

Special Education Program Overview and Improvement Planning

Exceptionality: Behaviour

Placement: Special Education Class with Partial Integration – Intensive Support Program



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 Intensive Support Program for Behaviour students is designed 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 in elementary school for students with a behaviour identification in their specific areas of need and when appropriate across the curriculum through the application of personalized alternate programming, accommodations and modifications to provide access to the Ontario Curriculum.
- Instruction is delivered within a small group setting where specific subject areas and skill areas are addressed through alternative curriculum (i.e. anger management skills, social skills or self-regulation skills) and where appropriate through modified regular curriculum.
- Instruction is delivered by a special education teacher in a small group setting for a minimum of 50% of the school day. (MOE)
- A Child and Youth Worker provides social skills programming as well as assistance in behaviour management through participation in the development/ implementation of behaviour and/or safety plans for each student throughout the school-day.
- The program goal is to provide students with skills to allow them to re-integrate into the regular classroom with minimal or no support. Depending on individual strengths and needs, each student may receive instruction within the regular classroom (i.e. integration), designed, prepared and monitored jointly by the regular classroom teacher and the special education teacher. This will allow the student to actively participate in learning opportunities with peers and to benefit from positive peer modeling of social skills.
- Students with a Behaviour identification have difficulties managing their behaviour which impact on academic success across many or all curriculum areas. Therefore, social-emotional skill learning opportunities are integrated within classroom activities for literacy, numeracy, science and technology, social studies and other core subjects. Furthermore, students are provided with explicit social-emotional skill instruction as a distinct instructional activity.

D. Planning Components:

Key Contact(s): System Design - Program Operation		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> Behaviour ISP programs are for Primary, Junior and Intermediate elementary students (Grades 1 to 8) 	<ul style="list-style-type: none"> Principal Regional Program Coordinator Superintendent, Special Services Behaviour Team
Group size	<ul style="list-style-type: none"> Maximum of 8 students per class (as per Ministry of Education criteria Reg. 298) Regular class sizes as per Ministry guidelines and collective agreements. 	<ul style="list-style-type: none"> Principal Regional Program Coordinator Superintendent, Special Services Behaviour Team
Time & Frequency	<ul style="list-style-type: none"> Students attend the Behaviour ISP class daily Minimum 50 percent of the day self-contained (ISP) Maximum 50 percent of the day integrated Integration is scheduled based on student strengths, needs, interests and classroom timetables 	<ul style="list-style-type: none"> Principal Behaviour ISP Special Education Teacher Regular Classroom Teacher Behaviour Team
Facility Requirements	<ul style="list-style-type: none"> Regular size classroom Access to networked computers Dividers and portable chalkboard for small group work including project tables Carrels for individual work Distinct space with decreased auditory and visual stimuli which allows visual monitoring for any student requiring a quiet time or chill-out space or individualized de-escalation with staff 	<ul style="list-style-type: none"> Principal Area Superintendent
Transportation	<ul style="list-style-type: none"> Bussing is provided as per TCDSB policy 	<ul style="list-style-type: none"> Principal Transportation Department
School selection criteria	<ul style="list-style-type: none"> Programs are located across the system, with consideration given to geographic location and school space availability 	<ul style="list-style-type: none"> Principal Area Superintendent Superintendent, Special Services

	<ul style="list-style-type: none"> • A dedicated regular size classroom • Consideration is given to balance of Primary/Junior and Junior/Intermediate per region • Availability of appropriate integration opportunities for Behaviour students in regular classes 	<ul style="list-style-type: none"> • Regional Program Coordinator
Locations/schools involved	<ul style="list-style-type: none"> • Across the system, in each superintendency • See list for current year 	<ul style="list-style-type: none"> • Principal • Area Superintendent • Superintendent, Special Services • Regional Program Coordinator
Accountability Framework	<ul style="list-style-type: none"> • Development of a framework for accountability and continuous improvement is in process • 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 	<ul style="list-style-type: none"> • Superintendent, Special Services • Special Education Framework • Accountability Framework Committee

