

# SPECIAL EDUCATION PROGRAM OVERVIEW AND IMPROVEMENT PLANNING



Exceptionality: Behaviour

Placement: Special Education Class with Withdrawal Support

## A. 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.” (MOE)

## 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:

The Regular Class with Withdrawal Support placement for Behaviour students is for pupils for whom their behaviour is interfering with their learning. The program is designed to serve students who demonstrate at least average cognitive ability and an inability to learn that *cannot be traced* to intellectual, sensory, or other health factors, [Autism,] or any combination thereof. (MOE)

- Individualized educational programming is provided for students with a behaviour identification who are placed in a regular class for most or all of the day and who are withdrawn to a special education class to receive specialized instruction, individually or in a small group, delivered by a special education teacher.
- This placement may also benefit students who have been demitted from a Behaviour ISP program placement; or, whose parents do not wish their child to attend an ISP class. This placements suits students who are functioning closer to grade level and who present no serious safety issues.
- The Regular Class with Withdrawal Support placement for Behaviour students provides personalized alternate programming, accommodations and modifications to provide access to the Ontario Curriculum.
- Instruction delivered by a special education teacher in a small group setting occurs for less than 50% of the school day. (MOE)

## D. Planning Components:

<b>Key Contact(s): System Design - Program Operation</b>		
<b>1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION</b>		
<b>Components</b>	<b>Description</b>	<b>Responsibility</b>
<b>Grades</b>	<ul style="list-style-type: none"> <li>For elementary and secondary students</li> <li>Grades 1-12</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
<b>Group size</b>	<ul style="list-style-type: none"> <li>As per Ministry of Education criteria Reg. 298</li> <li>Regular class sizes as per Ministry guidelines, TCDSB policies and collective agreements.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Area Superintendent</li> </ul>
<b>Time &amp; Frequency</b>	<ul style="list-style-type: none"> <li>Depending on student need</li> <li>Students attend their regular class more than 50 percent of the day</li> <li>Students attend the Withdrawal Support Special Education class as determined through IPRC and IEP for less than 50 percent of the day</li> <li>Secondary students may attend the resource room during a resource period designated on their timetable, or during other periods on their timetable</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Special Education Teacher</li> <li>Regular Classroom Teacher</li> <li>SBSLT (SBS + JT)<sup>1</sup></li> </ul>
<b>Facility Requirements</b>	<ul style="list-style-type: none"> <li>A regular size classroom</li> <li>Access to networked computers</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Area Superintendent</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>Offered in home school.</li> <li>Bussing as per TCDSB policy</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Transportation Department</li> </ul>
<b>School selection criteria</b>	<ul style="list-style-type: none"> <li>Home school</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
<b>Locations/schools involved</b>	<ul style="list-style-type: none"> <li>Student attends home school</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
<b>Accountability Framework</b>	<ul style="list-style-type: none"> <li>Development of a framework for accountability and continuous improvement is in process</li> <li>SMART goals will be set by the committee, in accordance with overall goals from the Special Services Department, using the goal format approved by the board</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent, Special Services</li> <li>Special Education Framework</li> <li>Accountability Framework Committee</li> </ul>

<sup>1</sup> School Based Support Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

