staff), the patient is unable to function in the community. There is a child psychiatrist, psychiatrist, paediatrician, or family doctor following the patient for medication and physical status. This doctor must communicate with the transitional staff. The transitional program assists the patient with transition back to the community.
(NumberOf teachers – 4)

• Hospitals: – North York General Hospital Eating Disorders Clinic

This is a day treatment program for 12 – 19 year old students (usually female) who require intervention because they attempt to control their weight through restricted eating (Anorexia Nervosa) or binge eating and/or purging (Bulimia Nervosa). A multi-disciplinary team approach with nutritional guidance is provided to the individual along with family therapy. Average length of the stay in the program is 10 – 12 weeks. The teacher provides academic programming during the stay.
(NumberOf teachers – 1)
INDIVIDUAL EDUCATION PLAN

As per Ministry of Education:

Individual Education Plans
Standards for Development
Program Planning, and Implementation, 2000

An IEP is a written plan describing the special education program and/or services required by a particular student. It identifies learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving his or her learning expectations.

The IEPs of students who have no modified or alternative expectations will focus only on accommodations and services.

The IEP is not a daily lesson plan itemizing every detail of the student’s education.

The IEP also helps teachers monitor the student’s progress and provides a framework for communicating information about the student’s progress to parents and to the student.

The IEP is updated periodically to record any changes in the student’s special education program and services that are found to be necessary as a result of continuous assessment and evaluation of the student’s achievement of annual goals and learning expectations.

The IEP reflects the school board’s and the principal’s commitment to provide the special education program and services, within the resources available to the school board, needed to meet the identified strengths and needs of the student.

An IEP will be developed for one of the following reasons:

- An IEP must be developed for every student who has been identified as an “exceptional pupil” by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98.

- An IEP may be developed for a student who has not been formally identified as exceptional, but who has been deemed by the board to require special education programs or services in order to attend school or to achieve curriculum expectations and/or whose learning expectations are modified from or alternative to the expectations set out for a particular grade level or course in a provincial curriculum policy document.

Under Regulation 181/98, an IEP must be developed within thirty (30) calendar days of the exceptional student’s placement in a special education program.
TCDSB’s plan for implementing the ministry’s standards for IEPs

- Intensive teacher training in September and October both at central locations and in local schools to prepare and support teachers and administrators in writing IEPs which comply with Ministry Standards
- Centrally, the IEP template is reviewed several times a year to ensure that it meets the IEP Standards document, 2000 (the review looks at template and computer aspects of the form)
- A central team of APTs and PATs meet monthly to consult and support the implementation of the IEP
- The central team also assists / responds to questions from teachers in the field, they on a daily basis
- Communication with Ministry staff on an as needed basis
- Attend Ministry conferences regarding the IEP whenever offered

TCDSB’s Response to the Ministry’s review from previous years:

The results from the Ministry were:
- Shared with SEAC
- Shared with IEP central committee to effect improvements immediately through inservices
- Shared with principals / vice-principals at IEP inservices
- Shared with teachers at IEP inservices
- Adjustments were made to IEP template as recommended by Ministry
- Inservices focused on teacher training to implement recommendations made by the Ministry
- Continue to work with our computer department partners in not only maintaining but constantly improving our web based IEP and Special Services forms.

Dispute resolution processes where parents and board staff disagree on significant aspects of the IEP

Consultation with family/student (16+) prior to completing IEP usually ensures collaboration and support for the IEP.
However, should concerns regarding the content of the IEP arise, the following steps are recommended:

- Keep the focus on student strengths and needs
- Clarify and come to agreement through effective communication in the student’s best interest
- Parent / student (if 16 or older) / teacher meeting
- School principal /parent / student (if 16 or older) / teacher meeting
- If no solution is found at school level, special services staff can be invited to subsequent meeting.
- The next steps would involve inviting the program coordinator and/or area superintendent and/or special services superintendent
- If all levels have been tried and no solution has been found, the Ministry of Education can be called for assistance
# Toronto Catholic District School Board
## Individual Education Plan 2009/2010

**Principal:**

**Student Name:**

**Student Number:**

**Date of Birth:**

**Gender:**

**Grade:**

**OEN Number:**

**Reason to Develop IEP:**

## Student Profile

<table>
<thead>
<tr>
<th>Exceptionality:</th>
<th>Date of Placement:</th>
</tr>
</thead>
</table>

**IPRC Placement Decision:**

## Assessment Data

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and developmental assessments.

<table>
<thead>
<tr>
<th>Information Source</th>
<th>Date</th>
<th>Summary of Results</th>
</tr>
</thead>
</table>

## Student’s Strengths and Needs

<table>
<thead>
<tr>
<th>Areas of Strength</th>
<th>Areas of Need</th>
</tr>
</thead>
</table>

**Specialized Health Support Services/Personal Support Required:**

- Yes
- No

## Subjects, Courses, or Alternative Programs to which the IEP applies:

Identify each as Modified (MO), Accommodated only (AC), or Alternative (ALT).

<table>
<thead>
<tr>
<th>Elementary School Program Exemption(s) and Rationale:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (Provide educational rationale)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Secondary School Compulsory Course Substitutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes (Provide educational rationale)</td>
</tr>
</tbody>
</table>

**Student is Currently Working towards attainment of:**

- Ontario Secondary School Diploma
- Ontario Secondary School Certificate
- Certificate of Accomplishment

## Accommodations

(Accommodations are assumed to be the same for all subjects unless otherwise indicated)

<table>
<thead>
<tr>
<th>Instructional Accommodations:</th>
<th>Environmental Accommodations:</th>
<th>Assessment Accommodations:</th>
</tr>
</thead>
</table>

## Individualized Equipment:

- Yes (List below)
- No

<table>
<thead>
<tr>
<th>SEA</th>
<th>Name</th>
<th>Make</th>
<th>Model</th>
<th>Serial #</th>
</tr>
</thead>
</table>
Special Education Program

To be completed for each subject/course with modified expectations and for each alternative program with alternative expectations

<table>
<thead>
<tr>
<th>Student QEN/MIN:</th>
<th>Subject/Course/Alternative Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Current Level of Achievement (June 2009)
- Prerequisite course (if applicable)
- Letter grade/Mark
- Curriculum grade level

Current Level of Achievement for Alternative Program:

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.

Learning Expectations
- List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level, where appropriate.

Teaching Strategies
- List only those that are particular to the student and specific to the learning expectations.

Assessment Methods
- Identify the assessment method to be used for each learning expectation.

Provincial Assessment

(Elementary) ○ Applicable This Year ○ Not Applicable This Year

Accommodation and Exemptions for Provincial Assessments

<table>
<thead>
<tr>
<th>Exemptions:</th>
<th>○ All Parts</th>
<th>○ Reading</th>
<th>○ Writing</th>
<th>○ Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons for Exemptions:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Exemption:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provincial / EQAO Accommodations

- Individual or quiet setting
- Prompts to draw the student's attention back to the assessment
- Presentation format—sign language or an oral interpreter
- Presentation format—Braille version
- Presentation format—large-print version

Provincial Assessment

(Secondary) ○ Applicable This Year ○ Not Applicable This Year

Accommodation and Exemptions for Provincial Assessments

<table>
<thead>
<tr>
<th>Exemptions:</th>
<th>○ Exempted</th>
<th>○ Not Exempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons for Exemptions:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of Exemption:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Provincial / EQAO Accommodations

- An individual or small-group setting or an individual study carrel.
- Preferential seating within the regular classroom.
- Adaptive equipment (e.g., special lighting, special pens or pencil grips or a device to support the student's arm for printing, writing, or keyboarding.
- Prompts for students with severe attention problems who are off-task for significant periods of time, solely to draw their attention back to the test.
- Additional time, to a maximum of double the time allotted.
- Periodic supervised breaks.
- Sign language or an oral Interpreter.
Catholic School

**Human Resources (teaching / non-teaching)**

<table>
<thead>
<tr>
<th>Position</th>
<th>Type of Service</th>
<th>Initiation Date</th>
<th>Frequency / Intensity</th>
<th>Location of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Evaluation and Reporting of Student Achievement:**

- Provincial
- Alternative

**Provincial Report Card**

**Transition Plan**

If the student is 14 years of age or older and is not identified solely as gifted, transition plan is required.

**Goal:**

<table>
<thead>
<tr>
<th>Action Required</th>
<th>Name of Person(s) Responsible for Actions</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tbody>
</table>

**IEP Developed By:**

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Sources Consulted in the Development of the IEP**

<p>| |</p>
<table>
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<tr>
<th></th>
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</thead>
</table>

**Date of Placement in Special Education Program:**

- First day of attendance in new special education program
- First day of the new school year or semester in which the student is continuing in a placement
- First day of the student’s enrollment in a special education program that he/she begin in mid-year or mid-semester as a result of change in placement

**Date of Placement:**

**Completion Date of IEP:**

**Log of Parent / Student Consultation and Staff Review and Updating**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity (Indicate Parent/Student consultation or staff review)</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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</tr>
</tbody>
</table>

Individual Education Plan for

Page 3 of 4
Individual Education Plan 2009/2010

The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the Ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and student's achievement evaluated at least once every reporting period.

Principal's Signature ___________________________ Date: ____________

Involvement of Parent/Guardian and Student (if student is 16 or older)

☐ I was consulted in the development of this IEP
☐ I declined the opportunity to be consulted in the development of this IEP
☐ I have received a copy of this IEP

Parents / Guardian And Student Comments:

_________________________ ___________________________
Parent/Guardian Signature Date:

Student Signature (if 16 years or older) ___________________________ Date: ____________

Individual Education Plan for

Page 4 of 4
IDENTIFICATION DEFINITIONS

BEHAVIOUR:
A learning disorder characterized by specific behaviour problems over a period of time, to such a marked degree, and of such a nature, as to adversely affect educational performance. This may be accompanied by one or more of the following: (a) an inability to build or to maintain interpersonal relationships; (b) excessive fears or anxieties; (c) a tendency to compulsive reaction; (d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

COMMUNICATION:
Autism: A severe learning disorder that is characterized by disturbances in rate of educational development, ability to relate to the environment, mobility, and/or perception, speech and language, or lack of the representational symbolic behaviour that precedes language.

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

Language Impairment: A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication or which may be associated with neurological, psychological, physical, or sensory factors, and which may: (a) involve one or more of the form, content, and function of language in communication; and (b) include one or more of the following: language delay, dysfluency, voice and articulation development, which may or may not be organically or functionally based.

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

Learning Disability: A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and is characterized by a condition that: (a) is not primarily the result of impairment of vision/hearing, physical disability, developmental disability, primary emotional disturbance or cultural difference, (b) results in a significant discrepancy between achievement and assessed intellectual ability, with deficits in one or more of: receptive language (listening, reading); language processing (thinking, conceptualizing, integrating); expressive language (talking, spelling, writing); mathematical computations. (c) may be associated with one or more conditions diagnosed as: a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

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

Mild Intellectual Disability: A learning disorder characterized by: (a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; (b) an inability to profit educationally within a regular class because of slow intellectual development; (c) a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability: A severe learning disorder characterized by: (a) inability to profit from a special education program because of slow intellectual development; (b) ability to profit from a special education program that is designed to accommodate slow intellectual development (c) a limited potential for academic learning, independent social adjustment and economic self support.

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

Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

MULTIPLE:
A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.
TRANSITION PLANNING FOR EXCEPTIONAL STUDENTS

Transition planning is essential for many exceptional students. There are many transitions during a student’s education. These include:

- Transition into school (sometimes called entry to school)
- Daily transitions between activities
- Year to Year transitions
- Transition from elementary to secondary school, and
- Transition from secondary school to work, further education and/or community living

Ministry of Education regulation 181/98 and the IEP Standards require that boards develop a transition plan for students at age 14. The ministry has developed a document to assist boards in this process: *Transition Planning: A Resource Guide (2002).*

Successful transition involves the participation of teachers and other school staff, parents, the student, as well as community organizations, when indicated.

**Entry to school:**

Some students with special needs received early intervention services prior to school entry. The Ministry of Education has prepared a Resource Guide, *Supporting Entry to School (2005).* Transition protocols have been developed with some of these initiatives (e.g., the preschool speech and language services, Toronto Partnership for Autism Services (TPAS). TCDSB has developed an intake process to ensure that there is a smooth transition for students.

The Toronto Catholic District School Board is also one of sixteen boards participating in a ministry demonstration project, *Connections for Students.* The Collaborative Service Delivery Model for Students with ASD is focused on ensuring a smooth transition for students receiving intensive behaviour intervention (IBI) services through the Ministry of Children and Youth Services to full time school. Transition teams are established six months ahead of discharge from IBI, and students are followed on a regular basis until six months after discharge. TCDSB is collaborating with the School Support Program at Surrey Place Centre to implement this demonstration project.

**Transition from elementary to secondary school:**

Ministry regulation 181/98 and the IEP Standards require that boards develop a transition plan for students at age 14. The ministry has developed a document to assist boards in this process: *Transition Planning: A Resource Guide (2002).*

Within TCDSB, planning takes place between elementary and secondary schools to ensure effective transition planning for exceptional students. This involves a variety of activities and strategies, such as exchange of information meetings, parent evenings and school visits.
Exceptionality Specific Transition Planning:

*Autism Spectrum Disorders:*
In recognition of the challenges that students with Autism Spectrum Disorders (ASD) have with transitions, TCDSB has initiated a transition to high school service for students with ASD. The service includes workshops, specialized transition resources for students with ASD, parent information sessions and school visits prior to high school. Workshops are also held with elementary and secondary staff. An instructional DVD has been developed about this initiative. TCDSB works in partnership with the School Support Program at Surrey Place Centre to deliver this service. Ongoing evaluation of the transition process is incorporated into service planning.

*Learning Disabilities:*
Successful transition of students with learning disabilities to secondary school has been facilitated by:
- At the individual student level by APTs, PATs and other Joint Team members working jointly with the student, schools, staff and parents.
- At the school board level through offering a half-day workshop to teachers and parents of grade 7-8 students of learning disabilities and with the students themselves. The purpose of the workshop is to provide information on the secondary system, expectations and requirements for students, and strategies and skills necessary for success (organization and time management skills, self-advocacy skills). The importance of home school partnership is also highlighted.

**Transition from School to Work or Further education**

Planning for exceptional students takes place at the school level through co-op placements, involvement of the Guidance Department, and at the system level through the support of the Career Access Department.

**Career Access Transitional Services:**

Service is provided to parents and teachers of special needs students in collaboration with any existing community support services which might be in place. The purpose of the service is:
- to ensure that each student accesses appropriate government funding sources;
- to build a lifetime community support network for each student;
- to ensure each student has appropriate, quality post-21 programming in place upon graduation.

a) **Government Funding Sources:**
- SSAH to enhance skills development using the community as an extension of the classroom;
- ODSP to ensure a lifetime quality standard of living

b) **Community Support Network:**
families are assisted with access to community based Social Workers and appropriate services to prepare for and assure the continuation of quality living after their child has graduated from the school system;

families are assisted with access to appropriate recreation and leisure activities within their child’s home community for an ongoing healthy lifestyle.

Post 21 programming:

while in school, all students are encouraged to participate in Co-operative Education or work experience commensurate with their individual abilities in order to determine the most appropriate post-21 setting:

students demonstrating skills for the workforce are introduced to Employment Training programs

students requiring a more sheltered and protective environments are introduced to life skills and in-house training programs.
PROVINCIAL AND DEMONSTRATION SCHOOLS

Provincial Schools and provincial Demonstration Schools:
- are operated by the Ministry of Education;
- provide education for students who are deaf or blind, or who have severe learning disabilities;
- provide an alternative education option;
- serve as regional resource centers for students who are deaf, blind, or deaf-blind;
- provide preschool home visiting services for students who are deaf or deaf-blind;
- develop and provide learning materials and media for students who are deaf, blind, or deaf-blind;
- provide school board teachers with resource services;
- play a valuable role in teacher training.

W. Ross Macdonald School: School for the Blind and Deaf-Blind:

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:
- a provincial resource center for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis;

Programs are tailored to the needs of the individual student and:
- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life “skills” program;
- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.
PROVINCIAL SCHOOL CONTACTS: teacher may obtain additional information from the Resource Services Departments of the Provincial Schools and the groups listed below:

### PROVINCIAL SCHOOLS BRANCH
**MINISTRY OF EDUCATION**
**Provincial Schools Branch**  
255 Ontario Street South  
Milton, Ontario  
L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 878-5405

| School for the Deaf, Blind, and Deaf Blind | Centre Jules-Leger  
|-------------------------------------------|-------------------  
| 281 rue Lanark  
Ottawa, Ontario  
Tel: (613) 761-9300  
Fax: (613) 761-9301 |

| PROVINCIAL DEMONSTRATION SCHOOLS | The Ministry of Education provides the services of four provincial Demonstration Schools for Ontario children with severe learning disabilities. |

<table>
<thead>
<tr>
<th>SCHOOL FOR THE DEAF</th>
<th>PROVINCIAL DEMONSTRATION SCHOOLS</th>
</tr>
</thead>
</table>
| The Ernest C Drury School for the Deaf | Amethyst School  
1090 Highbury Avenue  
London, Ontario  
N5Y 4V9  
Tel: (519) 453-4408  
Fax: (519) 453-2160 |

| The Robarts School for the Deaf | Centre Jules Leger  
255 Ontario Street South  
Milton, Ontario  
L9T 2M5  
Tel: (905) 878-2851  
Fax: (905) 8978-1354 |

| The Sir James Whitney School for the Deaf | Sagonaska School  
350 Dundas Street West  
Belleville, Ontario  
K8P 1B2  
Tel: (613) 967-2823  
Fax: (613) 967-2857 |

| SCHOOL FOR THE BLIND AND DEAF BLIND | Trillium School  
W. Ross Macdonald School  
350 Brant Avenue  
Brantford, Ontario  
N3T 3J9  
Tel: (519) 759-0730  
Fax: (519) 759-4741 |

| Sagonaska School | 350 Dundas Street West  
Belleville, Ontario  
K8P 1B2  
Tel: (613) 967-2830  
Fax: (613) 967-2482 |

| Trillium School | 347 Ontario Street South  
Milton, Ontario  
L9T 3X9  
Tel: (905) 878-8428  
Fax: (905) 878-7540 |
Provincial Schools for the Deaf:

The following Provincial Schools offer services for deaf and hard of hearing students:
- Sir James Whitney School for the Deaf in Belleville (serving eastern Ontario);
- Ernest C. Drury School for the Deaf in Milton (serving central and northern Ontario);
- Robarts School for the Deaf in London (serving western Ontario);
- Centre Jules-Leger in Ottawa (serving francophone students and families throughout Ontario)
  (for contact information, see following page).

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:
- provide rich and supportive bilingual/bicultural educational environments which facilitate students’ language acquisition, learning, and social development through American Sign Language (ASL) and English;
- Operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

Transportation to Provincial Schools for residential students is provided by the Ministry appointed lead Board; the Ottawa Carleton District School Board. Day transportation for students attending Provincial schools continues to be facilitated by the local school boards.

Each school has a Resource Services Department which provides:
- consultation and educational advice to parents of deaf and hard of hearing children and school board personnel;
- information brochures;
- a wide variety of workshops for parents, school boards, and other agencies;
- an extensive home-visiting program delivered to parents of deaf and hard of hearing preschool children by teachers trained in preschool and deaf education.

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagnonaska, and Trillium schools is English; at Centre Jules-Leger, instruction is in French.

Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee of Learning Disabilities (PCLD) determines whether a student is eligible for admission.

Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the ministry recognizes that some students require a residential school setting for a period of time.
The Demonstration Schools were established to:

- provide a special residential education programs for students between the ages of 5 and 21 years
- enhance the development of each student’s academic and social skills
- develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention-deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

Further information about the academic, residential, LEAD, and LD/ADHD, programs is available from the Demonstration Schools through the Special Needs Opportunity Window (SNOW) website at http://snow.utoronto.ca.

An inservice teacher education program is provided at each Demonstration School. This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.
RESIDENTIAL DEMONSTRATION SCHOOLS FOR STUDENTS WITH LEARNING DISABILITIES:

The Ministry of Education provides the services of three Demonstration Schools for students who have severe learning disabilities some of whom may have ADHD. The Trillium School in Milton is for students in the Metro Toronto area.

The program objectives of the demonstration schools are as follows:
- to provide residential education programs for students with severe learning disabilities;
- to assist enrolled students to develop personal life and learning strategies which will enable them to return to programs with in local school boards other educational jurisdictions, or the community;
- to provide in – service teacher education;
- to provide resource services for school boards as required, including student assessment and / or programming assistance.

Admission Procedures:
In order to be eligible for admission to a demonstration school, a candidate must satisfy the following criteria:
- the applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- because of the nature of the learning disability and /or other factors, the applicant must be in need of a residential education program;
- the applicant must have a severe learning disability, according to the Ministry definition;
- a psychologist or other mental health professional must have determined recently that the applicant is not in need of treatment for emotional or behavioural disorders;
- an Identification, Placement and Review Committee (IPRC) must have recommended to the school board that the applicant be placed in a demonstration school;
- the applicant must have been assessed by a resource services consultant from a demonstration school.
  IPRC review needed to admit students.