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Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • According to TCDSB Early & Ongoing Identification Strategy for JK to Gr.1 • Intake meetings, case conferences, consultations • School-Based Support Learning Team meetings (SBSLT)¹ • Kindergarten Intervention Needs Development (KIND) 	<ul style="list-style-type: none"> • Principal • Regional Program Coordinator • Classroom Teacher • SBSLT (SBS + JT)¹ • Regional Program Coordinator (with possible input from Behaviour Team members) • Parent/Guardian
Referral	<ul style="list-style-type: none"> • SBSLT recommendation, based on: <ul style="list-style-type: none"> ○ Psychological assessment indicating educational profile, average cognitive ability and a recommendation for a Behaviour identification ○ Social Worker intervention with student and/or family for at least one term and a report recommending a Behaviour program ○ Student's response to previous interventions ○ Parent input ○ Other assessments as appropriate • Individual Education Plan (IEP) required (in place for at least one term) • Formal identification and placement by Identification, Placement and Review Committee (IPRC) • 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. 	<ul style="list-style-type: none"> • Principal • Classroom Teacher • School Psychology staff • School Social Worker • SBSLT • Regional Program Coordinator (with possible input from Behaviour Team members) • Parent/Guardian

¹ School Based Support Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

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	<ul style="list-style-type: none"> • 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. 	
Identification by IPRC (Identification, Placement and Review Committee)	<ul style="list-style-type: none"> • Formal identification by Identification, Placement and Review Committee (IPRC) • Eligible students present with behavioural needs based on formal assessments • Full psychological assessment required <ul style="list-style-type: none"> ○ Evidence of average cognitive ability ○ Evidence of Social-Emotional needs • Social Work Assessment based on having worked with student and family for at least one term • An IEP is in place for at least one term addressing behaviour needs • Assessments: <ul style="list-style-type: none"> ○ confirm that student cannot function in a regular classroom without extra staff support and numerous accommodations ○ recommend a behaviour identification 	<ul style="list-style-type: none"> • Principal or parent may request the IPRC • Regional Program Coordinator chairs the IPRC • Authors of the reports or designates speaks to the report (Psychology and Social Work) • SBSLT • Central Behaviour Team Coordinator and Behaviour Team Members may provide input • Parent/Guardian • Student if 16 years of age or older
Placement decision by IPRC	<ul style="list-style-type: none"> • Based on IPRC decision • Students identified exceptional under the category of Behaviour who require intensive <i>educational support</i> are placed in a Behaviour ISP • Parental consent is required for placement • This placement <i>does not</i> suit students who require <i>intensive treatment</i> to address their severe behaviour needs. They may be referred to an outside agency for placement and support (section 23). 	<ul style="list-style-type: none"> • Regional Program Coordinator • Sending school Principal • Sending school SBSLT • Parent/Guardian • Student if 16 years of age or older • Behaviour Team Members
Admission	<ul style="list-style-type: none"> • Based on IPRC decision • Psychological and social work assessment results (by TCDSB or outside agency) are shared with the 	<ul style="list-style-type: none"> • Regional Program Coordinator chairs IPRC and selects possible ISP sites • For elementary school, Behaviour Team members