## 2. STUDENTS

Components	Description	Responsibility
<b>Early Identification</b>	<ul style="list-style-type: none"> <li>• According to TCDSB Early &amp; Ongoing Identification Strategy for JK to Gr.1</li> <li>• Intake meetings, case conferences, consultations</li> <li>• School-Based Support Learning Team meetings (SBSLT)</li> <li>• Kindergarten Intervention Needs Development (KIND)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regional Program Coordinator</li> <li>• Classroom Teacher</li> <li>• SBSLT (SBS + JT)</li> <li>• Regional Program Coordinator (with possible input from Behaviour Team members)</li> <li>• Parent/Guardian</li> </ul>
<b>Referral</b>	<ul style="list-style-type: none"> <li>• SBSLT recommendation, based on:               <ul style="list-style-type: none"> <li>○ Psychological assessment indicating educational profile, average cognitive ability and a recommendation for a Behaviour identification</li> <li>○ Social Worker intervention with student and/or family for at least one term and a report recommending a Behaviour program</li> <li>○ Student's response to previous interventions</li> <li>○ Parent input</li> <li>○ Other assessments as appropriate</li> </ul> </li> <li>• Individual Education Plan (IEP) required (in place for at least one term)</li> <li>• Formal identification and placement by Identification, Placement and Review Committee (IPRC)</li> <li>• Kindergarten Intervention Needs Development (KIND) students may or may not require a Behaviour ISP class at the end of Senior Kindergarten. The needs of these students are monitored by the home school SBSLT after demission from the KIND program and follow the above referral process.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom Teacher</li> <li>• School Psychology staff</li> <li>• School Social Worker</li> <li>• SBSLT Members</li> <li>• Regional Program Coordinator (with possible input from Behaviour Team members)</li> <li>• Parent/Guardian</li> </ul>

## 2. STUDENTS

	<ul style="list-style-type: none"> <li>• Demission meetings of students from Section 23 Day or Residential Treatment programs may provide assessment information and recommendations that determine the need for a Behaviour ISP placement.</li> </ul>	
<b>Identification by IPRC (Identification, Placement and Review Committee)</b>	<ul style="list-style-type: none"> <li>• Formal identification by Identification, Placement and Review Committee (IPRC)</li> <li>• Eligible students present with behavioural needs based on formal assessments</li> <li>• Full psychological assessment required             <ul style="list-style-type: none"> <li>○ Evidence of average cognitive ability</li> <li>○ Evidence of Social-Emotional needs</li> </ul> </li> <li>• Social Work Assessment based on having worked with student and family for at least one term</li> <li>• An IEP is in place for at least one term addressing behaviour needs</li> <li>• Assessments:             <ul style="list-style-type: none"> <li>○ confirm that student cannot function in a regular classroom without extra staff support and numerous accommodations</li> <li>○ recommend a behaviour identification</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Principal or parent may request the IPRC</li> <li>• Regional Program Coordinator chairs the IPRC</li> <li>• Authors of the reports or designates speaks to the report (Psychology and Social Work)</li> <li>• SBSLT</li> <li>• Behaviour Team Members may provide input</li> <li>• Parent/Guardian</li> <li>• Student if 16 years of age or older</li> </ul>
<b>Placement decision by IPRC</b>	<ul style="list-style-type: none"> <li>• Students identified exceptional under the category of Behaviour who are in high school; or, whose parents do not wish their child to attend an ISP class may be placed Regular Class with Withdrawal Support.</li> <li>• This placement suits students who are functioning closer to grade level and who present no safety issues.</li> <li>• Parental consent is required for placement</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Program Coordinator</li> <li>• Sending school Principal</li> <li>• Sending school SBSLT</li> <li>• Parent/Guardian</li> <li>• Student if 16 years of age or older</li> <li>• Behaviour Team Members</li> </ul>
<b>Admission</b>	<ul style="list-style-type: none"> <li>• Based on IPRC decision</li> <li>• Psychological and social work assessment results (by TCDSB or outside agency) are shared with the receiving Regular Class Teacher, Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Special Services Coordinator chairs IPRC.</li> <li>• Principal</li> <li>• Parent/Guardian consent</li> <li>• Student consent if 16 years of age or older</li> </ul>