Referrals:
Special Services Coordinators oversee the referral process to demonstration schools. School boards may make referral to the demonstration schools, upon the recommendation of an Identification, Placement and Review Committee. Such referrals shall be directed to the appropriate regional office of the Ministry of Education. The school board should ensure that the following are submitted to the regional office:
- assessment information;
- school history;
- personal and family data;
- a list of alternative placements in order of priority by the IPRC.
Revised application requirements have been provided by the Ministry of Education for use beginning in September 2003.

**The Provincial Committee On Learning Disabilities:**
Decisions regarding admission to demonstration schools will be made by the Provincial Committee on Learning Disabilities, which consists of:
- an official from the Special Education and Provincial Schools Branch, who will call and chair meetings;
- the demonstration school program directors;
- one representative of the Children’s Division of the Ministry of Community and Social Services;
- a registered psychologist;
- one or more additional representatives.

The Provincial Committee request additional information from the regional offices in order to determine the priority of candidates for the available places in the Demonstration Schools. In addition, the Committee will interview the applicants, the parent(s) / guardian(s), and the school board representatives. Meetings will take place in the appropriate regional office of the Ministry of Education and Training. The Committee will communicate its decisions and recommendations to the school board; copies will be sent to the parent(s) / guardian(s) and the regional office.

**Residential Schools for Students Who Are Deaf or Hard of Hearing:**
The Ministry of Education provides the services of two Provincial Schools for the Deaf. E.C. Drury School in Milton is the residential school for the Deaf for students in the Toronto area.

The program objectives of the Schools for the Deaf are as follows:
- to provide residential education programs for students who are deaf or hard of hearing;
- to assist enrolled students to develop personal life and learning strategies;
- to provide in-service teacher and related support staff education;
- to provide resource services to school boards which have established alternative; educational programs for the deaf under Ministry policy / program Memoranda 76C.

**Admission Procedures:**
In order to be eligible for admission to a school for the Deaf, a candidate must satisfy the following criteria:
- the applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- the applicant must be five years of age on or before the 31st of December of the year of admission;
- the applicant or parents must submit evidence satisfactory to the Provincial Superintendent (Schools for the Deaf ) that, because of a severe or profound hearing loss, the applicant is in need of a Special Education Program;
- an Identification, Placement and review Committee (IPRC) must have recommended to the school board that the applicant be placed in the School the Blind or Deaf ( a letter supporting the application must be submitted).
Referrals:
The Coordinator of TCDSB Programs for Deaf and Hard of Hearing oversees the referrals to the residential school. Boards may make referrals to Provincial Schools for the Deaf upon the recommendation of an Identification, Placement and Review Committee. Such referrals are made directly to the Superintendent, Provincial Schools for the Deaf.

The school board should ensure that the following are submitted to the Superintendent:
- assessment information (including recent audiological, psychological and speech-language pathology reports);
- school history;
- personal and family data;

The Provincial Admission Committee for Schools for the Deaf
Decisions regarding admission to Schools for the Deaf will be made by a Provincial Admissions Committee. The Admissions Committee consists of:
- an official from the Special Education and Provincial Schools Branch who will call and chair meetings;
- school principal and vice-principal;
- Resource Services, Program Director;
- a registered psychologist;
- a social worker;
- a residence representative.

The committee will meet with the student (where appropriate), his/her parent(s) or guardian(s), and appropriate board personnel. The Admissions Committee will consider any additional factors such as emotional, behavioural, social, or physical problems which may affect the applicant’s admissibility to the school. Meetings will take place at the appropriate Provincial School. The Admissions Committee will report its decision to the parents and school board; copies will be sent to the parents/guardians and the regional office.

Residential Schools for Students Who Are Blind or Deaf Blind
The Ministry of Education provides the services of one Provincial Schools for the Blind and Deaf-Blind at W. Ross Macdonald School in Brantford.

The program objectives of the School for the Blind and Deaf-Blind are as follows:
- To provide residential education programs for students who are blind or deaf blind;
- To assist enrolled students to develop personal life and learning strategies;
- To provide in-service teacher and related support staff education;
- To provide resource services to school boards which have established alternative educational programs for the blind and deaf-blind under Ministry policy/program Memorandum 76C.
Criteria for Admission
In order to be eligible for admission to a school for the blind and deaf-blind, a candidate must satisfy the following criteria:

- The applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- Be educationally blind or deaf-blind, i.e. unable to use his/her sense of vision or vision/hearing to benefit from a program for blind or deaf-blind students;
- The school board and parents shall submit evidence satisfactory to the Provincial School that the applicant is in need of a Provincial School Program;
- An Identification Placement and Review Committee (IPRC) must have recommended to the school board that the applicant be placed in the School for the Blind or Deaf-Blind;
- The applicant shall have been assessed by a resource services consultant from the W. Ross Macdonald School.

Referrals:
Referrals to W. Ross Macdonald School are processed by the Special Education Coordinator for North York Schools. Schools boards may make referrals to W. Ross Macdonald School upon the recommendation of an Identification, Placement and Review Committee. Such referrals shall be submitted directly to the W. Ross Macdonald School.

The School Board must ensure that the following are submitted to the W. Ross Macdonald School:

- assessment information (including recent audiological, psychological, and speech language pathology reports);
- school history;
- personal and family data.

The Provincial Admission Committee For Schools For The Blind And Deaf-Blind:

Decisions regarding admission to the demonstration schools will be made by the Provincial Admissions Committee for Blind and Deaf-Blind students. This committee consists of:

- a chairperson, who will be the Superintendent or designate;
- the vice-principal of the Blind and / or Deaf–Blind program;
- Resource Services Consultant;
- a residence representative;
- an advocate representative of the Ministry of Education or the Children’s Services Division of the Ministry of Community and Social Services (invite to attend);
- other appropriate school staff (such as a psychologist or social worker).

The committee will meet with the student (where appropriate), his /her parent(s), and appropriate board personnel. The Provincial Committee may request additional information from the school board in order to determine the admissibility of the candidate. In addition, the Committee will interview the applicants, the parent(s) / guardian(s), and the school board representatives. Meetings will take place at W. Ross Macdonald School.

The committee will communicate its decisions and recommendations to the school board; copies will be sent to the parent(s) / guardian(s) and the regional office.
TRANSPORTATION:

Students who attend are provided transportation. Ministry does refund boards for 100% of the costs of transportation to the Demonstration Schools. There are currently no TCDSB students attending Provincial Schools at this time.

The Provincial piece of the TCDSB Ministry Special Education Plan 2001 was seen as partially meeting the Standards set out in the Standards for School Boards’ Special Education Plans. The following criteria was assessed by the Ministry as requiring more clarification.

How TCDSB provides transportation to children who attend Provincial Schools.

In TCDSB, decisions regarding how children will be transported to the Provincially run schools is made on an individual basis. Children who require additional attendants (health-care professionals, for instance) have that care provided on the mode of transportation as well. The cost of transportation to Provincial Schools is 100% refundable.

For children who attend day schools they are transported by wheel chair mini bus, van or taxi, depending on their needs from their home to the school.

Students who attend Residential Schools are provided transportation through the lead Board who in the GTA have the transportation facilitated by one of the local School Districts. They are picked up on Sunday evening and returned to their homes on Friday evening. The Provincial Schools and the agencies involved with the children determine the programming needs for the children and the type of transportation required.
# SUMMARY OF SPECIAL SERVICES SUPPORT/CONSULTANT PERSONNEL

The following consultant/support personnel provide service in addition to regular and special subject consultants, coordinators and guidance counselors. Please refer to Appendix E.

### Support Personnel – Central

<table>
<thead>
<tr>
<th>Support Personnel</th>
<th>Program Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Superintendent of Special Services</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>1 Chief of Autism</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>1 Chief Psychologist</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>1 Chief Social Worker</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>1 Chief Speech Language Pathologist</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>1 Consultant Psychiatrist (fee for service)</td>
<td>Behaviour</td>
</tr>
<tr>
<td>1 Principal</td>
<td>Section 23 Programs</td>
</tr>
<tr>
<td>0.5 Vice Principal</td>
<td>Section 23 Programs</td>
</tr>
<tr>
<td>1 Attendance Counselor</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>1 SEA Assistive Technology Teacher</td>
<td>all exceptionalities</td>
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</table>

### Support Service for Students with Autism

<table>
<thead>
<tr>
<th>Support Personnel</th>
<th>Program Responsibility</th>
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<tbody>
<tr>
<td>8.5 Autism Support Teachers</td>
<td>Autism Spectrum Disorders</td>
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<tr>
<td>2 Education Assistants</td>
<td>Autism Spectrum Disorders</td>
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<tr>
<td>1.4 Psychology staff</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>1 Social Worker</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>2 Speech-Language Pathologists</td>
<td>Autism Spectrum Disorders</td>
</tr>
<tr>
<td>2 ABA Expertise/Connections for Students</td>
<td>Autism Spectrum Disorders</td>
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</table>

(Ministry funded project)

### Deaf/Hard of Hearing/Visually Impaired/Blind/Deaf Blind

<table>
<thead>
<tr>
<th>Support Personnel</th>
<th>Program Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Program Coordinator I</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td>0.90 Psychologist</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td>0.50 Social Worker</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td>0.8 Speech-Language Pathologist</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td>1 Audiologist</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td>16 Itinerant Teachers</td>
<td>Deaf &amp; Hard of Hearing</td>
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</tbody>
</table>

### Developmentally Disabled Programs

<table>
<thead>
<tr>
<th>Support Personnel</th>
<th>Program Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Career Access Itinerant Teacher</td>
<td>Developmental Disabled</td>
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</tbody>
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### Support Personnel

<table>
<thead>
<tr>
<th>Support Personnel</th>
<th>Program Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Program &amp; Special Services Coordinators</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>33 Assessment &amp; Programming Teachers, Elementary</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>6 Programming &amp; Assessment Teachers, Secondary</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>57 Social Workers</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>47.9 Psychology Staff</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>34.2 Speech Language Pathologists</td>
<td>all exceptionalities</td>
</tr>
<tr>
<td>7 Itinerant Autism Support Teachers</td>
<td>autism</td>
</tr>
<tr>
<td>1 SALEP Advisor</td>
<td>students entering the workplace</td>
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<tr>
<td>21 Section 23 Teachers</td>
<td>Section 23</td>
</tr>
<tr>
<td>4 Section 23 Education Assistants</td>
<td>Section 23 Autism classrooms</td>
</tr>
</tbody>
</table>
SUPPORT PERSONNEL
The Special Services Department deploys a range of support personnel both at the school level and at a system level as follows:

System Level
Audiologist
Assessment and Programming Teachers
Consultant Psychiatrist
Psycho Educational Consultants/Psychologists
Social Workers
Speech/Language Pathologists
Career Access
Autism Support Teachers
ABA Expertise/Connections for Students staff

School Level
Child and Youth Workers
Educational Assistants
Health Care Aids
Sign Language Facilitators
Communication Facilitators
Deaf/Blind Intervenors
Oral Interpreters

Audiologist
• works directly in the school to serve the needs of Deaf & Hard of Hearing students, their teachers and parents.
• refers to the appropriate community agencies for diagnostic services.
• member of the Interdisciplinary Team for Deaf & Hard of Hearing.
• provides services including: management of the acoustic environment; aural rehabilitation and training assessment of auditory skills; recommends, fits and teaches management skills with respect to assistive listening devices; monitor amplification.
• provides inservices for staff and parents.
• reports to the Program Coordinator for Deaf & Hard of Hearing/Visually Impaired/Blind/Deaf Blind programming.
Assessment and Programming Teachers (elementary)/Programming and Assessment Teachers (secondary):

- 33 elementary and 6 secondary positions.
- assigned to work in the School Based Support Units under the jurisdiction of the Unit Program Coordinator of Special Services.
- family of school responsibilities as members of an Interdisciplinary Joint Team.
- perform a collaborative and interactive role with school personnel to provide direct and indirect services to teachers, students and parents.
- active member of the Interdisciplinary Joint Team.
- mentoring of teachers new to special education.
- provide effective programming suggestions.
- design and development of the Individual Education Plan database and special services forms.
- liaison with community agencies and conduct intakes and home visits to ease with transition to school.
- facilitate inservices and staff development for teachers.
- members of the Collect of Teachers with extensive knowledge in the areas of assessment, learning profiles, curriculum expectations, accommodations and modifications.

Goal

- to provide ongoing mentorship to teachers in special education as they develop and deliver effective programming.
- to link the expertise of this staff with resource staff in curriculum areas as well as Success for All initiatives.

Autism Support Teacher:

- 8.5 Teachers
- Direct intensive teaching of students with significant needs. This service is provided on a short term, itinerant basis for students with ASD.
- Transition supports are provided for students with ASD, which can include entry to school, day to day and yearly transitions, transition to secondary school and transition from school to community/post-secondary
- assessment of learning style, academic level, motivators for students receiving Direct Intensive Teaching
- assistance to schools in the development of suitable programming for referred students
- participation in inservice/professional development provided by the Support Service for Students with ASD.
- Development of accommodated, modified and adapted curriculum resource materials for students with ASD.
ABA Expertise/Connections for Students Staff:

- 2 staff
- Collaborate in and participate in joint planning with Surrey Place Centre Connections for Students staff.
- Collaborate and participate at school level transition team meetings with Surrey Place Connections for Students staff.
- Participate in joint visits to see student at AIP. This includes participating with AIP clinical staff in the initial transition planning meeting to initiate discussions with the family regarding the child’s transition from the AIP to school.
- Arrange and participate in school visits to observe the student.
- Be the key resource and contact regarding the student’s progress and program at school. This includes supporting the preparation of the student’s transition plan and IEP.
- Consult with appropriate school board staff re: placement options.
- Contact school principal about plan for discharge from AIP.
- Offer/provide resources and inservice education for receiving school staff.
- Provide family with the school board’s parent guide to special education.
- Provide support to school staff as required, including coaching on ABA-based teaching strategies.
- Provide a coordination function within the school related to the child’s transition.
- Initiate referrals for other special services, as appropriate (e.g. Speech-Language, OT, Psychology, Social Work, Behaviour consultation).

Psychological Services Department:

- psychologists - 12
- psychoeducational associates/consultants - 42

Staff

- provides consultative service to students, their families and school staff
- provide assessments and intervention that address the emotional, social, intellectual and spiritual development of students
- provide professional development to teachers and other board staff
- contribute meaningfully and collaboratively as members of the Interdisciplinary Joint Teams, through services including consultation, prevention, assessment and intervention
- the minimum requirement is a master’s degree in psychology, and
- membership or eligibility for membership in the College of Psychologists
- psychology staff perform their duties under the direction of the Chief Psychologist.

Psychiatric Services

This is purchased as a fee for service coordinated through the chief psychologist.

A psychiatric consultation is sought where there are issues related to social emotional behavioural concerns.
Social Work Department
56 social workers
1 attendance counselor
1 SALEP Advisor
1 Chief Social Worker

Who We Are
The Toronto Catholic District School Board is committed to helping students reach their full potential. Social Workers, as members of an interdisciplinary team, help students, their families and schools deal with those social, emotional and behavioural difficulties, which interfere with a student’s adjustment and achievement in school.

School Social Workers hold a minimum of a Master’s Degree in Social Work. TCDSB Social Workers have a variety of cultural backgrounds and languages, which are assets in serving the students and their families.

How We Help
We help students:
• cope with personal issues, school stress and family dynamics which affect their learning
• improve relationships with others
• attend school regularly
• improve their use of educational opportunities

We help parents:
• increase their understanding of their children’s social and emotional needs
• deal with family problems
• learn more about and access school and community resources and programs
• actively and effectively participate in their children’s education

We help schools:
• more fully utilize their resources in meeting the educational, social and emotional needs of students
• understand the psychosocial and familial, factors, which negatively affect students’ abilities to learn
• set up programs that help prevent or alleviate social problems

What we do:
• assessment of problem situations and level or risk
• counseling individuals, families and groups
• ongoing consultation with school staff
• support for special classes
• advocacy for new or improved programs to increase student success in school
• crisis intervention
• referral to community agencies
• student and parent education programs
• preventative education programs
How To Get Help
Your local school principal may make a referral to the school social worker serving your area. A student and/or parent may, in some cases, request a referral through school staff or contact the social worker or Social Work Department directly – 222-8282 ext. 2569.

Additional Services
A.P.P.L.E. Social Workers: These school social workers provide counseling and other support services with youth, families and staff during a period of expulsion.

Attendance Counsellor: On referral from the school social worker, the attendance counselor assists students who are habitually absent from school.

Autism Team Social Worker: As a member of the Autism Services Team, this specialized school social worker supports students, families and staff who work with children and youth diagnosed with autism spectrum disorder.

Behaviour Team Social Workers: These specialized school social workers support students, families and programs for children and youth with behavioural needs.

Chief Social Worker: This social worker provides support, consultation and direction to the social work department, attendance counsellor, behaviour team and SALEP.

Deaf & Hard of Hearing Social Worker: As a member of the Deaf & Hard of Hearing team, this specialized school social worker supports student, families and staff who work with children and youth who suffer from a significant hearing loss.

Learning Opportunity Social Workers: In select elementary and secondary schools, these school social workers dedicate additional time to support students through individual counselling, group classroom, and school wide interventions.

Safe Schools Social Workers – These specialized school social workers support students, families and staff regarding violence prevention programs, risk assessment and other services that lead to safe and healthy schools.

Student Advisor – SALEP Program (Supervised Alternative Learning for Excused Pupils): coordinates and supervises those 14 to 18 year old students who are given permission to leave school on a partial basis to attend work and/or volunteer programs.

Urban Priority Project Social Workers: These social workers dedicated specific time to secondary schools in an effort to alleviate barriers to learning, deliver early identification/intervention programs and promote a healthy, balanced lifestyle. They also develop close ties and build partnerships with community supports.

TIPPS Social Worker: This specialized social worker assists students, families and school staff in circumstances where a longer term suspension has occurred.
Speech and Language Department
37 Speech Pathologists

Staff
- provides a range of services for students with oral communication needs and language disorders which impact on academic and social development.
- consultation services to teachers, parents regarding language and literacy development.
- contribute meaningfully as a member of the Interdisciplinary Joint Team.
- support learning within the Kindergarten Language Programs throughout the board.
- conduct assessments for IPRC purposes.
- Speech and Language Pathologists must have a Master’s degree or equivalent and are registered with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO).
- speech and language pathologists are assigned to a family of schools.
- the ratio of staff to students is 1:2600
- staff carry out their duties under the supervision of the Chief Speech and Language Pathologist.

Career Access Department
One Itinerant Teacher provides the work done by this department.

The Career Access Department staff follow-up on all board-wide referrals from school staff and joint team members for the following student population: youth 16 and older who appear unlikely to complete their high school education and students with special needs.

The one itinerant teacher works closely with local school staff, administration, special education and guidance, as well, as Programming and Assessment Teachers, Social Workers, Education Assistants, Child and Youth Care Workers, and Job Coaches in order to ensure students are successful in their transition. Community outreach and extensive network with community agencies and support services is imperative when attempting to meet the needs of our students.

Child and Youth Care Workers
The primary function of a Child and Youth Care Worker under the direction of the teacher who is responsible for the educational program of the student is to provide support and guidance to students with problems such as severe social, emotional and/or behavioural disorders, autism and intellectual disability. They hold a three-year college diploma in Childcare Work, usually having training in First Aid and must have at least 2 years prior related work experience.

Educational Assistants
The primary role of the Educational Assistant is to provide assistance within classrooms to support students in the areas of toileting, safety, self help, assisting with physical challenges, feeding, etc. Educational Assistants work under the program and direction of the classroom teachers and perform duties as assigned by the classroom teacher/principal.

Educational background includes a grade 12 diploma, preference is given to new hires who have community college training, an Early Childhood Education diploma or additional qualifications or work experience with previous work with students with high needs. All educational assistant staff are encouraged to upgrade skills and participate in courses developed internally.
Health Care Assistants
The primary purpose of Health Care Assistant is to monitor and assist with the medical requirements of special needs students. This may entail acting as a liaison with outside agencies, group homes and parents regarding medical matters. As well as monitoring G-tube feeding, severity of seizures and establishing emergency procedures etc. A minimum requirement of one year Registered Nursing Assistant Diploma with Grade 12 and appropriate medical certification such as C.P.R. is required.

Sign Language Facilitators:
The primary purpose of the Sign Language Facilitators is to act as the interpreter of communication between the deaf and hard of hearing students and the mainstream teachers and students; to provide direct and full access to the regular classroom (especially subject specialization) areas and to have access to all school services and to participate in extra curricular activities.

Communication Facilitator:
The primary function of a Communication Facilitator is to assist the teacher of the Deaf and Hard of Hearing in delivering an appropriate educational program. Sign language and non-verbal communication e.g. facial expressions are among the means required to communicate with Deaf and Hard of Hearing students to facilitate and support their learning in both the special class and regular class settings.

Oral Interpreter:
The primary function of this job is to provide oral interpretation (transliteration) for Deaf and Hard of Hearing student/s (e.g. 1 - 3) students who depend on speech reading to receive oral information. The job involves acting as student advocate for the assigned student/s and/or providing oral interpretation during extra curricular activities.

Deaf Blind Interveners:
The purpose of the Deaf/Blind intervenor is to provide support to the deaf/blind student through sign language, modification of class programs, liaison with the community, resource staff and the student’s family; and is also exposed to the student’s work environment in a co-op placement. The Deaf/Blind intervenor helps provide full access to the Deaf/Blind student to the regular classroom (especially subject specialization) areas and to have access to all school services, and to participate in extra curricular activities.
EQUIPMENT FOR SPECIAL EDUCATION

The Special Equipment Amount (SEA) provides funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are essential to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

The purchasing of equipment reflects cost effective choices and appropriateness of equipment based on the individual needs of the student. The board strives to ensure that students (where appropriate), teachers and board staff who work with the student have received training in order to best use the equipment through: contracting for individual and group student training, continuous in-servicing and support by Assessment and Programming/Programming and Assessment Teachers and Academic Information Technology Teachers, cross-departmental initiatives, and forums for sharing of best practices.