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	<p>receiving ISP Behaviour Teacher and School Administration</p> <ul style="list-style-type: none"> • Other assessments may be considered and shared with ISP teacher and School Administration as appropriate • Parental consent is required • Parental input is invited • Student input is invited as appropriate • Eligible identified students are placed in an appropriate ISP site • Registration is at school housing the Behaviour ISP Class 	<p>coordinate the exchange of information meetings to outline programming needs and recommendations as well as arranging the parent and student visits.</p> <ul style="list-style-type: none"> • For high school, The High School Behaviour Transition Team provides services to support grade 8's transitioning to grade 9 by attending IPRC Reviews, coordinating exchange of information meetings to outline programming needs and recommendations, encouraging school visits, offering workshops, preparing high school preparation plans and by monitoring students when they are in grade 9. • Parent/Guardian consent • Student if 16 years of age or older
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required 	<ul style="list-style-type: none"> • Regional Program Coordinator chairs the review • Behaviour Team Members attend the review • Principal • Behaviour ISP Teacher • Regular Classroom Teachers • Parent/Guardian • Student if 16 years of age or older
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • IEP's are developed for all Behaviour ISP students to record specialized instruction and to outline accommodations, modifications and alternative curriculum expectations as appropriate. • Updated once per reporting period or more often as needed 	<ul style="list-style-type: none"> • Principal • Behaviour ISP teacher • Regular classroom teachers • With input from Parent/Guardian and Student if 16 years of age or older • Consultation with Behaviour Team as appropriate • CYW may provide input as appropriate
Assessment to inform student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> • As outlined in <i>Growing Success (2010)</i> • Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level 	<ul style="list-style-type: none"> • Principal • Behaviour ISP teacher (Consultation with Behaviour Team) • Regular Classroom Teachers

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	<ul style="list-style-type: none"> • Other standardized assessments as applicable (e.g., EQAO, CAT4) • Assessment of individual expectations, as outlined in the IEP • Exceptionality specific assessments <ul style="list-style-type: none"> ○ Specific assessment accommodations suitable for students with behaviour difficulties ○ Frequent monitoring of progress ○ Variety of instruments i.e. Behaviour Logs, Charts, Communication Books ○ Providing timely, explicit and descriptive feedback to student 	<ul style="list-style-type: none"> • Curriculum & Accountability staff • Input from CYW • Input from Parent/Guardian as appropriate
<p>Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)</p>	<ul style="list-style-type: none"> • All students receive a psychoeducational assessment and a Social Work assessment prior to entry into the Behaviour ISP • Assessments by other disciplines may be required (SLP, OT, psychiatric, medical) • Assessment results are discussed with: <ul style="list-style-type: none"> ○ Parent ○ Student (where appropriate) ○ Special education and classroom teacher(s) (with parental consent) ○ Principal • Assessment reports are included in the Ontario Student Record-OSR (with parental consent); Social Work and Psychiatric Reports are kept in central confidential files. 	<ul style="list-style-type: none"> • Principal • SBSLT • Behaviour Team as appropriate • Parent/Guardian or Student if 18 years of age or older
Components	Description	Responsibility
Transition Process:		
<p>Demission/Change of Placement</p>	<ul style="list-style-type: none"> • Decision for Demission or Change of Placement is made by IPRC and is based on: <ul style="list-style-type: none"> ○ Classroom-based assessment data ○ Additional assessment data (e.g. data 	<ul style="list-style-type: none"> • Regional Program Coordinator chairs IPRC • Principal • Behaviour ISP Teacher • Regular Classroom Teacher

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	<p>integration platform)</p> <ul style="list-style-type: none"> ○ New formal assessment data where available ○ Behaviour Team recommendation ○ Parental input/consent/ request ○ Student request if appropriate ○ Length of time student has been integrated fulltime into the regular class program with little or no need for behaviour management support (at least two school terms) 	<ul style="list-style-type: none"> ● Behaviour Team Members ● CYW input if appropriate ● Parent/Guardian participation ● Student if 16 years of age or older if appropriate
<p>Transition</p>	<ul style="list-style-type: none"> ● As documented in IEP for identified students who are 14 years of age or older ● Exchange of information meetings; Grade 8 to Grade 9, as per board policy ● Consideration is given to transition to Secondary. ● Behaviour Exceptionality Specific Process <ol style="list-style-type: none"> 1. After an initial IPRC or when an identified student is moving from a Primary/Junior to a Junior/Intermediate Behaviour ISP parent and student visit the classroom to ensure the student feels comfortable in attending <ul style="list-style-type: none"> ○ Accommodations may be required to provide social-emotional support for student (i.e. transportation needs, additional personnel, change in timetable, etc) 2. For high school, the High School Behaviour Transition Team provides services to support grade 8's transitioning to grade 9 by: <ul style="list-style-type: none"> ○ attending IPRC Reviews, ○ coordinating exchange of information meetings to outline programming needs and recommendations, 	<ul style="list-style-type: none"> ● Regional Program Coordinator ● Principal ● SBSLT ● Behaviour Team Members ● Behaviour ISP School Principal ● Behaviour ISP Teacher ● Behaviour ISP CYW ● Receiving School Principal/Special Education/Guidance/PAT or APT/SBSLT ● Parent/Guardian ● Student if older than 16 years of age ● Other elementary and Secondary school staff as appropriate ● For transition to secondary: <ul style="list-style-type: none"> ○ High School Behaviour Transition Team ○ High School Administration, Guidance, Student Success Teacher, Special Education and CYW if appropriate