## 2. STUDENTS

	<p>Teacher and School Administration</p> <ul style="list-style-type: none"> <li>• Other assessments may be considered and shared with the teachers and School Administration as appropriate</li> <li>• Parental consent is required</li> <li>• Parental input is invited</li> <li>• Student input is invited as appropriate</li> <li>• Registration at home school</li> </ul>	<ul style="list-style-type: none"> <li>• For high school placement in Grade 9: The High School Behaviour Transition Team facilitates the transition for Behaviour ISP students changing placement to Withdrawal Support.</li> </ul>
<b>IPRC - Review</b>	<ul style="list-style-type: none"> <li>• Annual reviews are required</li> </ul>	<ul style="list-style-type: none"> <li>• Principal chairs</li> <li>• SBSLT</li> <li>• Special Education Teacher</li> <li>• Regular Classroom Teachers</li> <li>• Parent/Guardian</li> <li>• Student if 16 years of age or older</li> </ul>
<b>Individual Education Plan (IEP)</b>	<ul style="list-style-type: none"> <li>• IEP's are developed for all Behaviour students receiving withdrawal support to outline accommodations, modifications and alternative curriculum expectations as appropriate.</li> <li>• Updated at every reporting period or more often as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Classroom teachers</li> <li>• Special Education Teacher</li> <li>• Consultation with SBSLT as appropriate</li> <li>• With input from Parent/Guardian and Student if 16 years of age or older</li> </ul>
<b>Assessment to inform student learning</b> (assessment for/as/of learning)	<ul style="list-style-type: none"> <li>• As outlined in Growing Success (2010)</li> <li>• Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level</li> <li>• Other standardized assessments as applicable (e.g., EQAO, CAT4)</li> <li>• Assessment of individual expectations, as outlined in the IEP</li> <li>• Exceptionality specific assessments               <ul style="list-style-type: none"> <li>○ Specific assessment accommodations suitable for students with behaviour difficulties</li> <li>○ Frequent monitoring of progress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Classroom Teachers</li> <li>• Special Education Teacher</li> <li>• Consultation with SBSLT as appropriate</li> <li>• Parent/Guardian participation as appropriate</li> <li>• Consultations with Behaviour Team as needed</li> </ul>

## 2. STUDENTS

	<ul style="list-style-type: none"> <li>○ Variety of instruments i.e. Behaviour Logs, Charts, Communication Books</li> <li>○ Providing timely, explicit and descriptive feedback to student</li> </ul>	
<b>Formal assessment to inform student learning</b> (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> <li>● All students receive a psycho-educational assessment and a Social Worker assessment prior to receiving a Behaviour identification</li> <li>● Cognitive assessments are included in these assessments</li> <li>● Assessments by other disciplines may be required (SLP, OT, psychiatric, medical)</li> <li>● Assessment results are discussed with                             <ul style="list-style-type: none"> <li>○ Parent and student</li> <li>○ Special education and classroom teacher(s) (with parental consent)</li> </ul> </li> <li>● Assessment reports included in the Ontario Student Record-OSR (with parental consent); Social Work and Psychiatric Reports are kept in central confidential files.</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● SBSLT</li> <li>● Behaviour Team as appropriate</li> <li>● Parent/Guardian or Student if 18 years of age or older</li> </ul>
<b>Components</b>	<b>Description</b>	<b>Responsibility</b>
<b>Transition Process:</b>		
<b>Demission/Change of Placement</b>	<ul style="list-style-type: none"> <li>● Decision for Demission or Change of Placement is made by IPRC and is based on:                             <ul style="list-style-type: none"> <li>○ Classroom-based assessment data</li> <li>○ Additional assessment data (e.g. data integration platform)</li> <li>○ New formal assessment data where available</li> <li>○ SBSLT</li> <li>○ Length of time student has been integrated fulltime into the regular class program with no need for behaviour management support (at least two school terms)</li> <li>○ Parental input/consent/ request</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Regional Program Coordinator chairs IPRC</li> <li>● Principal</li> <li>● SBSLT</li> <li>● Regular Classroom Teachers</li> <li>● Special Education Teacher</li> <li>● Parent/Guardian</li> <li>● Student if 16 years of age or older</li> </ul>