Specific students who have supportive documentation are provided with the equipment. Supportive documentation involves a current, comprehensive, detailed assessment(s) completed by a relevant professional(s), who is qualified to make recommendations based on student’s needs. The assessment report indicates significant, relevant deficit(s) that are clearly impacting learning and that can only be accommodated by the use of specialized equipment. A diagnosis of the condition the equipment is meant to address is clearly stated and functional recommendation(s) regarding the specific types of equipment clearly links student’s needs to recommended equipment. Also, the student’s IEP documents the use of the equipment and how it connects to program and report card.

Principals, with assistance from the Joint Team Members, are responsible for identifying students that may require specialized equipment, as identified in a report by a qualified professionally, and determining whether the student’s needs are beyond the current availability of equipment that the school is able to provide, whether the recommended equipment is for purposes of by-passing or compensating for student’s learning difficulties, whether the recommended equipment is academically appropriate, and whether there is evidence that remediation/intervention and/or low/no tech device(s) were found to be insufficient to address the student’s needs. The principal prepares a Special Equipment Amount package that complies with the ministry guidelines.

Equipment orders through Special Equipment Amount are projected to total $2.6 million. The type of equipment purchased:

<table>
<thead>
<tr>
<th>Category</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistive Computer Technology</td>
<td>desktop computers, laptop computers, one-monitor touch computers, scanners, printers, USB headsets with microphones, zoom caps</td>
</tr>
<tr>
<td>Assistive Software</td>
<td>Kurzweil 3000, Draftbuilder, Boardmaker, Word Q, Speak Q, Writing with Symbols, Intellitools</td>
</tr>
<tr>
<td>Deaf and Hard of Hearing</td>
<td>FM systems, amplification systems, audio shoes</td>
</tr>
<tr>
<td>Blind and Low Vision</td>
<td>Brailleers, printer enlargers, video telescopes</td>
</tr>
<tr>
<td>Physical Disability</td>
<td>adjustable desks, safety straps, Tripp Trapp Chairs, hoyer lifts, rockers, speech synthesizers, positioning devices, slant boards, standers, lap tray</td>
</tr>
<tr>
<td>Sensory Integration</td>
<td>weighted vests, vibrating mat, landing mat, theragym belt weighted, foot harness, weighted blanket</td>
</tr>
</tbody>
</table>
FACILITY RENEWAL

1. **Projects funded by the renewal budget:** As the renewal budget is being developed the sum of $450,000 is identified to address accessibility issues that arise throughout the course of the school year.

2. A major renewal project is undertaken each year. Site selection is determined by enrolment and need.

   The balance of the renewal budget is determined by school. Principals who make requests for work to be done to accommodate the needs of students. This work is usually for items such as ramps, stairlifts (older school buildings), push button doors, washroom retrofits, elevator repairs in existing buildings, structural and wall modifications.

   The requests are forwarded to the Superintendent of Special Services who collates and prioritizes the work that is to be completed and the timelines are developed to respond as quickly as possible to the requests.

   Quarterly reports outlining the progress to date on the identified projects until they are completed is brought to the attention of Education Council (Director, Deputy Director and all superintendents).

   Small projects are completed through the operations budget and work done by TCDSB staff.

   The capital expenditure plan is available on the board’s intranet site to the public.

   Work to identify buildings within the TCDSB as fully or partially accessible (we are a board with many older buildings) continues.

   Difficulties with obtaining permits for work (needed in some of our older schools) has been a long laborious process in some cases.

   A city/board committee has been struck to move permit applications for accessibility projects along in a more timely fashion.
TRANSPORTATION FOR SPECIAL EDUCATION

Transportation is provided as required for all exceptional students at the elementary and secondary level, with the exception of students identified as gifted. Due to fiscal restraints the TCDSB is not able to provide transportation for students identified as gifted. The program for gifted is offered in selected regional schools and the students who attend the one day a week withdrawal program are responsible for their own transportation.

This issue of transportation for gifted has been raised by SEAC and will be included in the proposed consultation process and transportation review committee. Deliberations are contingent on Ministry funding changes which were proposed and delayed.

Exceptional students who attend programs within their own community are provided the regular transportation service in place for the school if it is appropriate. If alternate transportation arrangements are required they are provided.

Students approved to attend Provincial and Demonstration Schools are provided transportation services according to Ministry of Education guidelines.

The chart below outlines the 2009/2010 transportation budget for the TCDSB in regards to Special Education:

<table>
<thead>
<tr>
<th>Account Name</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision, Hearing &amp; Speech</td>
<td>$1,876,617.00</td>
</tr>
<tr>
<td>Medical &amp; Handicapped</td>
<td>$4,386,323.00</td>
</tr>
<tr>
<td>Special Education</td>
<td>$2,786,764.00</td>
</tr>
<tr>
<td>Section 23</td>
<td>$ 301,638.00</td>
</tr>
<tr>
<td>Remedial Language</td>
<td>$ 186,455.00</td>
</tr>
<tr>
<td>Special Transit Fares (Scholars)</td>
<td>$ 157,080.00</td>
</tr>
<tr>
<td>Special Transit Fares (Children)</td>
<td>$ 1,880.00</td>
</tr>
<tr>
<td>Special Education Transit Fares (Adults)</td>
<td>$ 12,690.00</td>
</tr>
<tr>
<td>Developmentally Disabled</td>
<td>$ 681,680.00</td>
</tr>
<tr>
<td>Ontario Schools Deaf &amp; Blind</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>Gifted</td>
<td>$ 0.00</td>
</tr>
<tr>
<td>KLP</td>
<td>$ 288,000.00</td>
</tr>
</tbody>
</table>
If the student’s needs are such that he/she needs to be transported separately, then those decisions are made. As a specific example one student required transportation with the assistance of a health care attendant. These accommodations were provided. Process for deciding whether a student will be transported with other children or transported separately:

In TCDSB, decisions regarding how children will be transported is made on an individual basis. If a child can be transported with other children, that is the preferred method. When the regular home to school bus is possible (if the child’s needs allow for them to use this type of bus), this bus is used. An IPRC guarantees transportation for the exceptional students provided sufficient funding is available as approved by the School Board. That transportation can be by bus, taxi, van or wheelchair bus. The decision on which type of method is dependent on the needs of the child. Some children who come from the same area and are accessing the same service at the same school are not able to access the same mode of transportation due to emotional or physical needs. The need to transport children separately is determined based on discussions with the parent, principal and the Superintendent.

How transportation is provided for students in care, treatment and correctional facilities

Decisions regarding the transportation of children in care to their local school, or the school in which the programming they require is provided, is made in the same way as for children living with their parents; it is made on an individual basis. Principals, Superintendents and those providing care work together to provide the children with as seamless a transfer when they move to care as possible.

Children in treatment receive services throughout the day for a portion of the day or all of the day. Children who receive treatment for a portion of the day are generally transported individually for their treatment and returned to their school. Children who attend treatment centres all day for their classes, are assessed on an individual basis to determine what best suits their needs.
1. **VEHICLES – GENERAL REQUIREMENTS**

1.1 All vehicles used by the Proponent in the provision of Services under the Contract (including spare vehicles) shall be properly licensed, equipped, maintained and inspected with the applicable provisions of the Highway Traffic Act of Ontario, the Public Vehicles Act of Ontario and the Regulations made thereunder and all other applicable statutes, by-laws, regulations and orders from all authorities and governments having jurisdiction over the transportation of students, as amended from time to time.

1.2 Wheelchair vehicles must meet safety standards as required under the Highway Traffic Act under Vehicles for the Transportation of Physically Disabled Passengers and as amended and conform to C.S.A. D409 Standards.

1.3 All such vehicles shall conform to the most current C.S.A. D250 Standards for “School Buses”, or with the CAN3-D409 C.S.A. Standards “Motor Vehicles for the Transportation of Physically Disabled Persons”. A certificate of compliance with the standards shall be supplied to the Board for its inspection for each of the vehicles to be utilized in the provision of the Services.

1.4 Vehicles used in the provision of the Services shall be a maximum of twelve (12) years old during the Term.

1.4.1 Where cars, station wagons or mini-vans are used, the passenger doors shall be equipped with child-proof locks which would prohibit the doors from being opened from the inside of the vehicle but would allow the doors to be opened from the outside of the vehicle. The locking system for the passenger doors of station wagons should be controlled by the driver through power locks and shall have an alarm to warn the driver if the door has been opened or is not securely latched.

1.4.2 All vehicles shall be equipped with a back-up alarm.

1.4.3 The ambulatory, service and emergency doors on the vehicles shall be padded at the top edge.

1.5 The Proponent shall provide the most efficient vehicles available in order to perform the Services as economically as possible. Vehicles as large as 84 seats or as small as 4 seats may be used. Vehicle loading shall conform to the following seating capacity:

1.5.1 Standard Size Cars – 4 passengers;
1.5.2 Mini-Vans – 6 passengers;
1.5.3 Station Wagons – 7 passengers;
1.5.4 Vans – 20 passengers;
1.5.5 Large Bus 72-84 passengers.

1.6 All Proponents shall, at the time of submitting the Proposal, provide the Board with the complete specifications of all vehicles that the Proponent proposes to use in the provision of the Services.

1.7 The Board shall be entitled, at any time during the Term, to require delivery of a current, valid mechanical fitness certificate on any vehicle(s) at its sole discretion and at no cost to the Board.

1.8 The interior of all vehicles is to be maintained at all times in a clean and sanitary condition, acceptable to the Board. The exterior of the vehicles will be washed at least once a week.

1.9 All vehicles shall be owned by the Proponent or shall be vehicles to which the Proponent shall be entitled to exclusive use and possession under chattel leases or conditional sales agreements from either the manufacturer thereof or a financial organization or institution involved in the financing thereof.

1.10 All vehicles when transporting Board students, at the discretion of the Board, shall display a sign “Under contract to the Toronto District School Board/Toronto Catholic District School Board”.

1.11 Proponents are encouraged to use fuel conservation and anti idling technology wherever possible and feasible. The Boards may implement an incentive program as a means to help Proponents realize greater environmental efficiencies.

1.12 Proponents will be required to adopt the Boards’ ‘Healthy School Bus Plan’ as a means to minimize environmental damage.

1.13 If in the future the Ministry mandates the use of child seats on school buses the Proponents will purchase integrated seats where necessary and legislated by law. Older vehicles not equipped with integrated seats will require car seats to be installed. The
Proponents will purchase the car seats and bill the appropriate Board for the cost of the seat. All labour costs for the installation of the car seats shall be borne by the Proponent.

2. **VEHICLES – WHEELCHAIR REQUIREMENTS**

2.1 Wheelchair vehicles must have a minimum rated capacity of three (3) electric wheelchairs and two (2) ambulatory passengers. All wheelchairs in the vehicle shall be secured facing forward.

3. **DRIVER’S QUALIFICATIONS AND RESPONSIBILITIES**

3.1 Drivers shall have and maintain in good standing at all times an Ontario Class B or Class E School Purpose Vehicle driver’s license and any additional licenses required by the Public Vehicle Act, the Highway Traffic Act (Ontario) and/or the Toronto Licensing Commission By-Laws. Drivers shall satisfy all governmental requirements, and be trained according to the Ministry of Transportation and Communications “Training Guidelines for Drivers of Transportation Services for Physically Disabled Persons”.

3.2 All drivers must be trained in School Bus Safety Programs and Orientation/Evacuation Drills as outlined in Appendix F. New drivers shall be given a two week period to obtain this training.

3.3 The Proponent shall provide each driver with a wallet-sized identification card bearing a photograph of the employee, suitable identification, and the employer’s name and address. This identification shall be presented upon request of a parent/guardian or any official or academic member of the Board.

3.4 The Proponent shall ensure that the driver of each vehicle utilized in the provision of Services shall at all times have in his/her possession on the vehicle an up-to-date list of the students being transported on such vehicle indicating their full names, pick-up addresses, destinations, schedule times and any other special instructions. The transportation on any vehicle of any persons other than bona fide students of the Board is expressly forbidden unless the prior authorization of the Transportation Department of the Board is obtained.

3.5 Drivers must not smoke, eat, drink or use foul language while loading, unloading or transporting students in their vehicles. Smoking on any vehicle, at any time, is not permitted even when passengers are not present.

3.6 Drivers shall assist students to and from vehicle or dwelling in necessary cases.
3.7 Drivers will under no circumstances strike or use undue physical force on any student.

3.8 Drivers shall report any student conduct problem immediately to the School Principal. Recurring problems will be reported to the Transportation Supervisor of the Board.

3.9 Drivers shall not give students any sweets or toys.

3.10 Drivers are not to take pictures of students without the consent of the students’ parent or guardian.

3.11 Drivers shall not leave students unattended in the vehicle for unnecessary periods. The engine is to be turned off and the ignition key removed by the driver when leaving the vehicle and all proper precautions shall be taken to ensure that the vehicle cannot be set in motion.

3.12 Drivers shall ensure that all seatbelts and harnesses are properly secured and fastened around the student at all times.

3.13 Students must be picked up at their Board designated pick up location, delivered to their respective schools and returned to their designated drop-off location.

3.14 Drivers must make sure the vehicle doors are closed and the safety locks are used at all times when the vehicle is in motion.

3.15 Students on crutches, or otherwise physically handicapped, should be given help to the school door. Parent/guardian is expected to help their child into the vehicle.

3.16 All drivers shall maintain listening radio contact with central dispatch at all times during the trip.

3.17 The unnecessary idling of school bus motors while waiting to pick up students outside schools is prohibited.

3.18 Buses must use the designated bus loading zones marked at each school unless otherwise specified.

3.19 The school bus must not be driven in excess of eight (8) kilometres per hour when on the school property. Driving is totally prohibited while the children are at play in the school yard. TCDSB prohibits buses in school yards at all times.
3.20 At no time may the number of students in any vehicle exceed the manufacturer’s specifications.

3.21 Under no circumstances shall students be required to stand.

3.22 Students incapacitated because of age or other conditions must be left in the care of a responsible adult when dropped off at school and when returned home.

3.23 The driver must make a check of the vehicle at the end of each trip for any sleeping students or abandoned articles.

3.24 The Proponent is required to have the driver perform a dry run of their routes in the week prior to the commencement of each school term.

3.25 Drivers should be provided the Ministry’s Fleet Smart training or equivalent in order to reduce driving habits that are not conducive to fuel conservation.

3.26 The Proponent shall ensure that every driver is provided with a copy of Appendix B – Other Performance Requirements.

4. **WHEELCHAIR SERVICE**

4.1 Parent/guardian and/or school staff and drivers are collectively responsible for ensuring that each wheelchair is properly fastened and that each student is secured by a seatbelt. The driver of each vehicle shall ensure that each student in the vehicle is secured by a seatbelt properly fastened while the vehicle is in motion. The Proponent shall be liable for any injury resulting from the failure of a driver to ensure that each student transported is secured properly fastened at all times while a vehicle is motion.

4.2 Students in this category must be transported and secured in vehicles specifically designed for this purpose.

4.3 The driver will assist physically handicapped children when and where necessary. All wheelchair-locking devices shall be properly secured immediately after entering the vehicle.

4.4 There shall be no more than one (1) wheelchair loose or free in the vehicle ready for unloading at any time with driver in attendance.
5. **DEVELOPMENTAL DELAYED**

5.1 The Proponent shall safely transport those students with developmental handicaps, designated for transportation from time to time by the Board, from the nearest curb side in front of their residences to their respective schools and return to the nearest curb side in front of their residences at the time designated for each student in accordance with the terms and conditions of the RFP.

5.2 Parents/guardians are responsible for their students to and from said curb side and are instructed to have students ready at the time designated for pick-up so that no vehicle shall be required to wait longer than two (2) minutes on average to pick-up a student after the regular pick-up time.

5.3 For student(s) designated as being medically at risk, the Proponent will transport any necessary equipment or apparatus (e.g. a ventilator, oxygen supply, suctioning device, etc.) for such students, as required when directed by the Board.

5.4 Booster Seats – Are the responsibility of the parent/guardian to provide a Government approved car booster seat that conforms to current safety guidelines. The seats must be inspected by the safety Supervisor of the Proponent and the drivers are to be instructed as to how to properly install the seat.

5.5 Car Seats – Will be provided by the Board where they are deemed necessary under current regulations. Car seats are to be inspected by the safety Supervisor of the Proponent and the drivers are to be instructed as to how to properly install the seat.

5.6 Harnesses – Where required and approved by the parent/guardian, the Board will provide harnesses. Drivers will be instructed as to how to properly install them by the Proponent.
6. **BASIC FIRST AID**

6.1 The following is a sample course outline for basic first aid and is provided to offer a guideline for course content. Proponents are required to provide with their submission a copy of the first aid course outline they are currently providing their drivers.

**Basic First Aid** – Sample course outline

- **a.** Outline of: What is First Aid
  - The Law and First Aid
  - Protecting Yourself

- **b.** Scene assessment for Emergencies (SAFE)
  - Environment, Primary Assessment, Secondary Assessment
  - Continuing Care (until medical help arrives)

- **c.** How breathing works

- **d.** Causes of Respiratory Emergencies
  - Airway obstructions, mechanical problems, suffocation

- **e.** Choking – Signs & symptoms

- **f.** First Aid for Choking
  - Conscious & unconscious adults and children

- **g.** Artificial Respiration & Methods
  - Assisted breathing, hyper-ventilation

- **h.** Cardiovascular Emergencies
  - Heart attacks, strokes

- **i.** CPR for adults and children

- **j.** Severe bleeding

- **k.** Shock

- **l.** Fainting

- **m.** The nervous system

- **n.** Head and Spinal Injuries

- **o.** Epipen Training
7. **BUS SAFETY PROGRAMS AND ORIENTATION/EVACUATION SKILLS**

The Proponent must provide safety orientation and evacuation drills for all drivers, permanent or temporary, a minimum of once annually. The Proponent must provide the Board with the date(s) and agenda for any such orientation or drills and the Board shall have the option to attend such orientation or drills. All such orientation or drills shall include a reference to the evacuation signs posted in the vehicle. The Proponent is required to keep accurate records of all employees training and make them available to the Board when requested. Board staff will be available to assist in the delivery of programming around the evacuation drill and item nos. 1 and 4, below.

The Proponent must perform an evacuation drill with students on their to school trip before the end of October. Proponents will be required to work with the schools to identify the best time to perform these evacuation drills.

The programs shall consist of at least the following:

**INITIAL TRAINING**
2. Awareness of racial and Ethnocultural Issues (Human Rights) 2 hrs.
3. First Aid, Epipen 6 hrs.
5. Student Management, Maintaining Bus Discipline (Conflict Management) 4 hrs.
7. Defensive Driving 6 hrs.

**ANNUAL REFRESHERS**
8. Student Management, Bus Discipline 2 hrs.
10. Bus Evacuation, Accident Procedures 1 hr.
11. Epipen 1 hr.
12. Lost Child, Late Bus, Late Parent, Ride Refusals, Authorized Stops 1 hr.

**EVERY THREE YEARS**
14. First Aid 6 hrs.

**NOTE:** The School Principals may request safety programs for students.
SPECIAL EDUCATION ADVISORY COMMITTEE INVOLVEMENT

A SEAC handbook was developed by SEAC which is to be used as an orientation strategy for new members to SEAC and the Board of Trustees:

“Best Practices” which have been identified and implemented include:

1. Budget presentations May and June meetings (last year and current year):
   - opportunity for input
   - informative
   - frequency

2. Realignment of meetings so that SEAC had an opportunity to have input or to give input prior to a decision being made by the Board of Trustees:
   - meeting scheduled before Human Resources Program & Religious Affairs
   - minutes presented by Chair of SEAC or designate presents the minutes of the previous SEAC meeting.

3. Board Action After reports are forwarded to the Chair of SEAC.

4. Agendas are developed in consultation with the Chair of SEAC.

5. Chair of SEAC or designate to present the report to Committee of the Whole Board where deemed necessary.

6. Invitation to all trustees to attend and participate in one SEAC meeting throughout the year.

7. Instructions on the SEAC e-learning website was provided to members of SEAC.

8. The SEAC of the TCDSB willingly shares information about upcoming conferences and workshops.
SPECIAL EDUCATION ADVISORY COMMITTEE

The Education Act section 57.1 requires every district school board and school authority to establish a Special Education Advisory Committee (SEAC). The details relating to the functions and mandates of SEAC are in Regulation 464/97.

1. LEGISLATIVE REQUIREMENTS

Purpose of a SEAC
The role of a SEAC as set out in the governing legislation is to:

…make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board. Regulation 464/97. s11(1)

Before making a decision about any recommendation, the board is required to provide an opportunity for the SEAC to be heard before the board and any committee to which the recommendation has been referred. SEAC functions in an advisory capacity. SEAC makes recommendations to the board by way of motions passed at meetings and may also attend before the board to make representations.

In addition, the board must ensure that the SEAC is provided with the opportunity to:

- participate in the annual review of its special education plan
- participate in the annual budget process to the extent that it relates to special education
- review the financial statements of the board as they relate to special education.