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- offering workshops,
 - preparing high school preparation plans, and
 - monitoring students when they are in grade 9.
 - In the spring, a Behaviour High School Exchange of Information meeting is coordinated by the High School Behaviour Transition Team with the receiving High School.
 - ISP Behaviour teacher completes information package and shares information with pertinent high school personnel (i.e. PAT, Special Education Department Head, Guidance Counselor, Principal or Vice-Principal, High School CYW)
 - Parents and students are encouraged to attend high school open house
 - Behaviour ISP staff coordinate student visit (s) with receiving high school after Exchange of Information meeting has occurred
3. When an identified Behaviour student is moving from an elementary Behaviour ISP program after being demitted to his or her home school or is being placed in another type of placement for other reasons:
- Transition plan is created and followed (includes gradual increase of instruction time in regular class)
 - Parent and student visit the receiving school to enable student to feel

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- comfortable attending
- Behaviour ISP staff arrange student to visit receiving school
- 4. For students who have difficulty with transitions throughout the school day:
 - Update IEP to include transition needs, accommodations to the environment, school personnel involvement and programming strategies
 - Communicate and plan with all school staff involved with the student (i.e. share strategies that work, modify timetable etc)

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Staff qualifications/training requirements	<ul style="list-style-type: none"> • Classroom teacher and special education teacher qualifications consistent with board policy and Ministry requirements • Special Education Teachers require Special Education Part 1 qualifications CYW is certified 	<ul style="list-style-type: none"> • Principal • Area Superintendent • Teachers
Professional learning opportunities (e.g., training, mentoring, etc.)	<ul style="list-style-type: none"> • IEP training and updates • Training with assistive technology use • Training using the Data Integration Platform (DIP) • PD opportunities by TCDSB (Special Services, Research, Curriculum and Accountability, Student Success central teams) • PD opportunities offered at the local school level by members of the SBSLT • Other PD opportunities outside of TCDSB • Behaviour Team to provide support and mentoring as needed • Nonviolent Crisis Intervention Training (including Physical and Personal Safety Techniques) CPI (offered monthly through PAL) • Behaviour Teacher In-services (with networking opportunities) • After School In-services for Teachers New to Behaviour ISP's • CYW In-service (with networking opportunities) • Mentorship program established between Teachers New to Behaviour ISP's and more experienced Behaviour ISP teachers. • Mentoring by Behaviour Team APTs 	<ul style="list-style-type: none"> • Principal • Teachers • Behaviour ISP Teachers • Regional Program Coordinator • TCDSB Special Services, Curriculum & Accountability, Student Success central teams • SBSLT • Behaviour Team Members • Behaviour Team APT's
Reflective practice: tools to inform teacher learning and practice	<ul style="list-style-type: none"> • May be used periodically by school teams, and groups of regular and Special Education teachers to guide practice, with participation of the 	<ul style="list-style-type: none"> • Principal • Teachers • Behaviour ISP Teacher