## 2. STUDENTS

	<ul style="list-style-type: none"> <li>○ Student if over 16 years of age input/consent/ request</li> </ul>	
<b>Transition</b>	<ul style="list-style-type: none"> <li>● As documented in IEP for identified students who are 14 years of age or older</li> <li>● Exchange of information meetings; Grade 8 to Grade 9, as per board policy</li> <li>● Consideration is given to transition to Secondary.</li> <li>● Behaviour Exceptionality Specific Process             <ol style="list-style-type: none"> <li>1. When a student is moving from an elementary to secondary school :                 <ul style="list-style-type: none"> <li>○ The sending school teachers and principal complete the exchange of information form and shares information with pertinent high school personnel (i.e. PAT, Special Education Department Head, Guidance Counselor, Principal or Vice-Principal, High School CYW)</li> <li>○ Parents and students are encouraged to attend high school open house</li> <li>○ The High School Behaviour Transition Team available for consultations</li> </ul> </li> <li>2. For students who have difficulty with transitions throughout the school day:                 <ul style="list-style-type: none"> <li>○ Update IEP to include transition needs, accommodations to the environment, school personnel involvement and programming strategies</li> <li>○ Communicate and plan with all school staff involved with the student (i.e. share strategies, modify timetable etc)</li> </ul> </li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Teacher</li> <li>● SBSLT</li> <li>● Parent/Guardian</li> <li>● Student if over 16 years of age</li> <li>● Other Elementary and Secondary school staff as appropriate</li> </ul>



### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
<b>Staff qualifications/training requirements</b>	<ul style="list-style-type: none"> <li>Classroom teacher and special education teacher qualifications consistent with board policy and Ministry requirements</li> <li>Special Education Teachers require Special Education Part 1 qualifications</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Area Superintendent</li> <li>Teachers</li> </ul>
<b>Professional learning opportunities</b> (e.g., training, mentoring, etc.)	<ul style="list-style-type: none"> <li>IEP training and updates</li> <li>Training with assistive technology use</li> <li>Training using the Data Integration Platform (DIP)</li> <li>PD opportunities by TCDSB (Special Services, Research, Curriculum and Accountability, Student Success central teams)</li> <li>PD opportunities offered at the local school level by members of the SBSLT</li> <li>Other PD opportunities outside of TCDSB</li> <li>Behaviour Team to provide support and mentoring as needed</li> <li>Nonviolent Crisis Intervention Training (including Physical and Personal Safety Techniques) CPI (offered monthly through PAL)</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Regional Program Coordinator</li> <li>TCDSB Special Services, Curriculum &amp; Accountability, Student Success central teams</li> <li>SBSLT</li> <li>Behaviour Team APT's (on consultation basis)</li> </ul>
<b>Reflective practice:</b> tools to inform teacher learning and practice	<ul style="list-style-type: none"> <li>May be used periodically by school teams, and groups of regular and Special Education teachers to guide practice, with participation of the Educational Research Department</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Regional Program Coordinator</li> <li>Educational Research Department</li> </ul>
<b>Staff Appraisal</b>	<ul style="list-style-type: none"> <li>Teacher Performance Appraisal (TPA)</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
<b>Resources</b>		
Components	Description	Responsibility
<b>Classroom resources/materials</b>	<ul style="list-style-type: none"> <li>School block and Special Services funding</li> <li>Elementary curricular resources (literacy and numeracy)</li> <li>Alternative curriculum resources (i.e. for social</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Regional Program Coordinator</li> <li>Area Superintendent</li> </ul>

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

skills, behaviour management etc): Provided through in-services and consultation by Behaviour Team Members