Composition of a SEAC
Regulation 464/97 sets out in detail who is to be appointed to a SEAC. A school board appointed SEAC must consist of:

(a) one representative from each of the local associations that operates locally, provided that no more than 12 representatives will be appointed
(b) one alternate from each of the local associations who has a representative appointed
(c) a set number of representatives from the board, determined in accordance with the regulation
(d) if the number of board representatives appointed under a subsection (c) is less than three, one alternate from the board
(e) if the board is required under the Education Act to have one or more members to represent the interests of Indian students, one or two members to represent the interests of Indian students
(f) one or more additional members appointed by the board at their discretion who are neither representatives of local association or members of the board or another committee of the board. [Regulation 464/97, s2(1)].
The number of school board representatives is equal to either 25% of the total number of board members (rounded down) or 3, whichever is less.

A SEAC established by a school authority has a reduced number of local association and authority representatives: 2 local association representatives (and one alternate) and 1 authority representative (and one alternate).

**Local Associations**
A "local association" is defined as:

…an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults. [Regulation 64/97, s1]

A SEAC may not have more than 12 local association representatives. If more than 12 seek appointment to the SEAC, the board is to decide which 12 will be represented.

Local association members and alternates are nominated by the association and appointed by the local board or authority. Appointment by the board is generally automatic upon nomination by the local association.

**Eligibility for Nomination**
To be eligible, a nominee must be qualified to vote for members of the board, which means that he or she must be:
- a Canadian citizen
- 18 years of age or older
- a local resident
- qualified as an elector of that board and not eligible to vote for members of another board (for example, a separate or French language school board) and must not be an employee of the board in question.

A member or alternate will automatically lose his or her seat if he or she:
- is convicted of an indictable offence and the time for appeal has lapsed or an appeal has been unsuccessful
- misses three consecutive meetings which he or she is required to attend unless authorized to do so by the SEAC, as evidenced by a resolution entered in the minutes
- no longer meets the requirements for membership as set out above.

When a vacancy occurs, a replacement member will be appointed in accordance with the general regulations. The replacement will be drawn from the same category or member as the person he or she is replacing. Until a replacement has been appointed, the alternate is required to attend the meetings.
Term of Appointment
A SEAC is appointed for the same duration as the board. Each member who remains eligible for membership retains his or her position until a new board is organized.

Meetings of the SEAC
The SEAC must meet at least 10 times a year. Members are required to attend all meetings of the SEAC. When a member cannot attend, he or she must advise the alternate, who is then required to attend that meeting. As set out above, failure to attend three consecutive meetings will result in the member being removed.

Meetings may be held electronically. Specific regulations govern the holding of electronic meetings and these requirements must be met for a valid electronic meeting to be held [Regulation 463/97].

At the first meeting of a new SEAC, a chair and vice-chair must be elected. The chair, and in his or her absence, the vice-chair are responsible for the running of meetings. If neither the chair nor vice-chair is present at a meeting, the remaining members must elect a person to act as chair for that meeting.

Each member (including the chair and vice-chair), or his or her alternate, has one vote. All decisions of the SEAC must be made by a majority of the members present. Where a vote is even, the motion fails.

Quorum for a meeting is a majority of the total number of members. For example, if the SEAC consists of 17 members (12 local association representatives, 3 trustees and 2 community members), quorum would be 9 people in attendance at a meeting.

Assistance of the Board
The board has established a policy regarding the appointment and operation of SEAC which is in accordance with legislative requirements. The board is complying with the legislative requirements with regard to SEAC.

The board is required to make available to the SEAC "the personnel and facilities that the board considers necessary for the proper functioning of the committee". [Regulation 464/97,s20(1)].

The board is also required to provide the members and alternate members of the SEAC with information and orientation respecting:

- the role of the committee and of the board in relation to special education
- EDU and board policies relating to special education

The SEAC of the TCDSB willingly shares with interested parties information about upcoming conferences and workshops.
The memberships is also keenly interested and promotes new partnerships and initiatives. Presentations at the monthly meetings are a means of information.

Ministry staff was invited to make a presentation to a Joint Board/SEAC meeting regarding the roles and responsibilities as they related to Special Education on April 7th, 2005. Chair of Board, other trustees, Director attend SEAC meetings to hear the dialogue regarding the exceptional students within the Board.

A SEAC handbook outlining best practices has been developed by the Special Education Advisory Committee and has been adopted by the Board (June 2003).

A half day Parent Information Session featuring SEAC and the associations they represent as well as new initiatives in programming and inservice will be held in September 2005.

Monthly meetings (see attached agendas).

Chair of SEAC has been included in the distribution of the “Action After” reports from the Board.
THE INDIVIDUAL EDUCATION PLAN (I.E.P.)

A GUIDE FOR PARENTS

What is an Individual Education Plan (I.E.P.)

An I.E.P. is a written plan as outlined in Regulation 18198 and the Ministry Policy document “Individual Education Plans Standards for Development, Program Planning and Implementation.”

It is a working document which must be developed for a student who has been IPRCd; which may be developed for a student who has not been formally identified as exceptional, but who needs special education programs/services.

The I.E.P. is a daily lesson plan itemizing every detail of the child’s education. The I.E.P. is an essential requirement for the ISA process.

Parents are to receive a copy of the I.E.P. prepared on behalf of the child.

What is the purpose of the Individual Education Plan (I.E.P.)?

The I.E.P. is a working document which must:

- Identify the specific learning expectations that are modified from or alternatives to the expectations given in the Ministry Curriculum documents for specific grade levels or subject courses.
- Reflect the school board’s and principal’s commitment to provide an outline for special education programs and services that will be received by your child, within the resources available to the board, to address the strengths and needs of your child.
- Include a statement about the methods by which programs will be reviewed and thus provides a framework for communicating information to you, the parent and the child.
- Identify any accommodations and/or modifications to assist your child in achieving his/her learning expectations.
- For students 14 years and older (except those identified solely on basis of giftedness), a plan for transition to appropriate post secondary school activities, such as further education & community living.

What time lines are associated with the Individual Education Plan (I.E.P.)?

The I.E.P. must be completed within 30 school days after your child is placed in a program.

The I.E.P. is updated periodically to record any changes as a result of continuous assessment & evaluation of achievement.

The I.E.P. summarizes the following:

- student’s strengths and needs
- medical/health information
- assessment data
- student’s current level of achievement in each program area
- goals and specific expectations for the student
- program modifications (changes required to grade level expectations in the Ontario Curriculum, for example, expectations from a different grade level or alternate expectations which focus on life skills, social interaction)
- accommodations (supports, services that will help your child access the curriculum and demonstrate learning, for example, additional time to complete assignments & tests, a scribe for portions of the literacy or EQAO tests, specific Ministry approved software programs)
- special education services provided to the student
- assessment strategies for reviewing the student’s achievements and progress
- regular updates showing data, results and recommendations
- a Transition Plan (over the age of 14).

How does an I.E.P. work?

An I.E.P. is a written document which outlines the special education programs and services, within the resources of the board, which your child will receive. There are five phases in the development of an I.E.P.:

1. Gather information (assessment, teacher observation, previous medical reports, information from parents)
2. Identify the programs/services/resources (as per the IPRC)
3. Develop the plan (teachers, principals in consultation with parent)
4. Carry out the planned activities (teacher, support staff)
5. Review and update the I.E.P. based on continuous assessment & evaluation.

Your role as parent

Parents play a significant role in the I.E.P. process. It is important to understand and participate in the process. You will receive a copy of your child’s I.E.P. within 30 school days of your child receiving a program, so that you will be aware and able to support the planned activities.

You can share available information about your child’s approach to school and the learning environment. By providing the teacher with information about the following, he/she will have a more complete picture of your child:

- likes, dislikes and interests
- interest in extra-curricular activities
- talents
- family relationships and dynamics (including extended family, pets)
- peer relationships and dynamics
- family routines and schedules.

DEVELOPING THE INDIVIDUAL EDUCATION PLAN (I.E.P.)

How can I contribute to planning goals for my child?

Beginning with your child’s strengths and needs is an important first step. You can help by:

- including your child in the discussions
- letting the teacher know what you hope your child will accomplish this year.

CARRYING OUT THE I.E.P.

There are many things you can do at home in partnership with the school to help your child reach his/her goals for the year.

1. Talk to the teacher often about what she/he is trying to accomplish during the school day (the I.E.P. should be reviewed each term).
2. Do what your teacher asks to support your child’s learning goals.
3. Take every opportunity to communicate with your child’s teacher.
4. Provide additional insights and resources to the school, where possible.
5. Share significant personal/family events when relevant to your child’s learning.
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TRUSTEES 2003

Wards

1. Mark Stefanini
2. Rose Andrachuk
3. Joseph Carnevale, Chair
4. Oliver Carroll
5. Joshua Colle
6. Christine Nunziata, Honorary Treasurer
7. Michael Del Grande
8. Mary Ann Robillard, Vice-Chair
9. Catherine LeBlanc-Miller
10. Barbara Poplawski
11. Angela Kennedy
12. Paul John Crawford
   Milo Silva, Student Trustee
INTRODUCTION

SPECIAL EDUCATION ADVISORY COMMITTEES (SEAC)

This Manual is intended for use by SEAC members and Board members both as part of orientation for new members and as a reference tool for both new and experienced members. It is suggested that the manual be reviewed from time to time by SEAC and staff to ensure that the information is always up to date.

The Manual contains general information about SEAC as well as material and content specific to the Toronto Catholic School Board.

What is SEAC?

Special Education Advisory Committees were created by the amendments to the Education Act which mandated special education programs and services for exceptional students. These amendments were phased in from 1982 to 1985 so SEACs have been around for a number of years.

What does SEAC do?

SEACs may make recommendations to the school board on “any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.” School boards shall provide their SEACs an opportunity to be heard before making a decision on its recommendation.

All boards must review their special education plan annually. The submission to Ministry is every second year as per Regulation 306. The Regulation on SEACs provides that boards involve their SEACs in the annual review of the plan and in the budget process so far as it relates to special education. These two functions are perhaps the most important in SEACs advisory role and are the ones which must be performed on a regular basis.

Besides these, SEACs will advise the Board on proposals prepared by staff or on matters raised on their own initiative or from information or concerns from the community.
Who sits on SEAC?

The composition of SEAC is:

- three trustees
- representatives nominated by local parent associations to a maximum of twelve
- other community representatives

Local associations may also nominate an alternate to attend and vote at meetings when their representative cannot attend.

SEAC representatives must have the same qualifications as trustees and hold office for the term of the board.

So far as possible the SEAC should have representation covering the spectrum of the categories of exceptionality. However all SEAC representatives should represent the interests of all exceptional students, not just one category.

Also Included in this Manual:

Included are the Education Act and Regulation, board by-laws and policies all as they relate to SEAC. These are mandatory and must be followed by all concerned.

School boards are very different as are the SEACs which advise them. The “Best Practices” contained on page 12 are not compulsory but have been adopted by the Board, SEAC and staff as being the best ways of ensuring that SEAC at this Board performs its advisory role as effectively and in as timely a manner as possible. When used with good will on all sides these practices should ensure that Board and SEAC do the best we can to serve the interests of all exceptional students.

There is a note on page 13 about the conduct of SEAC meetings and how to get things on the agenda.

Finally, there are references containing more information about SEACs and special education in general, a list of local associations eligible for membership on our SEAC and a list of related committees and organizations.
57. 1 (1) **Special Education Advisory Committees** - Every district school board shall establish a special education advisory committee.

(2) **Same.** - The Lieutenant Governor in Council may make regulations requiring school authorities to establish special education advisory committees.

(3) **Same.** - The Lieutenant Governor in Council may make regulations governing.
   (a) the establishment and composition of special education advisory committees;
   (b) practices and procedures relating to special education advisory committees;
   (c) the powers and duties of special education advisory committees;
   (d) the duties of district school boards or school authorities in relation to special education advisory committees.

(4) **General or particular.** - A regulation under subsection (3) may be general or particular and may be made to apply to any class of board and for the purpose a class may be defined with respect to any attribute and may be defined to consist of or to exclude any specified member of the class, whether or not with the same attributes.
REGULATION UNDER THE EDUCATION ACT

Regulation 464/97 - Special Education Advisory Committees
O. Reg. 464/97

1. In this Regulation:
   “local association” means an association or organization of parents that operates locally within the area of jurisdiction of a board and that is affiliated with an association or organization that is not an association or organization of professional educators but that is incorporated and operates throughout Ontario to further the interests and well-being of one or more groups of exceptional children or adults.

2. (1) Every district school board shall establish a special education advisory committee that shall consist of:

   (a) subject to subsections (2) and (3), one representative from each of the local associations that operates locally within the area of jurisdiction of the board, as nominated by the local association and appointed by the board;

   (b) one alternate for each representative appointed under clause (a), as nominated by the local association and appointed by the board;

   (c) such number of members from among the board’s own members as is determined under subsection (4), as appointed by the board;

   (d) where the number of members appointed under clause (c) is less than three, one alternate, as appointed by the board from among its own members, for each member appointed under clause (c);

   (e) one or two persons to represent the interests of Indian pupils, as provided by section 4; and

   (f) one or more additional members appointed under subsection (5).

   (2) The board shall not appoint more than 12 representatives under clause (1)(a).

   (3) Where there are more than 12 local associations within the area of jurisdiction of the board, the board shall select the 12 local associations that shall be represented.
(4) The number to be appointed by the board under clause (1)(c) shall be the lesser of,
(a) three; and
(b) 25 per cent of the total number of members of the board, rounded down to the nearest whole number.

(5) For the purposes of clause (1)(f), the board may appoint one or more additional members who are neither representatives of a local association nor members of the board or another committee of the board.

3. (1) Every school authority, other than a board established under section 68 of the Act, shall establish a special education advisory committee that shall consist of,
(a) two representatives from the local associations that operate locally within the area of jurisdiction of the board, as nominated by the local associations and appointed by the board;
(b) one alternate for each representative appointed under clause (a), as nominated by the local associations and appointed by the board;
(c) one member from among the board’s own members, as appointed by the board;
(d) one alternate, as appointed by the board from among its own members, for the member appointed under clause (c); and
(e) one or two persons to represent the interests of Indian pupils, as provided section 4.

(2) Where no local association or associations have been established, instead of the members and alternates required by clauses (1)(a) and (b), the board shall appoint two members and two alternates who are not members of the board.

4. (1) Where a board has one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.
(2) Where a board has more than one member appointed in accordance with a regulation made under section 188 of the Act, the special education advisory committee shall include two persons appointed to represent the interests of Indian pupils.
(3) One alternate shall be appointed for each person appointed in accordance with subsection (1) or (2).
(4) The representatives and alternates shall be nominated by the councils of the bands with which the board has entered into agreements under section 188 of the Act.
(5) The board shall appoint the persons nominated under subsection (4).
5. (1) A person is not qualified to be nominated or appointed under section 2 or 3 to a special education advisory committee of a board unless the person is qualified to vote for members of that board and is resident in its area of jurisdiction.

(2) Subsection (1) does not apply in respect of persons appointed under section 4.

(3) A person is not qualified to be nominated or appointed under section 2, 3 or 4 if the person is employed by the board.

6. Subject to section 7, each of the persons appointed to a special education advisory committee of a board shall hold office during the term of office of the members of the board and until a new board is organized.

7. (1) A member of a special education advisory committee vacates his or her seat if he or she,
(a) is convicted of an indictable offence;
(b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee; or
(c) ceases to hold the qualifications to be appointed to the committee.

(2) An alternate for a member of a special education advisory committee vacates his or her position if he or she,
(a) is convicted of an indictable offence;
(b) absents himself or herself without being authorized by resolution entered in the minutes from three consecutive regular meetings of the committee in respect of which the alternate received a notice under subsection 9(9); or
(c) ceases to hold the qualifications to be appointed as an alternate.

(3) Where a seat or position becomes vacant under this section, section 8 applies with respect to filling the vacancy.

(4) Despite subsection (3), where a member of the committee or an alternate for a member of a committee is convicted of an indictable offence, the vacancy or position shall not be filled until the time for taking any appeal that may be taken from the conviction has elapsed, or until the final determination of any appeal so taken, and in the event of the quashing of the conviction the seat or position shall be deemed not have been vacated.
8. (1) if a seat or position on a special education advisory committee becomes vacant, the board that appointed the person whose seat or position has become vacant shall appoint a qualified person to fill the vacancy for the remainder of the term of the person whose seat or position has become vacant.

(2) The nomination requirements of sections 2, 3 and 4 apply with respect to appointments under this section.

(3) Where a seat of a member of the committee is vacant and has not yet been filled, the alternate for the member, if there is an alternate, shall act in the member’s place for all purposes of this Regulation.

9. (1) A majority of the members of a special education advisory committee is a quorum, and a vote of a majority of the members present at a meeting is necessary to bind the committee.

(2) Every member present at a meeting, or his or her alternate when attending the meeting in his or her place, is entitled to one vote.

(3) The members of the committee shall, at their first meeting, elect one of their members as chair and one of their members as vice-chair.

(4) The vice-chair shall assist the chair and shall act for the chair at a meeting in his or her absence.

(5) The chair or, in the absence of the chair, the vice-chair, shall preside at meetings.

(6) If at any meeting the chair and vice-chair are not present, the members present may elect a chair for that meeting.

(7) The chair may vote with the other members of the committee and any motion on which there is an equality of votes is lost.

(8) The committee shall meet at least 10 times in each school year.

(9) Where a member for whom an alternate has been appointed cannot attend a meeting of the committee, the member shall so notify the alternate.

(10) Where an alternate receives a notice under subsection (9), he or she shall attend the meeting and act at the meeting in the member’s place.

10. (1) The board shall make available to its special education advisory committee the personnel and facilities that the board considers necessary for the proper functioning of the committee, including the personnel and facilities that the board considers necessary to permit the use of electronic means for the holding of meetings of the committee in accordance with the regulations made under section 208.1 of the Act.
(2) Within a reasonable time after a special education advisory committee is appointed, the board shall provide the members of the committee and their alternates with information and orientation respecting,
(a) the role of the committee and of the board in relation to special education; and
(b) Ministry and board policies relating to special education.

11. (1) A special education advisory committee of a board may make recommendations to the board in respect of any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board.

(2) Before making a decision on a recommendation of the committee, the board shall provide an opportunity for the committee to be heard before the board and before any other committee of the board to which the recommendation is referred.

12. (1) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board’s annual review, under Regulation 306 of the Revised Regulations of Ontario, 1990, of its special education plan.

(2) The board shall ensure that its special education advisory committee is provided with the opportunity to participate in the board’s annual budget process under section 231 of the Act, as that process relates to special education.

(3) The board shall ensure that its special education advisory committee is provided with the opportunity to review the financial statements of the board, prepared under section 252 of the Act, as those statements related to special education.

13. This Regulation comes into force on the day section 31 of the Education Quality Improvement Act, 1997 comes into force.
BY-LAW OF THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD

General Working By-Law 143 as Amended by By-law 144 Provisions of Interest to SEAC

Article 1, Section 1.1.13
This section identifies “Statutory Committees” as those required by law. SEAC is a Statutory Committee mandated by the Education Act and Ontario Regulation 464/97.

Article 1, Section 1.4
This section indicates that the by-law provisions related to “Standing Committees” shall also apply, with modifications as necessary, to Statutory Committees such as SEAC.

Article 1, Section 1.5
This section provides that an inadvertent error related to timely notification or delivery of agenda materials does not invalidate any action subsequently taken by your committee.

Article 4, Section 4.20
This section provides SEAC with the ability to establish its own operational procedures provided those procedures do not conflict with any specific requirement of the by-law and also provided that such procedures receive Board approval before implementation.

Article 9, Section 9.7
This section provides a mechanism for SEAC members to place a matter of interest to them on the agenda of a meeting. It allows a SEAC member to present a motion for consideration and debate. This format should be used by members, rather than a communication, if the hope of the member is to have SEAC act in some way.

Article 11, All Sections
This section provides time limits on debate for individual speakers as well as on a particular matter. In addition, it also gives guidance related to appropriate contact of members during debate.
SPECIAL EDUCATION ADVISORY COMMITTEE

Policy:

The TCDSB shall establish a Special Education Advisory Committee (SEAC) at the Inaugural Meeting of the Board during an election year. All appointments to SEAC will be guided by the TCDSB Mission Statement and its stated aims and objectives.

Regulations

1. Local Associations Membership

   a) Appointments shall be for a three year term.

   b) Appointments from local Associations shall not exceed 12 members representing these five broad categories: Behaviour, Communication, Intellectual, Physical and Multi-handicap.

   c) In September of each election year, prior to the three year term, organizations will be invited to nominate eligible representatives.

   d) All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the Board no later than October 31 of each election year.

   e) The names of all nominees and the associations they represent will be presented to the Human Resources, Program, and Religious Affairs Committee along with a recommendation of appointments.

   f) The appointment of members will be made at the Inaugural Meeting of the Board.

   g) In the event a member is unable to complete the full term, the association represented will be requested to nominate a replacement within 2 months.

   h) If requests for membership occur during the term of office, then a recommendation will be made to the Board through the appropriate committees.
i) Unless there are not enough nominated representatives to fill the twelve association positions, a local association may not be represented by more than one member.

j) The Board may appoint one or more additional members, as it deems appropriate.

   i. Such members may be representatives of local groups that serve exceptional persons, but do not conform to the definition of "local association" as outlined in the Education Act, Revised 1990, Subsection 206 (1).

   ii. Before appointment, an applicant shall be required to confirm in writing that he or she conforms to the criteria in the Education Act, Revised 1990, Subsection 206 (2 and 3). The applicant shall demonstrate to the satisfaction of the Board an interest and background in special education and/or one or more categories of exceptionality.