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	Educational Research Department	<ul style="list-style-type: none"> Regional Program Coordinator Educational Research Department
Staff Appraisal	<ul style="list-style-type: none"> Teacher Performance Appraisal (TPA) CYW appraisal, if appropriate 	<ul style="list-style-type: none"> Principal
Resources		
Components	Description	Responsibility
Classroom resources/materials	<ul style="list-style-type: none"> School block and Special Services funding Elementary curricular resources (literacy and numeracy) Alternative curriculum resources (i.e. for social 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: <ul style="list-style-type: none"> 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/specedhandbook.pdf Special Education Guide for Educators (2011) http://snow.idrc.ocad.ca/ SNOW—Special 	<ul style="list-style-type: none"> Principal Teachers Behaviour ISP Teacher Behaviour ISP CYW Regional Program Coordinator Area Superintendent Superintendent, Special Services SBSLT staff Information Technology staff, as required Behaviour Team TCDSB Teams: Curriculum and Accountability, Research, Student Success, and Special Services

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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/planningentry.pdf> Planning Entry to School: A Resource Guide
- <http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf> Education for All (2005)
- <http://www.edu.gov.on.ca/eng/general/lemsec/speced/shared.pdf> Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs
- <http://www.edu.gov.on.ca/eng/parents/bullying.pdf> Bullying We Can All Help Stop It
- <http://www.edu.gov.on.ca/eng/policyfunding/ocup/documents/telrsta2002.pdf> The Ontario Curriculum Unit Planner: Teacher Companion Teaching/Learning Companion
- <http://www.edu.gov.on.ca/eng/policyfunding/ocup/documents/speced2002.pdf> The Ontario Curriculum Unit Planner: Special Education Companion
- <http://www.edu.gov.on.ca/eng/policyfun>

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	<p style="text-align: center;">ding/ocup/documents/assess2002.pdf The Ontario Curriculum Unit Planner: Teacher Companion Assessment Companion</p>	
Special Education Amount (SEA)	<ul style="list-style-type: none"> • Based on individual learning needs, as recommended by a relevant qualified professional • Equipment must be essential for access to the curriculum for a claim to be made (must meet Ministry of Education SEA criteria) 	<ul style="list-style-type: none"> • Principal • Teachers • Behaviour ISP Teacher • Regional Program Coordinator • Superintendent, Special Services • SBSLT staff • Information Technology staff, as required • Behaviour Team
Special Incidence Portion (SIP)	<ul style="list-style-type: none"> • Application for funding submitted for students with intensive safety and/or health needs according to Ministry of Education SIP criteria (<u>as applicable to the placement</u>) 	<p>As applicable to the placement</p> <ul style="list-style-type: none"> • Principal • Teachers • Behaviour ISP Teacher • Regional Program Coordinator • Superintendent, Special Services • Area Superintendent • Support by SBSLT and special services staff • Behaviour Team
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> • Ongoing program and student support is provided by the SBSLT (as appropriate) and Behaviour Team Members • Consultation and direct support as appropriate by TCDSB staff • Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum & Accountability, Student Success) • Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements • Mentoring by experienced Behaviour ISP 	<ul style="list-style-type: none"> • Principal • Teachers • Behaviour ISP Teacher • SBSLT staff as appropriate • Behaviour Team Members • TCDSB Special Services, Curriculum & Accountability, Research, Student Success central teams

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	<p>Teachers</p> <ul style="list-style-type: none"> • Networking with other Behaviour ISP Teachers 	
<p>Support documentation</p>	<ul style="list-style-type: none"> • TCDSB Special Services documents • Behaviour Admission Criteria • Learning for All (Ministry of Education, 2009) • Education for All (Ministry of Education, 2005) • Student Success High Yield Strategies (TCDSB, 2010) • Supporting Student Success in Literacy (TCDSB, 2009) • Differentiated Instruction Resources and kits from Ministry of Education • Special Education Guide for Educators (Ministry of Education, 2000) • Transition (Ministry of Education, 2002) • IEP Resource Guide (Ministry of Education, 2004) • Documents on evidence-based intervention practices; e.g. research articles, websites, descriptive pamphlets, etc. 	<ul style="list-style-type: none"> • Special Services Department and Superintendent • Behaviour Team • TCDSB Curriculum & Accountability • TCDSB Student Success

4. PARENTS

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

5. COMMUNICATION

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