- Safe School Policies and Programs
- TCDSB Physical Restraint Policy
- CPI (Crisis Prevention Institute program) for Nonviolent Physical Crisis Intervention curriculum
- Ministry of Education Documents such as:
  - [Caring and Safe Schools in Ontario: Supporting Students With Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#) sets out a framework that system and school leaders may use to strengthen schools' ability to provide a caring and safe environment with respect to students with special education needs. (PDF, 1.29 MB)
  - <http://www.edu.gov.on.ca/eng/general/lemsec/speced/guide/specedhandbooke.pdf> Special Education Guide for Educators (2011)
  - <http://snow.idrc.ocad.ca/> SNOW—Special Needs Ontario Window
  - <http://www.edu.gov.on.ca/eng/general/lemsec/speced/guide/resource/iepresguid.pdf> The Individual Education Plan (IEP): A Resource Guide (2004)
  - <http://www.edu.gov.on.ca/eng/general/lemsec/speced/transiti/transition.pdf> Transition Planning: A Resource Guide (2002).
  - <http://www.edu.gov.on.ca/eng/parents/>
- Superintendent, Special Services
- SBSLT staff
- Information Technology staff, as required
- Behaviour Team on a consultative basis
- TCDSB Teams: Curriculum and Accountability, Research, Student Success, and Special Services

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

	<p><a href="#">planningentry.pdf</a> Planning Entry to School: A Resource Guide</p> <ul style="list-style-type: none"> <li>○ <a href="http://www.edu.gov.on.ca/eng/documents/reports/speced/panel/speced.pdf">http://www.edu.gov.on.ca/eng/documents/reports/speced/panel/speced.pdf</a> Education for All (2005)</li> <li>○ <a href="http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf">http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf</a> Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs</li> <li>○ <a href="http://www.edu.gov.on.ca/eng/parents/bullying.pdf">http://www.edu.gov.on.ca/eng/parents/bullying.pdf</a> Bullying We Can All Help Stop It</li> <li>○ <a href="http://www.edu.gov.on.ca/eng/policyfunding/ocup/documents/telrsta2002.pdf">http://www.edu.gov.on.ca/eng/policyfunding/ocup/documents/telrsta2002.pdf</a> The Ontario Curriculum Unit Planner: Teacher Companion Teaching/Learning Companion</li> <li>○ <a href="http://www.edu.gov.on.ca/eng/policyfunding/ocup/documents/speced2002.pdf">http://www.edu.gov.on.ca/eng/policyfunding/ocup/documents/speced2002.pdf</a> The Ontario Curriculum Unit Planner: Special Education Companion</li> <li>○ <a href="http://www.edu.gov.on.ca/eng/policyfunding/ocup/documents/assess2002.pdf">http://www.edu.gov.on.ca/eng/policyfunding/ocup/documents/assess2002.pdf</a> The Ontario Curriculum Unit Planner: Teacher Companion Assessment Companion</li> </ul>	
<p><b>Special Education Amount (SEA)</b></p>	<ul style="list-style-type: none"> <li>● Based on individual learning needs, as recommended by a relevant qualified professional</li> <li>● Equipment must be essential for access to the curriculum for a claim to be made (must meet Ministry of Education SEA criteria)</li> </ul>	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Teachers</li> <li>● Regional Program Coordinator</li> <li>● Superintendent, Special Services</li> <li>● SBSLT staff</li> <li>● Information Technology staff, as required</li> </ul>

### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

<b>Special Incidence Portion (SIP)</b>	<ul style="list-style-type: none"> <li>• Application for funding submitted for students with intensive safety and/or health needs according to Ministry of Education SIP criteria (as applicable to the placement)</li> </ul>	<ul style="list-style-type: none"> <li>• As applicable to the placement</li> <li>• Principal</li> <li>• Teachers</li> <li>• Regional Program Coordinator</li> <li>• Superintendent, Special Services</li> <li>• Area Superintendent</li> <li>• Support by SBSLT and special services staff</li> </ul>
<b>Professional Support Central/Regional/ External</b>	<ul style="list-style-type: none"> <li>• Ongoing program and student support is provided by the SBSLT (as appropriate)</li> <li>• Consultation and direct support as appropriate by TCDSB staff</li> <li>• Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum &amp; Accountability, Student Success)</li> <li>• Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• SBSLT staff as appropriate</li> <li>• Behaviour Team Consultation as appropriate</li> <li>• TCDSB Special Services, Curriculum &amp; Accountability, Research, Student Success central teams</li> </ul>
<b>Support documentation</b>	<ul style="list-style-type: none"> <li>• TCDSB Special Services documents</li> <li>• Behaviour Admission Criteria</li> <li>• Learning for All (Ministry of Education, 2009)</li> <li>• Education for All (Ministry of Education, 2005)</li> <li>• Student Success High Yield Strategies (TCDSB, 2010)</li> <li>• Supporting Student Success in Literacy (TCDSB, 2009)</li> <li>• Differentiated Instruction Resources and kits from Ministry of Education</li> <li>• Special Education Guide for Educators (Ministry of Education, 2000)</li> <li>• Transition (Ministry of Education, 2002)</li> <li>• IEP Resource Guide (Ministry of Education, 2004)</li> <li>• Documents on evidence-based intervention practices; e.g. research articles, websites,</li> </ul>	<ul style="list-style-type: none"> <li>• Special Services Department and Superintendent</li> <li>• SBSLT</li> <li>• Behaviour Team (consultative basis)</li> <li>• TCDSB Curriculum &amp; Accountability</li> <li>• TCDSB Student Success</li> </ul>

<b>3. PERSONNEL AND PROFESSIONAL DEVELOPMENT</b>		
	descriptive pamphlets, etc.	

#### 4. PARENTS

Components	Description	Responsibility
<b>Home School Communication</b>	<ul style="list-style-type: none"> <li>• Ongoing communication between Behaviour ISP Special Education Teacher, Regular Class Teacher, and parent/guardian</li> <li>• Parent-teacher interviews</li> <li>• IPRC's and Annual Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regular Class Teacher</li> <li>• Regional Program Coordinator</li> <li>• SBSLT (as needed)</li> <li>• Parent/Guardian</li> </ul>
<b>Shared Solutions</b>	<ul style="list-style-type: none"> <li>• Follow process outlined in <i>Shared Solutions</i> (Ministry of Education)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Area Superintendent</li> <li>• Superintendent , Special Services</li> <li>• Teachers</li> <li>• Parent/Guardian</li> </ul>
<b>Parent Guide</b>	<ul style="list-style-type: none"> <li>• TCDSB Parents' Guide To Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent, Special Services</li> </ul>
<b>Parent Involvement</b>	<ul style="list-style-type: none"> <li>• Ongoing communication</li> <li>• Parent evening sessions – curriculum nights</li> <li>• Individual Education Plan (IEP)</li> <li>• Parents participate in Identification Placement Review Committee (IPRC) meetings</li> <li>• Parent Teacher Interviews</li> <li>• School and School Board Information Fairs</li> <li>• Behaviour/Safety Plan Development</li> <li>• Parent-Teacher Interviews</li> <li>• Case Conferences (as needed)</li> <li>• Behaviour Team Meetings (as needed)</li> <li>• High School Information Nights</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regional Program Coordinator</li> <li>• Teachers</li> <li>• Special Education Teacher</li> <li>• Parent/Guardian</li> </ul>

## 5. COMMUNICATION

Components	Description	Responsibility
<b>External</b>	<ul style="list-style-type: none"> <li>• TCDSB Website/Portal</li> <li>• Special Education Advisory Committee</li> <li>• TCDSB Department Brochures</li> <li>• Information Fair</li> <li>• TCDSB Parents' Guide To Special Education</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent, Special Services</li> <li>• Communication Department</li> </ul>
<b>Internal</b>	<ul style="list-style-type: none"> <li>• TCDSB Website/Portal</li> <li>• Email</li> <li>• Director's Bulletin</li> <li>• TCDSB Policies/Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Superintendent, Special Services</li> <li>• Regional Program Coordinator</li> <li>• Communication Department</li> </ul>