2) TCDSB Trustee Membership

   At its Inaugural Meeting, the Board will appoint three trustees who shall serve during the term of office of the members of the Board.

3) Members at Large

   Two members shall represent the French Language ratepayers of the Board.
Best Practices for the Board of Trustees and its Special Education Advisory Committee (SEAC) for ensuring proper and timely consultation.

1. Any matter relating to the establishment, development and delivery of special education programs and services for exceptional pupils which comes before the Board or a committee of the Board is referred to SEAC for a recommendation before a final decision is made by the Board. This includes anything which involves a change to the Board's special education plan or the allocation or reallocation of funds to or from the special education funding envelope.

2. The SEAC Chair or his delegate presents and speaks to the SEAC report at each Board meeting. There is a designated place on the Board agenda for the presentation of the report. Recommendations in the SEAC report are dealt with on their merits and not simply received for information.

3. Whenever possible meeting dates are arranged so that SEAC has the first opportunity to consider a matter relating to special education and so that SEAC’s recommendation may be placed on the agenda of the Human Resources, Program and Religious Affairs Committee as an information item before that committee makes its recommendation to the Board.

4. Where a matter arises upon which there is not time to seek the opinion of SEAC at its regular meeting before a decision must be made by the Board the following process may be followed:

   - A trustee or staff person calls the Chair or Vice-Chair of SEAC who then has the opportunity to call a special meeting or canvas members by telephone as he/she decides. The Chair or delegate may then attend the Board meeting to speak to the issue.

5. The Committee Secretary provides to the Chair or Vice-Chair of SEAC an excerpt from any Committee report dealing with a special education issue. To facilitate this the Chair and Vice-Chair are on the distribution list for “action after” by the Committee.

6. Two members of SEAC, preferably with backgrounds in different exceptionalities represent SEAC on the Committee which annually reviews the Special Education Plan and report back to SEAC on a regular basis. This has been found to be one of the best ways to ensure SEAC involvement in the annual review as required by the Regulation. Likewise one or two members of SEAC sit on committees performing any system review or review of the programs and services for a particular exceptionality.
7. The budget process, in so far as it relates to special education programs and services is presented to SEAC at the earliest possible time and in any case, in time for SEAC to have an opportunity to make recommendations.

8. The Best Practices are not compulsory but have been adopted by the Board, SEAC and staff as being the best ways of ensuring that SEAC at this Board performs its advisory role as effectively and in as timely a manner as possible. When used with good will on all sides these practices should ensure that Board and SEAC do the best we can to serve the interests of all exceptional students.
1. The form of SEAC agenda has been preset. The Agenda for each meeting is sent out to all members at least 96 hours before the meeting. The agenda is mutually prepared by staff in consultation with Chair of SEAC.

2. Delegations and presentations are usually heard near the beginning of the meeting.

3. Notices of Matter are brought before the Committee for action usually in the form of a recommendation to the School Board. When a member of SEAC wishes to bring a matter before the Committee for action a Notice of Motion setting out the proposed action and reasons should be sent to the Committee secretary in time for inclusion in the agenda. The Board By-laws provide for ninety-six hours notice of a motion. However with the consent of the committee matters may be dealt with even without the notice having been given. Members may also raise matters at the “Inquiries and Miscellaneous” section of the agenda but generally a motion cannot be made in this way.

4. Report of Officials come from staff and are specified to be for action or for information. In either case SEAC may make a recommendation to the School Board arising from the report.

5. There is also time for Reports from the Associations represented on SEAC and for a Report from the Trustees on matters discussed at the Board and in particular on resolutions recommended to the Board by SEAC.

6. Meetings are run by the Chair or, in his or her absence, by the Vice-Chair. The procedure at meetings is governed by the By-Laws of the Board and Robert’s Rules.
REFERENCES


Part A SEAC Policies

Ministry of Education
  - Policy/Program Memoranda
  - Special Education Monographs
  - Special Education Information Handbook 2002
  - Resource Manual for the Special Education Grant (ISA)
  - Special Education – A Guide for Educators
  - Individual Education Plans: Standards
  - Special Education Plans: Standards

Most of the above as well as other publications of interest can be obtained from the Ministry website at: www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html

  - Special Education Companion see: www.ocup.org

Toronto Catholic District School Board
  - Special Education Handbook
  - Parent Guide to Special Education
  - The Individual Education Plan (I.E.P.) – A Guide for Parents
  - Special Education Website at: www.tcdsb.org

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Members of SEAC

Provincial Associations who operate locally in Toronto and who are eligible for representation on SEAC:

- Association for Bright Children (ABC) *
- Autism Ontario *
- Down Syndrome Association *
- Easter Seal Society
- Integration Action Group of Ontario
- Learning Disabilities Association *
- Ontario Association for Community Living *
- Ontario Federation for Cerebral Palsy
- Spina Bifida and Hydrocephalus Association of Ontario
- Tourette Syndrome Association of Canada
- Voice for Hearing Impaired Children *

* currently have a representative on SEAC
COMMITTEES AND OTHER ORGANIZATIONS

MINISTRY OF EDUCATION

- Barry Finlay
  Acting Director
  Special Education Policy and Programs Branch
  Ministry of Education
  Mowat Block, 900 Bay Street
  Toronto, Ontario
  M7A 1L2

- District Office
  Paul Bertrand, Education Officer
  3300 Bloor Street West, Suite 1610
  Etobicoke, Ontario
  M8X QX3
  Tel: 416-325-4149

- Minister’s Advisory Council on Special Education (MACSE)
  Chair: John Wilhelm
  Tel: 416 222-8282 ext. 2599
  Secretary: Alain Boux
  Tel: 416- 314-8468
  Email: Alain.Boux@ontario.ca

- Provincial Parent Association Advisory Committee on Special Education
  Advisory Committees (PAAC on SEAC)
  Co-Chairs: Marilyn Dolmage
  Email: inclusion@sympatico.ca
  Alison Morse
  Email: abmorse@kwic.com
Association for Bright Children of Ontario
The association provides information to parents about the social, emotional and intellectual needs of bright and gifted students.
Representative: Rosanna Del Grosso

The Metro Chapter of Autism Society Ontario
The Autism Society of Ontario was founded in 1973; the corporation was created by parents and professionals. Our mission is to work and advocate together on behalf of all people with Autism and Pervasive Development Disorders achieve the highest quality of life as productive members of society.
Representative: Ara Zoviguian

Down Syndrome Association of Toronto
The organization was created by parents to promote a positive and accurate image, and to dispel myths about Down Syndrome, a genetic disorder which usually causes delays in physical and intellectual development. The association pursues equality of opportunity and attempts to ensure appropriate services for all persons with Down Syndrome.
Representative: Ashleigh Molloy

Learning Disabilities Association of Toronto
The Learning Disabilities Association of Ontario (LDAO) is a non-profit volunteer led organization dedicated to the advancement of educational, training and employment opportunities for persons with learning disabilities. LDAO acts as a catalyst and a resource for the development of appropriate community services for the population who have learning disabilities.

Primary mandate of LDAO is to support and advocate for people with learning disabilities, whether identified or suspected, throughout Ontario in order to work towards achieving its mission statement.
Representative: Marilyn Taylor

Community Living Toronto (CLT)
Community Living Toronto (CLT) is a charitable organization that provides support to children and adults with developmental disabilities. CLT offers a variety of programs for children including respite care, early childhood education, communication consultation, behaviour management and support groups for parents and for siblings. As well, CLT has initiated many projects to enhance integration of children with development disabilities into their neighbourhood schools like Volunteers-In-Classrooms and the Education Committee.
Representative: Judith Andrenacci
VOICE For Hearing Impaired Children
VOICE works to ensure that hearing impaired children have the right to develop their ability to listen and speak and have access to the support and services which will enable to do so. VOICE provides parent support, auditory-verbal therapy, educational programs, information resources and advocacy.

Representative: John Lentz

Community Representative
Regulation 464/97 provides for the board appointing one or more additional members to SEAC who are neither representatives of a local association nor members of the board or another committee of the board.

Representative: Don Cameron (Chair of SEAC)
Dario Imbrogno
Virginia Pearce

Trustee Members of SEAC

Paul Crawford
Angela Kennedy (Vice Chair of SEAC)
Ann Andrachuk
SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBERSHIP 2010-2014

SEAC WEBSITE
The 2000/2001 school year has seen the development of TCDSB’s SEAC website: www.tcdsb.org
Updated information is provided on the:

- minutes of meetings
- communications regarding upcoming conferences and
- parent guide to special education workshops that pertain to exceptional students
- meeting agendas in advance

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Affiliation</th>
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<tbody>
<tr>
<td>Rosanna Del Grosso</td>
<td><a href="mailto:delgrosso@sympatico.ca">delgrosso@sympatico.ca</a></td>
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<tr>
<td>Ashleigh Molloy</td>
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<td>Down Syndrome Association</td>
</tr>
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<td>Community Representative</td>
</tr>
<tr>
<td>Marilyn Taylor</td>
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<td>The Learning Disabilities Association of Toronto</td>
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<tr>
<td>Ara Zoviguijan</td>
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<tr>
<td>Raul Vomisescu</td>
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<td>Community Living Toronto</td>
</tr>
<tr>
<td>Trustee Frank D’Amico</td>
<td>416 512 33406</td>
<td></td>
</tr>
<tr>
<td>Trustee Tobias Enverga</td>
<td>416 512 3408</td>
<td></td>
</tr>
<tr>
<td>Trustee Angela Kennedy</td>
<td>416-512-3411, 416-209-6550</td>
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Frank Piddisi, Superintendent of Education, Special Services   Bus: (416) 222-8282 ext. 2486
Fax: (416) 512-3442; Email: frank.piddisi@tcdsb.org
Lalita Fernandes, Recording Secretary, Email: lalita.fernandes@tcdsb.org
August 2011
A G E N D A

THE REGULAR MEETING OF THE

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, January 20, 2010

7:00 p.m.

1. Memorials and Prayer.

2. Roll Call and Apologies.

3. Approval of the Agenda.

4. Declarations of Interest.


6. Delegations:

7. Presentations:
8. **Unfinished Business:**

9. **Notices of Matter and Trustee Matters:** (for which ninety-six hours notice has been given)

10. **Communications:**
    a) Article from the Catholic Register on Special Education Funding. p.5-p.6
    b) Flyer from the Psychology Department on “February is Psychology Month”. p.7-p.8

11. **Matters Referred/Deferred to the Committee by the Board and Other Committees.**
    a) Report regarding Nomination to Special Education Advisory Committee (SEAC) – Cindy Beman (Deferred by the Committee at its meeting held December 3, 2009). p.9-p.18

        That Cindy Beman be appointed as the Montage Support Services representative to the Toronto Catholic District School Board’s Special Education Advisory Committee effective December 2009.

12. **Reports of Officials and Special and Permanent Committees Requiring Action.**
13. Reports of Officials and Special and Permanent Committees for Information:

   a) Report regarding Request from Association for Bright Children on Gifted Screening. p.19-p.21

   b) Report regarding Current Referrals and Assessment Backlog. p.22-p.32

   c) Verbal Update by Superintendent of Special Services regarding Learning for All – K-12 (handouts to be distributed).

   d) Verbal Report on the Special Education Plan Steering Committee.


14. Inquiries and Miscellaneous:

15. Association Reports:

16. Update from Trustees on resolutions recommended to the Board by the Committee:

17. Update of Pending List

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18. Adjournment.
COORDINATION WITH OTHER MINISTRIES

This section contains information about coordination with other ministries. This includes transition planning for children entering school from preschool programs as well as coordination regarding services for students with special education needs.

1. **Entry To School Planning:**

The following chart summarizes procedures for students entering TCDSB from preschool programs.

**TRANSITION/INTAKE PROCESS FOR TCDSB STUDENTS**

**January prior to school entry:**

- Family registers their child in the home school, indicating that their child has special needs and providing any relevant reports

**Spring prior to School entry:**

- Home School Principal contacts the Special Education Coordinator for their area, or for specialty services/teams (Physical, Vision, Deaf and Hard of Hearing, Autism) and completes intake consent forms to initiate staff involvement
  - An intake visit is carried out by a member of the interdisciplinary team to the preschool setting or home, to identify programming needs and supports required
  - Interdisciplinary staff review existing reports/documentation and then discusses program and placement options with parents and Special Education Coordinator
  - An IPRC is held, and placement is determined for the following school year

**School entry:**

- Special Education programs and services are put in place, with parental input and consent.
2. **Transition From Preschool Programs:**

The following are procedures for students who have received specialized preschool services and programs:

- **Deaf and Hard of Hearing Programs:** TCDSB has itinerant teachers with specific responsibilities for intake of students from preschool programs as well as provincial schools. In addition, a member of the interdisciplinary team along with the teacher of the deaf and hard of hearing working with the student, investigates alternative programs and supports students in their transition. Coordination with the Infant Hearing Program is maintained on an ongoing basis.

- **Speech and Language Programs:** Ongoing communication takes place with Toronto Preschool Speech and Language Services regarding coordination of services, including transition to school. A transition to school brochure has been developed for parents. A transition to school agreement has been developed between local school boards and Preschool Speech and Language Services. Services are also coordinated with other community agencies providing speech and language services and programs. Transition strategies include exchange of reports, telephone conversations and case conferences, when needed.

- **Intensive Early Intervention Programs for Children with Autism:** A transition protocol has been developed with Toronto Preschool Autism Service. Ongoing communication takes place between Transition Coordinators for this program and TCDSB staff. Regular meetings take place between the Toronto Preschool Autism Program and TCDSB staff. TCDSB Autism Team staff have also developed a protocol for entry to school planning for students with Autism/PDD.

3. **Coordination with Other Ministries regarding New Initiatives**

**Autism Initiatives:**

TCDSB works in collaboration with Surrey Place Centre’s School Support program to support students with ASD transitioning from elementary to secondary school. In the spring of 2009, TCDSB was selected as one of sixteen school boards to participate in a ministry demonstration project. The collaborative demonstration project has a focus on ensuring a smooth transition to full time school for students being discharged from the Ministry of Children and Youth Services intensive behaviour intervention (IBI) services. TCDSB is working in collaboration with the Toronto Partnership Autism Service (TPAS) on this initiative.
**Mental Health Planning:** In the Toronto Catholic District School Board, the mental health of students is supported through the efforts of educational staff such as classroom teachers, social workers, psychology staff, guidance staff, child and youth workers and chaplaincy. In addition, TCDSB still will facilitate referrals to community resources such as children’s mental health agencies or hospitals to provide more specific mental health support such as family counseling or psychiatric intervention. Also, TCDSB supports in-school partnerships that are consistent with its vision and mission as found on the TCDSB website, existing policies and procedures and Catholic gospel values. The intent of these partnerships is to enhance or expand opportunities for student success by collaborating with agencies, professionals and paraprofessionals who share values, objectives, resources and responsibilities to achieve desired learning outcomes. In response to PPM 149, the Toronto Catholic District School Board has developed a procedure for establishing and reviewing mental health partnerships.

**Best Start:** Best Start is a comprehensive strategy about supporting children so that they can learn and grow, be successful in school and ultimately be successful in the workforce and society. It is a partnership among ministries and among different levels of government (provincial, federal and municipal) to provide the services and supports to help children succeed; it is also a partnership with parents that recognizes the key role parents play in preparing their children for school. It is responding to the clear message from communities that Ontario needs more integrated accessible services for young children and families.

4. **Section 23 Programs – Re-Admission Process**

In order to facilitate the re-entry/transition process back to the Toronto Catholic District School Board, the following re-admission process will be followed.

1. Principal on assignment for Section 23 Programs will arrange update meetings with regard to the students who have received the necessary amount of intervention in November and February of each school year.

2. In order to locate the best program for Section 23 students, the agency will inform the Section 23 principal immediately after a determination is made that the student will be demitted. The Section 23 teacher will forward the TCDSB Section 20 Demission Form and a package of information regarding the student to the Section 23 principal.

3. The Section 23 principal will contact the appropriate contact to facilitate the reintegration of the student within the TCDSB. This would be a member of the Behavioural team, JTM or Program Coordinator.
4. An observation/case conference will be set up while the student is in the therapeutic setting to facilitate the re-entry.

5. After this case conference has occurred the lead person will contact the appropriate Program Coordinator, Behavioural team member or Section 23 liaison staff who will explore the options of regular class, special education class or behavioural class. If another Section 23 day treatment program or residential setting is recommended, the agency will keep the lead person informed and seek assistance from the lead person as required.

6. A timeline for reintegration will be established and communicated back to the agency by the Section 23 principal.

7. A transition plan including support from the agency for a week or two will be requested. Possible placements include home school, regional classes or a “fresh start” in a new school.

8. The principal of the receiving school will be involved in the transition and will be invited to attend the IPRC and/or case conference.
TO: SPECIAL EDUCATION ADVISORY COMMITTEE
MAY 20TH, 2009

SUPERVISION TEAM (THE BOARD)
MAY 27TH, 2009

FROM: DIRECTOR OF EDUCATION

SUBJECT: CHANGES IN SPECIAL EDUCATION ASSESSMENT SERVICES

Origin: Future directions in special education.

Executive Summary

| This report focuses on identification and assessments that involve the formal measurement of intellectual functioning by Assessment and Programming Teachers and Psychologists to address Learning Disability (LD), Mild Intellectual Disability (MID) and the Gifted. Although tests of intelligence are psychometric instruments that are typically restricted for use by appropriately qualified psychology practitioners, the TCDSB has traditionally trained specialist teachers to administer the Wechsler Intelligence Scale for Children – WISC. Due to professional regulations, legal opinion and proposed changes in special education services, several concerns arise. It is recommended that as of September 2009 only psychology staff administer the WISC; that a diagnosis of LD be required for LD identification and that educational assessments other than the WISC be implemented to screen for LD, MID and Gifted. |

Comment(s):

1. Background
This report focuses on the formal measurement of intellectual functioning and the educational use of the attendant data by Assessment and Programming Teachers and Psychologists to program for the learning needs of students who have or may have a Learning Disability (LD), a Mild Intellectual Disability (MID) and/or are Gifted.

2. Assessments by Assessment and Programming Teachers (APT) and Psychologists which address Learning Disability (LD), Mild Intellectual Disability (MID) and Gifted

Assessments that address the needs of students who may have or have a Learning Disability, a Mild Intellectual Disability and/or may or may not be Gifted involve the formal measurement of intellectual functioning through administering a standardized test of intelligence.
The TCDSB uses trained specialist teachers to administer the Wechsler Intelligence Scale for Children (WISC) for this purpose although such tests are psychometric instruments that are typically restricted for use by appropriately qualified psychology practitioners.

Currently the TCDSB is the only school board in Ontario that regularly delegates the administration of a test of intelligence to non-psychology professionals.

### 2.1. Learning Disability - Diagnosis

In Ontario, the term Learning Disability is used as follows:

- “a psychological diagnosis under the Psychology Act of a neuropsychological disorder for the purpose of differential diagnosis and appropriate treatment; or
- an Exceptionality Category under the Education Act for the purpose of determining eligibility for Special Education programming”

The psychological diagnosis of a Learning Disability requires the practitioner to identify the cause of the specific learning disability and the attending set of symptoms exhibited by the individual.

Members of the College of Psychologists and of the College of Physicians and Surgeons are authorized to diagnose learning disabilities. These practitioners diagnose LD based on the LDAO definition of learning disabilities:

"'Learning Disabilities’ refers to a variety of disorders that affect the acquisition, retention, understanding, organization or use of verbal and/or non-verbal information. These disorders result from impairments in one or more psychological processes related to learning in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities. Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills: oral language (e.g., listening, speaking, understanding); reading (e.g., decoding, comprehension); written language (e.g., spelling, written expression); mathematics (e.g., computation, problem solving). Learning disabilities may also cause difficulties with organizational skills, social perception and social interaction.”

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2 College of Psychologists of Ontario: The Bulletin (Volume 24, #2, p.5)
3 www.ldao.ca
2.2. Learning Disability – Identification

The criteria used by the Ministry of Education for the Learning Disability exceptionality are as follows:

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

- is not primarily the result of impairment of vision/hearing, physical disability, developmental disability, primary emotional disturbance or cultural difference
- results in significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of; receptive language (listening, reading); language processing (thinking, conceptualizing, integrating,); expressive language (talking, spelling, writing); mathematical computation
- may be associated with one or more conditions diagnosed as: perceptual handicap; brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

The IPRC may choose to identify students with a Learning Disability using the Ministry of Education’s criteria without the benefit of a diagnosis.

3. Concerns with respect to the administration of the WISC by Assessment and Programming Teachers

Significant legal and professional concerns have arisen with respect to the current TCDSB practice permitting Assessment and Programming Teachers to administer the WISC.

3.1. Legal:

Test publishers have established policies regarding the required qualifications for the purchase and use of their different tests. Based on professional and ethical standards\(^4\), tests of intelligence can only be purchased by test users with appropriate qualifications. The current publisher of the Wechsler Intelligence Scale for Children – Fourth Edition (WISC-IV), Pearson specifies this instrument as one of their “C-level” tests, requiring the following qualifications for purchasing/using this test: a doctorate in psychology, or certification by a provincial College of Psychology, or membership in a provincial or national psychological association.\(^5\)

\(^4\)Canadian Psychological Association Code of Ethics; Guidelines for Educational and Psychological Testing, Canadian Psychological Association

\(^5\)“C-level tests require verification of a doctorate in psychology, education or a related field or licensure. If you have certification by a provincial College of Psychology or are a member of a provincial or national organization such as the Canadian Psychological Association, the Canadian Register of Health Service Providers in Psychology, the Canadian Association of School Psychologists, or other North American organizations such as the American Psychological Association, the American Speech-Language-Hearing Association or the national Board of certification in Occupational Therapy, you may be able to purchase C-level products based on your training and expertise
This potentially presents legal liability to the Board (See - Appendix 1), and legal and professional liability to psychology staff (who are governed by regulations and a regulatory body different from that of the teachers)⁶.

### 3.2 Professional Regulations:

Provincial legislation (the Regulated Health Professions Act, 1991; the Health Professions Procedural Code - Ontario Regulation 801/93, the Personal Health Information Protection Act, 2004) and the regulations by the College of Psychologists govern the practice of Psychology. The College requires its members to adhere to these established professional and ethical standards and governs the supervision and registration (licensing) of its members to ensure the quality of their practice.

### 4.0 Concerns with respect to the Identification of students with a Learning Disability without a diagnosis:

There are several undesirable consequences related to this current practice:

- Postsecondary institutions require a diagnosis of LD for students to be eligible for support (non-diagnosed students would require a psychology re-assessment before graduating);
- the difference between the identification and the diagnosis of LD is confusing for students and parents: e.g., the assumption is that being identified means having the LD diagnosis) when in fact they do not meet diagnostic criteria;
- the heterogeneous nature of the identified LD group makes it difficult to program effectively in the various placements;
- teaching students LD-related self-awareness and self-advocacy skills may be inappropriate if they in fact do not have LD but are identified.

### 5.0 Other School Boards in Ontario

There are many school boards in the province that require a diagnosis of LD as a requirement for an identification as part of the IPRC process - including a majority of the school boards in the GTA.

### 6.0 Reducing the Assessment Backlog in Psychology

The use of educational criteria to pre-screen LD referrals for diagnostic assessment will reduce the number of requests for formal assessments including the WISC.

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⁶ Regulated Health Professions Act, 1991; Health Professions Procedural Code, 1993, see Appendix; College of Psychologists of Ontario
The use of educational assessments other than the WISC will reduce referrals to the psychology department.

Funding for an additional six to eight psychology staff resulting from the current Provincial Discussion Table (PDT) is built into the current budget proposal. This increase in the number of psychologists will more than offset any increase in the number of referrals to the psychology department to administer the WISC from Assessment and Programming Teachers who will no longer administer it.

**Recommendations:**

1. That the diagnosis of LD (established through a psychological or medical assessment) be required for an LD identification arising from an IPRC effective September 2009.

2. That the referrals for an LD diagnosis (and MID identification) are pre-screened using educational assessments administered by Assessment and programming Teachers.

3. That the WISC be administered only by psychology staff effective September 2009.

4. That educational assessments other than the WISC be administered by Assessment and Programming Teachers to screen students for Gifted placements.

F. Piddisi  
Superintendent of Education, Special Services

A. Gauthier  
Associate Director of Academic Services

S. Pessione  
Associate Director of Business Services,  
Chief Financial Officer and Treasurer

Angelo Sangiorgio  
Associate Director of Planning and Facilities

Ann Perron  
Director of Education
Dr. Kokai I am responding to your request to advise you with respect to the qualifications required by a person administering a test purchased from Pearson Canada Assessment Inc (hereinafter “Pearson”) to a TCDSB student.

Pearson requires that when the Board is administering any Pearson supplied test to a student, the test giver must have successfully completed a minimum of two university courses in tests and measurement. If the test being administered is designated by Pearson as a “C-level” test, the person administering that test must, in addition to the university course requirement, have had supervised experience in test administration and interpretation. Pearson makes it a condition of the Board’s purchase contract that Pearson will not sell C-level tests to the Board if the person administering the test does not have the supervised test administration and interpretation experience described above.

Lastly as a condition of selling any test to the Board, Pearson further requires, in addition to the requirements above, that the test administrator must agree to abide by the principles that apply to appropriate test use as set forth in the Standards for Educational and Psychological Testing and must either be a member of a professional association or be employed by a firm that has adopted a code of conduct similar to the ethical code of conduct approved by the Canadian Psychological Association. Specifically, Pearson requires that C-level test administrators possess a doctorate in psychology, education or a related field. Pearson will consider on a case by case basis granting permission to administer C-level tests to those individuals who: have certification by a provincial College of Psychology; a member of the Canadian Psychological Association, Canadian Register of Health Service Providers in Psychology, Canadian Association of School Psychologists or other North American organizations such as the the American Psychological Association, the American Speech-Language-Hearing Association or the National Board for Certification in Occupational Therapy.

In summary, as a matter of contract law, the Board would be breaching its agreement with Pearson if the Board allowed a test purchased from Pearson to be administered by individuals who do not meet the criteria for the test being administered as described above.

My opinion relates solely to the legal issue raised, you are in a better position than I am to determine which Board staff meet the contractual criteria described above.

If you require my further assistance, please don’t hesitate to ask.

Paul Matthews
Legal Counsel
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, Ontario
M2N6E8
Tel: 416-222-8282 ext:2274
Fax: 416-229-5384
E-mail: paul.matthews@tcdsb.org
TO: EDUCATION COUNCIL
JANUARY 18th, 2010

FROM: SPECIAL SERVICES AND EDUCATIONAL RESEARCH

SUBJECT: EMPOWER™ READING WITHIN TCDSB: 2008 - 09 RESEARCH UPDATE

Origin: Learning Disabilities Program Review Committee

Executive Summary:

Empower™ Reading is an evidence-based reading intervention which has been developed by the Learning Disabilities Research Program at the Hospital for Sick Children, and is based on 25 years of research in Canada and the United States. The commercial version is intended for students in Grades 2-5 who have demonstrated significant difficulties in reading. Initial results from students participating in Empower™ Reading at TCDSB during 2008-2009 are presented in this report.

Comments:

1. Services for students identified with a Learning Disability (LD) are under the auspices of Special Services at the Toronto Catholic District School Board. The overall intent of programming offered through Special Services is to allow students identified with an LD to be successful in school. There are currently 5,388 students (February 25, 2009 Board Report) identified with a Learning Disability at the TCDSB.

2. Over the past 25 years, TCDSB and the Learning Disabilities Research Program (LDRP) at the Hospital for Sick Children (SickKids) have been involved in a research-based partnership to understand core learning problems for students who have demonstrated significant difficulties in reading. The research-based reading interventions, PHAST (elementary) and PHAST PACES (secondary), were developed through this work. More recently, the commercial version of PHAST (remedial instruction integrating phonological and strategy-based reading instruction), entitled Empower™ Reading, has been implemented within TCDSB as well as in other school boards. This report provides preliminary results related to the TCDSB implementation of Empower™ Reading. Further information regarding the LDRP reading interventions can be found on the HSC Research site: http://www.sickkids.ca/LDRP/Empower-Reading/index.html or http://www.sickkids.ca/LDRP/index.html

3. Empower™ Reading was introduced to TCDSB in its commercial version in 2006/07. There were 10 schools in the initial year; 10 new schools were added in 2007/08, with further implementation in 2008/09. There are currently 42 schools offering Empower™ Reading (2009/10).

4. Data gathering was conducted in 2008/09 by Educational Research staff in conjunction with the Psychology department to track the growth of students who received Empower™ Reading. Students from 24 schools were included in the research; student outcomes were measured at the beginning of the school year, and again in June. The battery of assessments included teacher-administered classroom measures and one researcher-administered norm-referenced assessment.
5. The teacher-administered measures included Running Records (for most Primary students and some Junior students) and some experimental decoding and word recognition tests that are part of the SickKids (HSC) measures package. Additionally, a norm-referenced test (Woodcock Reading Mastery Test–Revised; WRMT-R), was administered by researchers to a randomly selected sample of students from 15 schools (2008/09).

- Running Records were administered several times during the school year by classroom teachers. Student instructional levels (A to T) were recorded at the beginning and the end of the school year.
- HSC experimental measures included two letter decoding measures (letter-sound recognition and sound-combination), keywords (sight words introduced during the intervention), test of transfer (word recognition of words similar to those introduced in the intervention) and challenge words (word recognition that students decode based on strategies learned in the intervention).
- WRMT-R subtests administered were: Word Identification (sight word recognition), Word Attack (pseudoword recognition), and Passage Comprehension (cloze task).

6. Pre- and post-test teacher-administered measures were available for the majority of students included in the research (approximately 60); norm-referenced data were gathered from a sample of 44 students.

7. Results of the research in 2008/09 on Empower™ Reading indicate that students made significant gains on all HSC measures. Results reported below focus on Grades 3 and 4, given the larger sample size (n = 38) for these grades.

- The mean percentage of correct response on letter sounds was 97% by the end of the intervention; an increase of 16-21% from the pre-test.
- Students also showed significant gains (a 33% increase in correct responses between the pre- and post-test) for sound combinations.
- Correct responses for the keyword test ranged between 92%-95% at post-test (an increase of 60% from the pre-test for Grade 3 students)
- Students answered approximately 80% of transfer words correctly at the end of the intervention (an increase of 50-55% from the pre-test)
- Students answered 78% of challenge words correctly at the end of the intervention; an increase of over 50% from the pre-test.

Running Records collected for students in Empower™ Reading in 2008/09 indicate substantial gains over the period of a school year. On the norm-referenced WRMT, students gained on average 4-5 standard scores on the Word Identification subtest, and an average gain of 6-7 standard scores on the Word Attack subtest between the fall and spring. Although Empower™ Reading is not designed to specifically target comprehension, there was an average 3-4 standard score gain on the Passage Comprehension subtest.

8. Based on the 2008/09 data gathering, consideration needs to be given to:

- monitoring of the implementation (i.e., gains were not as high for schools which did not complete the intervention within one school year)
- ongoing support to ensure sustainability
- the grade(s) of implementation (e.g., gains were greatest for those in the younger grades)
- consistency of data collection (Running Records and HSC measures should be completed for all students in Empower™ Reading)
- student selection criteria (e.g., standardized criteria to ensure that Empower™ Reading is offered to those who have demonstrated significant reading difficulties and have been assessed and/or are in the process of being assessed/identified as needing special education support)
the relationship between student outcomes and linkages to the standard literacy curriculum
- scheduling of Empower™ Reading (e.g., are students included during regular class instruction for literacy)

9. In 2009/10, Empower™ Reading was expanded to include 21 additional schools; presently there are 42 schools offering Empower™ Reading across the system, with representation in most Areas. Attached is an Appendix which lists all TCDSB schools currently offering Empower™ Reading. Information regarding student participation in 2009/10 (e.g., Grades and number of students) will be reported with the results from 2009/10 assessments.

10. Research to inform planning continues to be integral to the implementation of Empower™ Reading within the TCDSB.

Conclusion:

This report is presented for the information of Education Council.

M. Vanayan
Senior Coordinator Educational Research

F. Piddisi
Superintendent of Special Services
## EMPOWER Grades 2 – 5 / Programs by Area for 2009-10

<table>
<thead>
<tr>
<th>Area/SO School</th>
<th>Area/SO School</th>
<th>Area/SO School</th>
<th>Area/SO School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area 1: Paul Crawford</td>
<td>Area 2: Colleen Tovey-Shackleton</td>
<td>Area 3: Douglas Yack</td>
<td>Area 4: Michael McMorrow</td>
</tr>
<tr>
<td>Area 5: Josie Nespolo</td>
<td>Area 6: Jim Saraco</td>
<td>Area 7: Bernice Brand</td>
<td>Area 8: Geoffrey Grant</td>
</tr>
<tr>
<td>D'Arcy McGee</td>
<td>Holy Family</td>
<td>Blessed John XXIII</td>
<td>St. Jerome</td>
</tr>
<tr>
<td>St. Thomas Aquinas</td>
<td>Pope Paul VI</td>
<td>Canadian Martyrs</td>
<td>St. Jane Francis</td>
</tr>
<tr>
<td>Senhor S. Christo</td>
<td>St. Clare</td>
<td>OL of Lourdes (nn)</td>
<td>St. Jerome</td>
</tr>
<tr>
<td>St. Francis Of Assisi</td>
<td>St. Helen</td>
<td>St. John</td>
<td>St. Joseph</td>
</tr>
<tr>
<td>St. Mary of the Angels</td>
<td>St. Rita</td>
<td>St. Sebastian</td>
<td>St. Rox</td>
</tr>
<tr>
<td>Holy Spirit*</td>
<td>St. Florence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>St. Aidan</td>
<td>St. Jean de Brebeuf</td>
<td>St. Jerome*</td>
<td></td>
</tr>
<tr>
<td>St. Kevin</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Schools Joining Empower in 2009-2010: 21**

**Schools Joining Empower in 2008-2009 & Continue to do so: 14**

**Schools Joining Empower in 2007-2008 & Continue to do so: 7**

(nn) Not a new class - Continuation from last year

(nn) One class new, one class not new.

*Arrowsmith

Total: 42

J. Chan
October 14, 2009
TO: EDUCATION COUNCIL  
JANUARY 18, 2010

FROM: SPECIAL SERVICES AND EDUCATIONAL RESEARCH

SUBJECT: EQAO RESULTS FOR STUDENTS WITH SPECIAL NEEDS (EXCLUDING GIFTED): INFORMATION REPORT

Origin: EQAO 2008/09 Results: Grade 3 and Grade 6

Executive Summary:

The Education Quality and Accountability Office (EQAO) “Assessments of Reading, Writing and Mathematics” are written annually in May for Grade 3 and Grade 6 students in Ontario. This brief report provides background on the EQAO for students with special needs (excluding gifted) and presents Provincial and TCDSB results.

Comments:

11. This report presents Provincial and Toronto Catholic District School Board results on the Education Quality and Accountability Office (EQAO) Primary Division, Junior Division Assessments; these results are for the May 2009 EQAO administration. These results were presented at the November 3, 2009 meeting of the Learning Disabilities Program Review Committee.

12. Students with “Special Needs” may be eligible for accommodations, special provisions and exemptions. These are detailed in the EQAO Guide for Accommodations, Special Provisions and Exemptions: Support for Students with Special Education Needs and English Language Learners. Note: students must have an Individual Education Plan (IEP) to received accommodations and “the student must normally receive these accommodations for all forms of assessment”.

13. Permitted accommodations include setting, timing, presentation format and response format. Some accommodations allow for scribes or prompters. Special versions include Braille, large-print booklets, coloured-paper booklets, audio CD and assistive technology.

14. In preparation for EQAO administration, each Board submits a data file in February to EQAO containing student information. As part of this file, individual data on IEP status, IPRC category, accommodation required, and exemptions are included. EQAO posts this data on the EQAO secure site for school administrators to verify.

15. In the EQAO report, Detailed Board Results achievement information for “students with special needs (excluding gifted)” is summarized for Grade 3 and Grade 6 students. Specific details regarding exceptionality, types of accommodations or exemption/accommodation by exceptionality are not reported.

- In Grade 3, the 747 students with special needs (excluding gifted) represented 13% of TCDSB Grade 3 students in 2008/09; the provincial percentage was 15%.
- In Grade 6, the 1,037 students with special needs (excluding gifted) represented 15% of TCDSB Grade 6 students in 2008/09; the provincial percentage was 18%.
- Levels of participation for students with special needs (excluding gifted) were higher for TCDSB than for Ontario (participation rates for Ontario in parentheses).

<table>
<thead>
<tr>
<th>Grade 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84% (80%)</td>
<td>86% (82%)</td>
<td>85% (82%)</td>
</tr>
<tr>
<td>Grade 6</td>
<td>89% (86%)</td>
<td>89% (87%)</td>
<td>88% (85%)</td>
</tr>
</tbody>
</table>

16. PRIMARY DIVISION RESULTS

a) Results for Students with Special Needs (excluding gifted): Percentage at or above the provincial standard – Levels 3 and 4 (results for Ontario in parentheses)

<table>
<thead>
<tr>
<th>GRADE 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>14% (18%)</td>
<td>16% (16%)</td>
<td>24% (29%)</td>
</tr>
<tr>
<td>n = 752</td>
<td>n = 752</td>
<td>n = 769</td>
<td></td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>21% (21%)</td>
<td>27% (19%)</td>
<td>30% (31%)</td>
</tr>
<tr>
<td>n = 769</td>
<td>n = 769</td>
<td>n = 771</td>
<td></td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>21% (22%)</td>
<td>24% (20%)</td>
<td>31% (35%)</td>
</tr>
<tr>
<td>n = 844</td>
<td>n = 844</td>
<td>n = 854</td>
<td></td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>24% (25%)</td>
<td>34% (37%)</td>
<td>32% (35%)</td>
</tr>
<tr>
<td>n = 755</td>
<td>n = 755</td>
<td>n = 755</td>
<td></td>
</tr>
<tr>
<td>2008 - 2009</td>
<td>26% (27%)</td>
<td>40% (40%)</td>
<td>34% (36%)</td>
</tr>
<tr>
<td>n = 744</td>
<td>n = 744</td>
<td>n = 747</td>
<td></td>
</tr>
</tbody>
</table>

Note: ‘n’ indicates the number of TCDSB students

b) Gap Between “All” Students and Students with Special Needs (excluding gifted): Percentage at or above the provincial standard – Levels 3 and 4

![TCDSB Grade 3 Results Over Time: Gap Between "All" and Students with Special Needs (excluding gifted)]
Over the past five years, the percentage of Grade 3 TCDSB students with special needs who performed at or above the provincial standard:

- increased from 14% to 26% in reading
- increased from 16% to 40% in writing
- increased from 24% to 34% in mathematics.
- the gap between TCDSB and the province has narrowed
- the gap between ‘all’ students and students with special needs at TCDSB has been gradually narrowing in reading and writing

17. JUNIOR DIVISION RESULTS

a) Results for Students with Special Needs (excluding gifted): Percentage at or above the provincial standard – Levels 3 and 4 (results for Ontario in parentheses)

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>Reading</th>
<th>Writing</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>15% (19%)</td>
<td>13% (14%)</td>
<td>16% (21%)</td>
</tr>
<tr>
<td>n = 1019</td>
<td>n = 1019</td>
<td>n = 1019</td>
<td></td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>22% (22%)</td>
<td>24% (17%)</td>
<td>18% (21%)</td>
</tr>
<tr>
<td>n = 1271</td>
<td>n = 1271</td>
<td>n = 1271</td>
<td></td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>23% (24%)</td>
<td>21% (17%)</td>
<td>18% (21%)</td>
</tr>
<tr>
<td>n = 1322</td>
<td>n = 1322</td>
<td>n = 1322</td>
<td></td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>23% (27%)</td>
<td>28% (28%)</td>
<td>19% (23%)</td>
</tr>
<tr>
<td>n = 1161</td>
<td>n = 1161</td>
<td>n = 1161</td>
<td></td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>22% (29%)</td>
<td>28% (28%)</td>
<td>20% (24%)</td>
</tr>
<tr>
<td>n = 1034</td>
<td>n = 1034</td>
<td>n = 1037</td>
<td></td>
</tr>
</tbody>
</table>

Note: ‘n’ indicates the number of TCDSB students

b) Gap Between “All” Students and Students with Special Needs (excluding gifted):

Percentage at or above the provincial standard – Levels 3 and 4
Over the past five years, the percentage of Grade 6 TCDSB students who performed at or above the provincial standard:

- increased from 15% to 22% in reading
- increased from 13% to 28% in writing
- increased from 16% to 20% in mathematics
- inconsistent pattern compared to the province and the gap between ‘all’ students and students with special needs at TCDSB has not been narrowing

18. Consistent with the TCDSB system priority of *improving student achievement* and in alignment with the Board Learning and Improvement Plan (BLIP), consultation and dialogue will take place to inform the development of SMART goals to address the EQAO results (Primary and Junior) of our students with special education needs who access the Ontario curriculum.

**Conclusion:**

This report is presented for the information of Education Council.

M. Vanayan  
Senior Coordinator Educational Research  

F. Piddisi  
Superintendent of Special Services
TO: SPECIAL EDUCATION ADVISORY COMMITTEE  
JANUARY 20TH, 2010  

FROM: F. PIDDISI  
SUPERINTENDENT OF SPECIAL SERVICES  

SUBJECT: CURRENT REFERRALS AND ASSESSMENTS BACKLOG  

Origin: 
Request from Special Education Advisory Committee at its meeting of November 17th, 2009.  

Executive Summary: 
This report provides a summary of TCDSB’s current number of referrals and the assessment backlog.  

Comments: 
1. When learning difficulties become evident to the classroom teacher, the parent is contacted to obtain their input in relation to understanding the child’s learning needs. The classroom teacher as well as the special education teacher in the student’s school may administer formal or informal (classroom) tests of academic achievement to assist in determining the precise learning needs of the student and/or make a referral for expert advice.  

2. Professionals from the following departments provide the range of formal and informal assessment services in addition to expert advice arising from referrals: assessment and programming (educational), autism, psychology, speech-language pathology, social work and audiology.  

3. There are corresponding professional qualifications for staff who conduct assessments in each department.  

4. Wait-time for assessments varies among the departments. Assessments are prioritized in each department according to needs. Currently there are 288 psychology, 160 educational and 75 speech and language assessments which are older than 12 months.  

5. Within the psychology department the time to respond to referrals varies according to the severity of the problem. In a crisis situation, response time is immediate. For situations where behavior of a student interferes with the learning of classmates, response to that request for psychological service is between two to three weeks. As a consequence, more routine referrals may wait as long as 12 to 15 months. Additional staff is employed each summer to clear this backlog.
6. The existing backlog in terms of requests for educational assessments is partially being addressed through the elimination of some of the cognitive testing previously performed by the Assessment and Programming (APT) and the Programming and Assessment Teachers (PAT). That testing when necessary for service is being left to referrals to psychology and in many other cases newly available classroom assessments are being substituted.

7. Wait-times longer than 12 months in speech and language represent less than 10 percent of all referrals to that department.

8. The most recent Provincial Discussion Table recommended that additional staff be hired to address student needs in psychology, speech and language and in the area of social work. Correspondingly we added a total of 11 staff in these areas which will assist us in eliminating all wait-times longer than 12 months.

9. The information requested is set out in Appendix “A hereto forming part of this report.

**Conclusion:**

This report is presented for the information of SEAC.

F. Piddisi
Superintendent of Special Services
## CURRENT REFERRALS and ASSESSMENT BACKLOG

<table>
<thead>
<tr>
<th>Areas 1 and 2</th>
<th>Autism</th>
<th>Blind and Low Vision</th>
<th>Psychological</th>
<th>Educational</th>
<th>Social Work</th>
<th>Deaf &amp; Hard of Hearing</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>62</td>
<td></td>
<td>360</td>
<td>113</td>
<td>589</td>
<td>0</td>
<td>225</td>
</tr>
<tr>
<td>Apple</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Msgr. Fraser</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas 3 and 4</td>
<td>68</td>
<td></td>
<td>377</td>
<td>167</td>
<td>744</td>
<td>0</td>
<td>233</td>
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<tr>
<td>Areas 5 and 6</td>
<td>55</td>
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<td>353</td>
<td>203</td>
<td>522</td>
<td>0</td>
<td>232</td>
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<tr>
<td>Areas 7 and 8</td>
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<td></td>
<td>193</td>
<td>97</td>
<td>557</td>
<td>0</td>
<td>138</td>
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<tr>
<td>Areas 9 and 10</td>
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<td>151</td>
<td>79</td>
<td>379</td>
<td>0</td>
<td>166</td>
</tr>
<tr>
<td>Central</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deaf &amp; Hard of Hearing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>TOTALS</td>
<td>332</td>
<td>nil</td>
<td>1480</td>
<td>661</td>
<td>2791</td>
<td>40</td>
<td>994</td>
</tr>
<tr>
<td>BACKLOG (12 MONTHS +)</td>
<td>0</td>
<td>0</td>
<td>288</td>
<td>160</td>
<td>0</td>
<td>0</td>
<td>75</td>
</tr>
</tbody>
</table>

**Autism Services:** referrals for autism services include direct intensive teaching, consultation, assessment and programming support as well as preparation of SIP claims.

**Blind and Low Vision Services:** referrals to Blind Low Vision are requests for functional vision assessments for students requiring intervention and consultation.

**Psychological Services:** assessments, intervention, counselling, file/OSR review

**Educational Services:** the educational assessment may include a review of the student's work and academic records, administration of standardized group tests and, if deemed necessary, individual assessments

**Social Work Services:** referrals are made to school social work to assist students deal with emotional, health and behavioural difficulties, which interfere with a student's achievement in school.

**Deaf & Hard of Hearing Services:** referrals to the Deaf and Hard of Hearing Department are requests for Psychological and/or Speech and Language for assessments, screening, consultation and intervention

**Speech/Language Services:** referrals to the Speech and Language Department included requests for speech and language assessment screening, consultation and intervention.
Autism

Number of Referrals

Year

Psychological

number of referrals

year

Social Work

number of referrals

year


4,000  4,200  4,400  5,000  5,200  5,400
<table>
<thead>
<tr>
<th>Year</th>
<th>Autism</th>
<th>Blind/Low Vision</th>
<th>Psychological</th>
<th>Educational</th>
<th>Social Work</th>
<th>Deaf &amp; Hard of Hearing</th>
<th>Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004-05</td>
<td>231</td>
<td>0</td>
<td>2699</td>
<td>795</td>
<td>4,546</td>
<td>54</td>
<td>2,960</td>
</tr>
<tr>
<td>2005-06</td>
<td>281</td>
<td>0</td>
<td>3246</td>
<td>1149</td>
<td>4,818</td>
<td>60</td>
<td>3,667</td>
</tr>
<tr>
<td>2006-07</td>
<td>299</td>
<td>0</td>
<td>4205</td>
<td>948</td>
<td>4,980</td>
<td>124</td>
<td>3,162</td>
</tr>
<tr>
<td>2007-08</td>
<td>325</td>
<td>0</td>
<td>4311</td>
<td>921</td>
<td>5,245</td>
<td>70</td>
<td>2,887</td>
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<tr>
<td>2008-09</td>
<td>399</td>
<td>0</td>
<td>4129</td>
<td>904</td>
<td>5,210</td>
<td>59</td>
<td>3,394</td>
</tr>
</tbody>
</table>
TO: SPECIAL EDUCATION ADVISORY COMMITTEE
FEBRUARY 17TH, 2010

MINISTRY SUPERVISOR (THE BOARD)
MARCH 3RD, 2010

FROM: DIRECTOR OF EDUCATION

SUBJECT: SPECIAL SERVICES ACCOUNTABILITY FRAMEWORK

Origin: 2008-2009 PROGRAM REVIEW IN SPECIAL EDUCATION

Executive Summary:

The Toronto Catholic District School Board offers a range of placement options and programs to meet the needs of students who are identified as exceptional, according to the definitions and rules outlined by the Ministry of Education. This report is a progress update with respect to the development of a comprehensive accountability framework for the communication and review of the program supports provided by Special Services in each of the five placements for the 12 provincially recognized exceptionalities. The accountability framework, as applied to each of the recognized exceptionalities/placements consists of two distinct parts: a descriptive overview of the department’s program and a corresponding annual improvement plan. The second part, the improvement plan, is intended to be an integral part of the TCDSB Board Learning Improvement Plan. It is anticipated that the format of the improvement plan for each of the exceptionalities will be aligned and consistent with the foci/smart goals format used for K-12 programs. The accountability framework provides the context for continuous improvement and for reaching the goals articulated by the provincial initiatives: Learning for All: K-12 (L4A K-12) and Assessing Achievement in Alternative Areas (A4).

Comments:

1. The Ministry of Education released the draft version of Learning for All K-12 (L4A) in June 2009. This document builds on the guiding principles outlined in Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6. Fundamental to this document is a focus on learning and achievement for all students.

2. The Ministry of Education also announced in June 2009, Assessing Achievement in Alternative Areas (A4), which begins to address the achievement of students with special educational needs who do not access the curriculum. Fundamental to this initiative is the application of measurable standards of achievement.

3. The Learning for All K-12 document focuses on two key components: personalization and precision as identified in Breakthrough (Fullan, Hill & Crévola, 2006). Integral to the document are the following evidenced-based approaches: Assessment for Learning, Universal Design for Learning (UDL), Differentiated Instruction (DI), and the Tiered
Approach. The L4A approach that “All students can succeed” will be realized through these guiding principles.

4. The TCDSB is committed to systematic program review which began in Special Education in 2008-09. As part of this review, consultation took place with all elementary schools in February 2009. Individual surveys were collected from 3,035 staff; open-ended group surveys were collected from 1,023 groups of staff. Results indicate the following areas of strength: implementation of IEPs, SBST procedures to support students, and use of assessment information. Areas for further growth include: increased use and training in the area of assistive technology, use of differentiated instruction and universal design, and opportunities for staff to consult, plan and collaborate. These results will inform and support the implementation Ministry of Education initiatives related to students with special educational needs.

5. In Fall 2009, in consultation with Educational Research and Curriculum & Accountability, a Special Education Accountability Framework was proposed to ground the work of program reviews and improvement in terms of guiding principles, mission, goal and strategy. These are described in the chart below:

<table>
<thead>
<tr>
<th>Special Education Accountability Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Guiding principles</strong></td>
</tr>
<tr>
<td>▪ All students can succeed with personalized and precise programming</td>
</tr>
<tr>
<td>▪ Regular, evidence-based, goal-oriented program reviews can increase achievement through continuous and incremental instructional improvement</td>
</tr>
<tr>
<td><strong>Mission</strong></td>
</tr>
<tr>
<td>To create and communicate a working accountability framework with targeted opportunities for program reviews</td>
</tr>
<tr>
<td><strong>Goal</strong></td>
</tr>
<tr>
<td>To measure, report and close achievement gaps between all students and those students with special educational needs</td>
</tr>
<tr>
<td><strong>Strategy</strong></td>
</tr>
<tr>
<td>To document and align resources, professional development and practices across all five placements and ensure equity of access and outcome in terms of student achievement</td>
</tr>
</tbody>
</table>

6. The Ministry recognizes 12 exceptionalities each supported through 5 IPRC placement options for the student.

a) Exceptionalities recognized by the Ministry include: Behaviour, Autism, Deaf and Hard-of-Hearing, Language Impairment, Speech Impairment, Learning Disability, Giftedness, Mild Intellectual Disability, Developmental Disability, Physical Disability, Blind and Low Vision, and Multiple Exceptionalities

b) IPRC placement options include: regular class with indirect support; regular class with resource assistance; regular class with withdrawal assistance; special education class with partial integration; and full-time special education class.

The combination of these exceptionalities and placements (12 x 5) presupposes 60 different programs of support to be delivered through the Special Services Department.
7. The collective commitments articulated in the Board Learning Improvement Plan (BLIP) will guide the development of the Special Services Accountability Framework. The TCDSB system priorities will be foundational to each of the aligned programs delivered through Special Services:
- Nurturing our Catholic community
- Improving student achievement
- Building our capacity to lead & learn

8. Consistent with the TCDSB system priority of improving student achievement and in alignment with the BLIP, SMART goals to address achievement of our students with special education needs will be developed for each exceptionality/placement. This will be consistent with and support the anticipated (2010) provincial revision of the Standards for School Boards’ Special Education Plans.

9. The TCDSB Special Services Accountability Framework establishes a two part structure to review and improve program for each of the exceptionalities/placements. The first part includes the documentation of the current program, resources and practices and the second part focuses on opportunities for the program’s review and improvement. It is anticipated that when complete, the second part for each of the exceptionalities/placements will be integrated within the Board Learning Improvement Plan.

10. In consultation with representatives from SEAC, Curriculum and Accountability and Student Success, Special Services, Research and TECT/TSU, staff will complete parts one and two for each of the exceptionalities/placements based on the template developed by the Learning Disability Program Review Committee which includes the SMART Goal format found in the Board Improvement Plan. (See Appendix A.) The tentative timeline to complete the entire Accountability Framework is late Fall 2010.

11. Within the domain of Learning Disabilities (LD), the LD Program Review Committee has completed part one of the accountability framework - Learning Disability / Special Education Class with Partial Integration - Intensive Support Program. The second part is in development. (See Appendix B.)

12. Initial program goals for each exceptionality/placement will be set and will begin in the 2010-2011 academic year using the Accountability Framework outlined in this report. It is the department’s intention to annually measure progress against the stated SMART Goals for each of the exceptionalities/placements through the production of reports for staff and review committees established in consultation with SEAC. Annual program reviews will be scheduled.

13. Program reviews will be informed by evidence based practices throughout the Province as identified by the Ministry of Education (Ontario) and peer reviewed literature.
14. Special Services Accountability Framework Review Committees for each of the exceptionalities/placements outlined in this report will be comprised of members from the following groups: staff from Special Services, Curriculum and Accountability, Student Success and Educational Research; SEAC; and TECT/TSU. Review Committees will be chaired by Special Services staff and their recommendations will be considered advisory.

Conclusion:

This report is presented for the information of SEAC and the Board.

F. Piddisi  
Superintendent of Education, Special Services

A. Gauthier  
Associate Director of Education, Academic Affairs

S. Pessione  
Associate Director of Business Services and Chief Financial Officer

A. Sangiorgio  
Associate Director of Planning and Facilities

Ann Perron  
Director of Education
Special Education Program Overview and Improvement Planning

Exceptionality:

Placement:

A. Definition:

B. Placement options:

- Indirect Support
- Regular Class with Resource Support
- Regular Class with Withdrawal Support
- Special Education Placement with Partial Integration–Intensive Support Program (ISP)
- Full-Time Special Education Placement

C. Description:

D. Planning Components:

<table>
<thead>
<tr>
<th>Key Contact(s): System Design</th>
<th>Program Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>Components</td>
<td>Description</td>
</tr>
<tr>
<td>Grades</td>
<td></td>
</tr>
<tr>
<td>Group size</td>
<td></td>
</tr>
<tr>
<td>Time &amp; Frequency</td>
<td></td>
</tr>
<tr>
<td>Facility Requirements</td>
<td></td>
</tr>
</tbody>
</table>
## Accountability Framework

- Date of last planning revision:
- See current academic year SMART Goals
- Informed by evidence based practices throughout the Province as identified by the Ministry of Education (Ontario) and peer reviewed literature.

### 2. STUDENTS

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement decisions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Admission</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IPRC - Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Individual Education Plan (IEP)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment to inform student learning (assessment for/as/of learning)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Transition Process:               |                                                  |                |
| Demission                         |                                                  |                |
| Transition                        |                                                  |                |
### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff qualifications/training requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional learning opportunities (e.g., training, mentoring, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflective practice: tools to inform teacher learning and practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff Appraisal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Incidence Portion (SIP)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Resources

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom resources/materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Special Education Amount (SEA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Support Central/Regional/ External</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support documentation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. PARENTS

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home School Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shared Solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Guide</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent Involvement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. COMMUNICATION

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>External</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## K – 12 Board Improvement Plan – Special Education

### System Priorities:
- Nurturing Our Catholic Community
- Improving Student Learning and Achievement
- Building Capacity to Lead and Learn

### School Year:

### Focus:

### SMART Goal:

<table>
<thead>
<tr>
<th><strong>Specific</strong></th>
<th><strong>Needs Assessment:</strong> Which specific area have you targeted for improvement?</th>
</tr>
</thead>
</table>
| **Measurable** | **Measures of Success:**
  - How are you measuring success in your area of concern? |
| **Attainable** | **Targeted Evidence-Based Strategies/Actions**
  - What strategies/actions will help to attain your goal? |
<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Professional Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What professional learning opportunities are planned to help attain your goal?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Results-Oriented</th>
<th>Results-Oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources</td>
<td>Resources</td>
</tr>
<tr>
<td>• What resources have you identified that can aid you in achieving desired results?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Monitoring and Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>Monitoring and Responsibility</td>
</tr>
<tr>
<td>• Identify who is responsible for monitoring each part of the BIP and the timeline.</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation:**

• Compare planned with achieved outcomes – What is different for students?
Special Education Program Overview and Improvement Planning

Exceptionality: Learning Disability
Placement: Special Education Class with Partial Integration – Intensive Support Program

A. Definition: Learning Disability (LD)

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

a.) is not primarily the result of: impairment of vision; impairment of hearing; physical disability; developmental disability; primary emotional disturbance; cultural difference; and,

b.) results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following: receptive language (listening, reading), language processing (thinking, conceptualizing, integrating), expressive language (talking, spelling, writing), mathematical computations; and,

c.) may be associated with one or more of the following conditions diagnosed as: a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; and/or, developmental aphasia. (Ontario Ministry of Education)

B. Placement options:

- Indirect Support
- Regular Class with Resource Support
- Regular Class with Withdrawal Support
- Special Education Placement with Partial Integration–Intensive Support Program (ISP)
- Full-Time Special Education Placement

C. Description: (LD/ISP)

Intensive, individualized education programming in elementary school for students with moderate/severe LD in their areas of need, as well as through the application of appropriate accommodations to provide full access to the Ontario curriculum. Instruction is delivered by a special education teacher in a self-contained classroom for a minimum of 50 percent of the school day. For the balance of the school day each student receives instruction within the regular classroom (integration), prepared and monitored jointly by both the regular classroom teacher and the LD/ISP special education teacher.
D. Planning Components:

Key Contact(s): System Design - Chief Psychologist  
Program Operation - Area Program Coordinators

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades</td>
<td>• Grade 2-8</td>
<td>• Regional Program Coordinator</td>
</tr>
<tr>
<td>Group size</td>
<td>• Maximum 8</td>
<td>• Regional Program Coordinator</td>
</tr>
<tr>
<td>Time &amp; Frequency</td>
<td>• 5 days / week</td>
<td>• LD Teacher delivers instruction in ISP</td>
</tr>
<tr>
<td></td>
<td>• Maximum of 50 percent of the day integrated</td>
<td>• Regular classroom teacher delivers integrated instruction</td>
</tr>
<tr>
<td></td>
<td>• Minimum of 50 percent self-contained (ISP)</td>
<td></td>
</tr>
<tr>
<td>Facility Requirements</td>
<td>• A regular size classroom</td>
<td>• School Principal</td>
</tr>
<tr>
<td></td>
<td>• Access to networked computers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Access to network for each student receiving a SEA</td>
<td></td>
</tr>
</tbody>
</table>
| School selection criteria   | • Appropriate classroom space available in addition to the space allocated for the regular school program | • Area Superintendent  
|                             | • Availability of appropriate integration opportunities for LD students in regular classes | • Superintendent of Special Services  
|                             |                                                                           | • Superintendent of Facilities                      |
| Locations/schools involved  | • 24 schools within TCDSB                                                   | • Area Superintendent  
|                             |                                                                           | • Superintendent of Special Services                |
| Accountability Framework    | • Date of last planning revision: January 2010                             | • Chief Psychologist  
|                             | • See current academic year SMART Goals                                    | • Superintendent of Special Services                |
|                             | • Informed by evidence based practices throughout the Province as identified by the Ministry of Education (Ontario) and peer reviewed literature. | • LD Committee                                      |
## 2. STUDENTS

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
</table>
| Referral            | • Joint Team (JT) recommendation based on  
  o psychological assessment (and other assessments as appropriate) and  
  o on student’s response to previous intervention  
  o parent input  
  • IPRC                                                                                                                                   | • Based on Joint Team recommendation, School Principal to communicate with Regional Program Coordinator to request initial IPRC or review IPRC if it is a change of placement |
| Identification      | LD diagnosis is required for identification by IPRC                                                                                                                                                        | • School Principal request IPRC and presents student information  
  • Regional Coordinators chair IPRC                                                                                                                                                                          |
| Placement decisions | Arising out of an IPRC recommendation with parental consent and based on psychological assessment                                                                                                        | • Regional Coordinators chair IPRC  
  • Psychology staff presents assessment findings indicating the need for placement                                                                                                                              |
| Admission           | Assignment of eligible/identified students to ISP sites                                                                                                                                                     | Regional Program Coordinators                                                                                                                                                                              |
| IPRC - Review       | Annual; may be waived by parents/guardians                                                                                                                                                                  | Regional Coordinator chairs the IPRC review                                                                                                                                                               |
| Individual Education Plan (IEP) | • Developed for all (LD) students  
  • Covers regular and alternate curriculum where applicable  
  • Updated once a term                                                                                                                                                                                   | School Principal designates LD teacher and classroom teacher (with input from parent and JT members as appropriate)                                                                                     |
| Assessment to inform student learning (assessment for/as/of learning) | • Frequent monitoring of progress  
  • Update of IEP based on progress  
  • Frequent feedback to student  
  • Self-assessment by student  
  • Report cards                                                                                                                                     | • LD Teacher  
  • Regular classroom teacher  
  • JT members as appropriate  
  • SBSLT\(^7\) as appropriate in L4A schools                                                                                                           |

\(^7\) School Based Learning Team
<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transition Process:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demission</td>
<td>• IPRC decision based on:</td>
<td>Regional Program Coordinator chairs the IPRC meeting</td>
</tr>
<tr>
<td></td>
<td>o classroom based assessment data</td>
<td>↓ School principal or VP, LD teacher and classroom teacher, and Psychology staff</td>
</tr>
<tr>
<td></td>
<td>o Joint Team recommendation</td>
<td>and/or other JT members present relevant information; parent may present</td>
</tr>
<tr>
<td></td>
<td>o parental consent/request</td>
<td></td>
</tr>
<tr>
<td>Transition</td>
<td>Transition plan is created and followed (includes gradual increase of instruction time in the regular class)</td>
<td>School Principal coordinates transition process, with involvement from LD teacher, classroom teacher (both current and receiving school), JT members and parents as appropriate</td>
</tr>
<tr>
<td>Components</td>
<td>Description</td>
<td>Responsibility</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
</tr>
</tbody>
</table>
| Staff qualifications/training requirements | Teacher has Special Education Qualifications (Level 1)                      | • Area Superintendent  
• Superintendent of Special Services  
• Regional Program Coordinator, School Principal |
| Professional learning opportunities (e.g., training, mentoring, etc.) | • TCDSB course on LD  
• Training in the Empower Reading  
• Training in Assistive Technology (AT)  
• Training using the Data Integration Platform (DIP)  
• Mentoring by ISP/Empower teacher(s)  
• PD opportunities offered by TCDSB Special Services, Curriculum and Accountability, Student Success central teams  
• PD opportunities offered at the local school level by members of the Joint Team  
• Other PD opportunities outside of TCDSB | • TCDSB Special Services, Curriculum and Accountability, Student Success Departments  
• Psychology Department  
• LD Teachers |
| Reflective practice: tools to inform teacher learning and practice | May be used periodically by school teams and by groups of ISP LD teachers to guide practice | • School Principal  
• Regional Program Coordinator  
• Chief Psychologist  
• LD/ISP Teachers |
<p>| Staff Appraisal                          | Teacher Performance Appraisal (TPA); EA appraisal                          | School Principal                                     |
| Special Incidence Portion (SIP)          | Students with additional needs/exceptionalities may be eligible             | School Principal (based on Joint Team recommendation) |</p>
<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Components</strong></td>
<td><strong>Description</strong></td>
<td><strong>Responsibility</strong></td>
</tr>
<tr>
<td>Classroom resources/materials</td>
<td>• School block transfers from Special Services&lt;br&gt;• Binder with resource material (from LD course); Electronic resources&lt;br&gt;• Regular TCDSB curriculum resources (Literacy, Numeracy)&lt;br&gt;• Empower Kit</td>
<td>• School Principal&lt;br&gt;• LD Teacher&lt;br&gt;• Regional Program Coordinator&lt;br&gt;• Chief Psychologist (provides binder)</td>
</tr>
<tr>
<td>Special Education Amount (SEA)</td>
<td>Students with LD are eligible for SEA funding for computers if necessary to access curriculum</td>
<td>School Principal (based on recommendations by psychology staff)</td>
</tr>
<tr>
<td>Professional Support Central/Regional/External</td>
<td>• Ongoing consultation as requested with local SBS(^8) and Joint Team members (from the current school and the sending/receiving school as appropriate)&lt;br&gt;• Training and consultation support by TCDSB Special Services, Curriculum and Accountability, Student Success central teams (e.g. APTs, Psychology, Speech-Language, Literacy, Numeracy, Guidance, Religion, etc.)&lt;br&gt;• Mentoring by experienced LD ISP teacher&lt;br&gt;• Networking with other LD ISP teachers&lt;br&gt;• Mentoring by Empower mentor&lt;br&gt;• HSC LDRP support (Empower)&lt;br&gt;• Community agencies (Integra, LD Association, etc.)</td>
<td>• TCDSB Special Services, Curriculum and Accountability, Student Success central teams&lt;br&gt;• School Joint Team members&lt;br&gt;• Guidance teacher</td>
</tr>
<tr>
<td>Support documentation</td>
<td>Evidence-based support documents; e.g., research articles, websites, descriptive pamphlets, etc.</td>
<td>Multidisciplinary Team</td>
</tr>
</tbody>
</table>

\(^8\) School Based Support
### 4. PARENTS

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Home School Communication</strong></td>
<td>• LD teacher and classroom teacher communicate with parents frequently</td>
<td>• LD teacher and classroom teacher</td>
</tr>
<tr>
<td><strong>Shared Solutions</strong></td>
<td>• Follow process outlined in Shared Solutions (Ministry of Education)</td>
<td>• Superintendent of Special Services</td>
</tr>
<tr>
<td><strong>Parent Guide</strong></td>
<td>• Department guide for parents</td>
<td>• Chief Psychologist</td>
</tr>
<tr>
<td><strong>Parent Involvement</strong></td>
<td>• Individual Education Plan (IEP)</td>
<td>• School Principal</td>
</tr>
<tr>
<td></td>
<td>• Initial Placement Review Committee (IPRC)</td>
<td>• Classroom and LD Teachers</td>
</tr>
<tr>
<td></td>
<td>• Parent Teacher Interviews</td>
<td>• Chief Psychologist</td>
</tr>
<tr>
<td></td>
<td>• School and School Board Information Fairs</td>
<td>• Program Coordinators</td>
</tr>
</tbody>
</table>

### 5. COMMUNICATION

<table>
<thead>
<tr>
<th>Components</th>
<th>Description</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>External</strong></td>
<td>• LD Program brochure</td>
<td>• Superintendent of Special Services</td>
</tr>
<tr>
<td></td>
<td>• TCDSB Special Services and Psychology websites</td>
<td>• Chief Psychologist</td>
</tr>
<tr>
<td><strong>Internal</strong></td>
<td>• Website</td>
<td>• Superintendent of Special Services</td>
</tr>
<tr>
<td></td>
<td>• Email / Policy and Procedures</td>
<td>• Regional Program Coordinator</td>
</tr>
<tr>
<td></td>
<td>• Email / Policy and Procedures</td>
<td>• Chief Psychologist</td>
</tr>
</tbody>
</table>
**K – 12 Board Improvement Plan – Special Education**

**System Priorities:**
Nurturing Our Catholic Community
Improving Student Learning and Achievement
Building Capacity to Lead and Learn

**School Year:** 2010 - 2011

**Focus:** Learning Disability / Special Education Class with Partial Integration

**SMART Goal:** To close the achievement gap by 3% (between students identified with a learning disability and enrolled in an Intensive Support Program with the achievement of all students) at levels 3 and 4 in reading and writing as measured through the junior EQAO assessments in May 2011.

<table>
<thead>
<tr>
<th>Specific</th>
<th>Needs Assessment: Which specific area have you targeted for improvement?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable</td>
<td>Measures of Success:</td>
</tr>
<tr>
<td></td>
<td>- How are you measuring success in your area of concern?</td>
</tr>
<tr>
<td>Attainable</td>
<td>Targeted Evidence-Based Strategies/Actions</td>
</tr>
<tr>
<td></td>
<td>- What strategies/actions will help to attain your goal?</td>
</tr>
</tbody>
</table>
### Professional Learning

- What professional learning opportunities are planned to help **attain** your goal?

### Results-Oriented

#### Resources

- What resources have you identified that can aid you in achieving desired results?

### Timeline – Monitoring and Responsibility

- Identify who is responsible for monitoring each part of the BIP and the timeline.

### Evaluation:

- Compare planned with achieved outcomes – What is different for students?
# Schedule 10B - Special Education Expenditures, Elementary - October 31st, 2009

Expenditures recorded on an adjusted compliance basis ONLY

<table>
<thead>
<tr>
<th></th>
<th>Salaries and Wages</th>
<th>Employee Benefits</th>
<th>Staff Development</th>
<th>Supplies &amp; Services</th>
<th>Replace Fun. &amp; Equip.</th>
<th>Capital funded from Operating</th>
<th>Interest Charges on Long Term Debt</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLASSROOM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class Teachers</td>
<td>31</td>
<td>38,656,442</td>
<td>4,793,399</td>
<td>935</td>
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<tr>
<td>Supply Teachers</td>
<td>32</td>
<td>1,261,666</td>
<td>126,167</td>
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<td></td>
</tr>
<tr>
<td>Teacher Assistants</td>
<td>33</td>
<td>22,181,140</td>
<td>5,545,285</td>
<td></td>
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<td></td>
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<tr>
<td>Text./Supplies</td>
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### Schedule 10B - Special Education Expenditures, Secondary – October 31st, 2009

Expenditures recorded on an adjusted compliance basis ONLY

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<th>Other</th>
<th>Sec. 23 Programs</th>
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Summary of Parental Involvement

The practice of TCDSB is to provide every opportunity for parents to be actively involved in the decision-making process regarding their children, especially as it relates to the development of the IEP and to the delivery of special education programs and services.

Parent(s) may request in writing that a principal refer the student to an IPRC and the principal is then required to refer the student. Parent(s) must provide written consent before most assessments can be carried out. Parent(s) must be provided with a written statement of the decisions reached by an IPRC stating:

- description of student’s strengths and needs
- identified exceptionality based on Ministry of Education categories and definitions
- placement decision
- recommendations regarding a special education program and special education services.

Parent(s) written consent is required before a student may be placed in a special education program as determined by an IPRC. (It should be noted that where a parent refuses or fails to consent to a placement and has not appealed within the appropriate time limits, the Board may direct the appropriate principal to place the exceptional student as recommended by the IPRC, and to notify the parent(s) in writing of the action taken.)

The Individual Education Plan (IEP) is developed in consultation with the parent. The IEP is completed within 30 school days after a student has been placed in the program. The parent will receive a copy of the IEP.

Parent(s) must be advised in writing of the reviews to be held by the IPRC regarding the student’s placement.

Parent(s) have the right to appeal the decisions of an IPRC.

Mission Statement

In a school community formed by Catholic beliefs and traditions, our Mission is to educate students to their full potential by providing:

- leadership in the shared responsibility for education that exists among schools, students, families, parishes and the community
- role models of Gospel Values and Catholic doctrines, teachings and beliefs
- a safe and welcoming learning environment that is an example of Christian community
- guidance in what students need to learn
- instruction in the learning process itself
- religious, academic and technological instruction
- integration of Catholic, Christian beliefs into the total learning experience
- feedback on student proficiency and performance.

Purpose Of Guide

The purpose of this Parents’ Guide is to provide information to parents about special programs and services provided by the Toronto Catholic District School Board (TCDSB) and the Identification, Placement, and Review Committee (IPRC). It also outlines the procedures involved in identifying a student as “exceptional,” deciding the student’s placement, or appealing such decisions.

It is understood that a parent can at anytime contact the principal if they wish to access special services for their child. Throughout this brochure, “parent” will mean one or both parents or guardians.
Philosophy Of The
Toronto Catholic District School Board

"...The integrity of Catholic education does not and cannot rest solely on the
shoulders of a few individuals or belong only to certain groups of people...
We are bound together by a common faith and in common service."

Fulfilling the Promise (P 6.7)

In partnership with families, the parish and the community, our Catholic
education system is directed at developing the full spiritual, physical,
academic, cognitive, social and emotional well-being of each student.
Through their learning experiences, students develop a sense of self-
worth and dignity as people of God and are able to make a useful
contribution in a complex and changing society.

"Inherent in these beliefs is the recognition that all students, regardless of
exceptionality, are entitled to education in the most enabling
environment. The exceptional student is a unique child of God and has
a right to be part of the mainstream of education, to the extent to which
it is practical and beneficial.

"Our commitment is to every student. This means ....[ensuring] that we develop
strategies to help every student learn, no matter their personal circumstances."
Reach Every Student: Energizing Catholic Education, 2008

In order to provide an education in the most enabling environment,
TCDSB advocates the principle of inclusion as part of a continuum of
services/programs which includes modification of the regular class
program, withdrawal, and intensive support programs.

Inclusion of students with special educational needs in our schools can
be summed up: ‘We invite you to become active participants in the process
of Catholic Education. We urge you to bring your energy, enthusiasm and generosity
to the task of building a Catholic community within your school and to sharing
the vision of Catholic education.”

This Moment of Promise (P 22)

Ministry of Education
Categories of Exceptionalities (continued)

Developmental Disability:
A severe learning disorder characterized by:
(a) inability to profit from a special education program because of
slow intellectual development;
(b) ability to profit from a special education program that is
designed to accommodate slow intellectual development;
(c) a limited potential for academic learning, independent social
adjustment and economic self support.

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

Blind and Low Vision: A condition of partial or total impairment of
sight or vision that even with correction affects educational performance
adversely.

Multiple:
A combination of learning or other disorders, impairments, or physical
disabilities, that is of such nature as to require, for educational
achievement, the services of one or more teachers holding qualifications
in special education and the provision of support services appropriate
for such disorders, impairments, or disabilities.
Who Is An Exceptional Student?

The Education Act defines an exceptional student as “a pupil whose behavioural, communication, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

What Are Special Education Services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What Is A Special Education Program?

A special education program is defined in the Education Act as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation
- includes an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

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

(a) is not primarily the result of impairment of vision/hearing, physical disability, developmental disability, primary emotional disturbance or cultural difference;

(b) results in significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of: receptive language (listening, reading); language processing (thinking, conceptualizing, integrating); expressive language (talking, spelling, writing); mathematical computation;

(c) may be associated with one or more conditions diagnosed as: perceptual handicap; brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

INTELLECTUAL:

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

Mild Intellectual Disability: A learning disorder characterized by:

(a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;

(b) an inability to profit educationally within a regular class because of slow intellectual development;

(c) a potential for academic learning, independent social adjustment and economic self-support.
What Is An Individual Education Plan (IEP)?

All children learn differently. Program modifications may be incorporated into a formalized IEP which focuses on the child's strengths as well as areas of need. The IEP is developed by the school in consultation with the parent. It must include:

- specific educational expectations;
- an outline of the special education program and services that will be received;
- a statement about the methods by which the student's progress is reviewed;
- for students 14 years and older a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The principal will provide the parent with a copy of the Parent Guide. The IEP must be completed within 30 school days after a student has been placed in the program.

What Assessments Are Carried Out?

If more formalized assessment and/or additional information is needed, a variety of special services staff is available within the TCDSB to conduct these assessments. Parents have the option to seek out assessments from sources outside the Board.

The educational assessment may include a review of the student's work and academic records, administration of standardized group tests and, if deemed necessary, individual assessments.

Depending on the nature of the student's learning needs, the IPRC may wish to consider other assessments such as psychological, psychiatric, audiological, social work and speech-language pathology. All of these assessments are carried out by qualified professional staff employed by the Board on the basis of informed parental consent.

Ministry of Education
Categories of Exceptionalities

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

(a) an inability to build or to maintain interpersonal relationships;
(b) excessive fears or anxieties;
(c) a tendency to compulsive reaction;
(d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

COMMUNICATION:

Autism: A severe learning disorder that is characterized by disturbances in rate of educational development, ability to relate to the environment, mobility, and/or perception, speech and language, or lack of the representational symbolic behaviour that precedes the language.

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

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

(a) involve one or more of the form, content, and function of language in communication; and
(b) include one or more of the following: language delay, dysfluency, voice and articulation development, which may or may not be organically functionally based.

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

The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools For Students With Severe Learning Disabilities, Some Of Whom May Have ADHD

SAFONASKA SCHOOL
350 Dundas Street West, Belleville, Ontario K8P 1B2
(613) 967-2830

TRILLIUM SCHOOL
347 Ontario Street South, Milton, Ontario L9T 3X9
(905) 878-8428

AMETHYST SCHOOL
1090 Highbury Avenue, London, Ontario N5Y 4V9
(519) 453-4408

Provincial Schools For The Deaf

E. C. DRURY SCHOOL
255 Ontario Street South, Milton, Ontario L9T 2M5
Telephone: (905) 878-2851
TTY: (905) 878-7193

ROBARTS SCHOOL
1090 Highbury Avenue, P.O. Box 7360, Station E
London, Ontario N5Y 4V9
Telephone and TTY: (519) 453-4400

SIR JAMES WHITNEY SCHOOL
350 Dundas Street West, Belleville, Ontario K8P 1B2
Telephone and TTY: (613) 967-2823

Provincial School For The Blind And Deaf-Blind

W. ROSS MACDONALD SCHOOL
350 Beam Avenue, Brantford, Ontario, N3T 3J9
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Additional information is available from your school principal or the Superintendent of Special Services.

What Is An Identification, Placement And Review Committee (IPRC)?

The Identification, Placement and Review Committee (IPRC) has three essential functions:
- to determine the strengths and needs of students
- to identify the student’s exceptionality according to the categories and definitions provided by the Ministry of Education and Training (see pp 13-15)
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan.

An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board. This is a requirement of Regulation 181/98 of the Ministry of Education for the Province.

How Is An IPRC Meeting Requested?

The principal:
- may, with written notice to the parent, refer the student to an IPRC when the principal and the teacher(s) believe that the student may benefit from a special education program
- must request an IPRC meeting for the student, upon receiving a written parental request.

Within 15 days of receiving a parental request, or giving the parent notice, the principal must provide the parent with a copy of the Parents’ Guide to Special Education and a written statement of approximately when the IPRC will meet.
Who Attends The IPRC Meeting?

Parents and students age 16 and older are entitled to attend. Others who may attend are:

- the principal or designate
- other professionals such as the student's teacher, special education teacher and/or Board support staff
- students under 16 years of age with parent's consent
- an interpreter (requested through the principal of the student's school)
- a person to support or speak on the parent's and student's behalf
- Principals will make every effort to accommodate parental request for specific resource staff to be in attendance.

What Information Will Parents And Students Receive About The IPRC Meeting?

At least 10 days in advance of the meeting, the principal will provide the parent with written notification of the meeting and an invitation to attend.

At least one day before the IPRC meeting, the parent and student age 16 and older will receive a written copy of any information that will be considered by the IPRC. This may include the results of assessments or a summary of information.

If the parent is unable to attend to the scheduled IPRC meeting, he/she shall:

- contact the school principal to arrange an alternative date or time, or
- inform the school principal that he/she will not attend and give written or verbal permission for IPRC to proceed.

If the parent gave permission for the IPRC to proceed, the principal shall forward the IPRC form for the parent's consideration and signature.

Special Education Programs

In addition to Special Education Resource, the following Intensive Support Programs (ISP) are available:

- Behaviour
- Deaf and Hard-of-Hearing
- Gifted
- Learning Disability
- Kindergarten Intervention and Needs Development (KIND)
- Kindergarten Language Program (KLP)
- Practical Applied Living Skills (PALS)

Note: To obtain further information about location and range of programs currently available, please contact the Special Services Department (416-872-8205 ext. 2486).

The student's home school will be first considered in providing an appropriate program.

Organizations To Assist Parents

Many community organizations provide information and support to parents of exceptional students:

- Autism Ontario .......................................................... 416-489-0700
- Learning Disabilities Association of Toronto District ........................................ 416-229-1680
- VOICE for Hearing Impaired Children ................................................. 416-487-7719
- Toronto Association for Community Living .................................................. 416-968-0650
- Association for Bright Children .............................................................. 416-925-6136
- Ontario Federation of Cerebral Palsy ......................................................... 416-214-9886
- Down Syndrome Association of Toronto ................................................. 416-966-0990
- Tourette Syndrome Foundation of Canada .................................................. 416-851-8398
- Ontario Association for Families of Children with Communication Disorders (OAFCCD) ............................................................. 519-842-9506

Representatives nominated by these organizations are members of the Special Education Advisory Committee (SEACO) of the Board. The role of the Committee is to provide advice to the Board on issues related to exceptional students. Monthly meetings are open to the public.
The Appeal Process

The Notice of Appeal must:
- indicate the decision with which the parent disagrees and
- include a statement that sets out reasons for the parental disagreement.

The appeal process involves the following steps:
- the Board will establish a Special Education Appeal Board to hear the appeal. The Appeal Board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal
- the Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless the parent and Board both provide written consent to a later date)
- the Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal
- the parent and student, (if 16 years old or over), are entitled to be present at, and to participate in, all discussions
- the Appeal Board must make its recommendation within 3 days of the meeting. It may agree with the IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation to the Board about the identification and/or placement
- the Appeal Board will report its recommendations in writing to the parent and to the School Board, providing the reasons for its recommendations
- within 30 days of receiving the Appeal Board's written statement, the School Board will decide what action it will take with respect to the recommendations. Board are not required to follow the Appeal Board's recommendation
- the parent may accept the decisions of the School Board, or may appeal to a Special Education Tribunal. A parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's decision.

What Happens At An IPRC Meeting?

As soon as possible after the meeting, the principal will forward for the parent's consideration and signature, the IPRC's written statement of

The IPRC interviews everyone and explains the purpose of the meeting. The IPRC will review all available information about the student. They will:
- consider an educational assessment
- consider other assessments as needed
- interview the student (with parental consent if the student is less than 16 years of age) if required
- consider any information that the parent or student submits, including recommendations for programs and services.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student, aged 16 years or older. The parent is encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What Will The IPRC Consider In Making Its Decision?

Before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:
- meet the student's needs
- be consistent with the parent's preferences.

If the IPRC determines that placement in a regular class will meet the student's needs and the parent agrees, the committee will recommend placement in a regular class with appropriate special education services. If the committee decides that the student should be placed in a special education class, it must state the reasons for the decision in its written statement of decision.
What Will The IPRC's Written Statement Of Decision Include?

The IPRC's written statement of decision will state whether the student has been identified as exceptional;

If the student is identified as exceptional, the statement will include:
- the categories and definitions of any identified exceptionalities, as permitted by the Ministry of Education
- description of the student's strengths and needs
- placement decision
- recommendations regarding a special education program and special education services.

Where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision will be provided.

How Is A Special Education Placement Reviewed?

A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice (waiver) from the parent dispensing with the annual review.

The parent may request a review IPRC meeting any time after the student has been in a special education program for 3 months. At the review meeting, the following information is considered:
- additional information to that presented to the initial IPRC
- the progress the student has made in relation to the Individual Education Plan (IEP)

The IPRC will review the placement and identification decisions and make appropriate recommendations.

What Happens After The IPRC Has Made Its Decision?

The parent's signature on the IPRC form indicates agreement with the decision made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC identifies the student as exceptional and the parent has agreed with the IPRC identification and placement decision, the Board will promptly notify the principal of the school at which the special education program will be provided. The Individual Education Plan (IEP) for the student will be developed or modified.

What If The Parent Disagrees With The IPRC Decision?

If the parent does not agree with either the identification or placement decision made by the IPRC, the parent may:
- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss these concerns
- within 30 days of receipt of the decision, the parent may file a notice of appeal with the Director of Education who is also Secretary of the Board.

If the parent does not agree with the decision after the second meeting, the parent may file a notice of appeal within 15 days of receipt of the decision.

If the parent does not consent to the IPRC decision and does not appeal it, the Board will instruct the principal to implement the IPRC decision.