

OUR MISSION

*The Toronto Catholic District School Board is an inclusive learning community rooted in the love of Christ..
We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*

OUR VISION

*At Toronto Catholic, we transform the world
through witness, faith, innovation and action.*



AGENDA ADDENDUM THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, October 19, 2016
7:00 P.M.

	Pages
9. Communications	
9.g Ministry of Education Memoranda regarding Autism	
9.g.1 Memo from the Hon. Mitzie Hunter, Minister of Education - Transition to the Ontario Autism Program - New Funding to Support School Boards	1 - 2
9.g.2 Memo from Nancy Matthews, Deputy Minister of Education - Transition to the Ontario Autism Program - After School Skills Development Programs	3 - 4
12. Reports of Officials for Information	
12.b Presentation by Andrea Benjamin Coke, Chief Speech-Language Pathologist	5 - 10

Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

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Memorandum To: School Board Chairs

From: The Honourable Mitzie Hunter
Minister

Date: June 28, 2016

Subject: Transition to the Ontario Autism Program - New Funding
to Support School Boards

I am pleased to be writing to you today in my new role as Minister of Education.

Building on our strong foundation, we will continue to ensure our publicly funded education system is equitable, and that our schools are inclusive and accepting places where all children are successful and supported — including those with autism spectrum disorder (ASD).

An important part of ensuring equity is supporting students through transition periods, which we know pose challenges to all students.

As you know, the Ministry of Education and the Ministry of Children and Youth Services have been working together over many years to provide supportive environments for students with ASD and their families. As changes in autism services are implemented, school boards will continue to support children with ASD through the transition.

To help support them, the Ministry of Children and Youth Services is providing additional funding to help expand services for children with ASD. This will provide families with more flexible and individualized services at varying levels of intensity based on their children's specific needs. You can find more information on the changes made by the Ministry of Children and Youth Services from their announcement this morning at: www.children.gov.on.ca/htdocs/English/news/index.aspx.

The Ministry of Education is also providing additional funding to support the education sector. All 72 school boards will receive new, one-time funding through the transition period. School boards will also be eligible to apply for additional funding to provide after-school skills development programs for children.

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These changes will help create a continuum of behavioural supports based on the individual needs of children and youth. More detailed information has been shared with your directors of education by Nancy Matthews, Deputy Minister of Education.

These efforts support our government's plan to transform children's autism services and to work across government to improve supports for Ontarians with autism throughout their lives.

Thank you for your ongoing collaboration. With your continued support, we can help all students reach their full potential.

Sincerely,

A handwritten signature in black ink, appearing to be 'MH' with a stylized flourish at the end.

Mitzie Hunter, MBA
Minister

c: Ontario Public School Boards' Association
Ontario Catholic School Trustees' Association
Association franco-ontarienne des conseils scolaires catholiques
Association des conseils scolaires des écoles publiques de l'Ontario
Council of Ontario Directors of Education

Ministry of Education

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Toronto ON M7A 1L2



Memorandum To: Directors of Education
Supervisory Officers of School Authorities

From: Nancy Matthews
Deputy Minister

Date: September 29, 2016

Subject: Transition to the Ontario Autism Program – Further
Information on After School Skills Development Programs

On June 28, 2016, you received the memorandum "Transition to the Ontario Autism Program – New Funding to Support School Boards", announcing new one-time funding to school boards to support the transition to the new Ontario Autism Program. As part of this new funding, you are eligible to apply to run After School Skills Development Programs.

The purpose of this memorandum is to invite school boards to submit applications for new funding to support new and/or existing after school programs that build and enhance skills for students affected by changes to autism services, and for students with high-needs autism spectrum disorder. The After School Skills Development Programs may focus on different areas such as social and communications skills development, behaviour management, etc. These programs are intended to run in the 2016-17 and 2017-18 school years during the transition period to the new Ontario Autism Program. Please find attached the following documents to support the application process:

- an application for the "After School Skills Development Programs"; and,
- instructions for the completion of the application for "After School Skills Development Programs."

Completed program applications must be submitted to Arkadi Toritsyn arkadi.toritsyn@ontario.ca by October 31, 2016. Programs will begin no later than January 2017. Further information about the application process is in the attached documents.

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If your staff have any questions or require further clarification, please contact Arkadi Toritsyn by email at arkadi.toritsyn@ontario.ca.

Sincerely,

A handwritten signature in black ink, appearing to read "N Matthews". The signature is fluid and cursive, with the first letter of the last name being a large, stylized 'M'.

Nancy Matthews
Deputy Minister

Enclosure

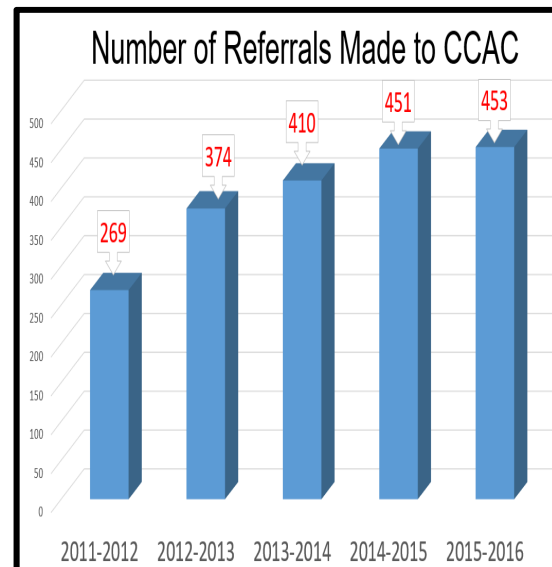
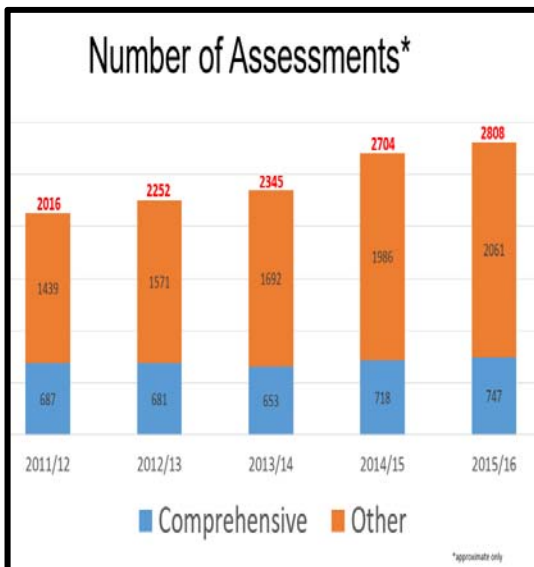
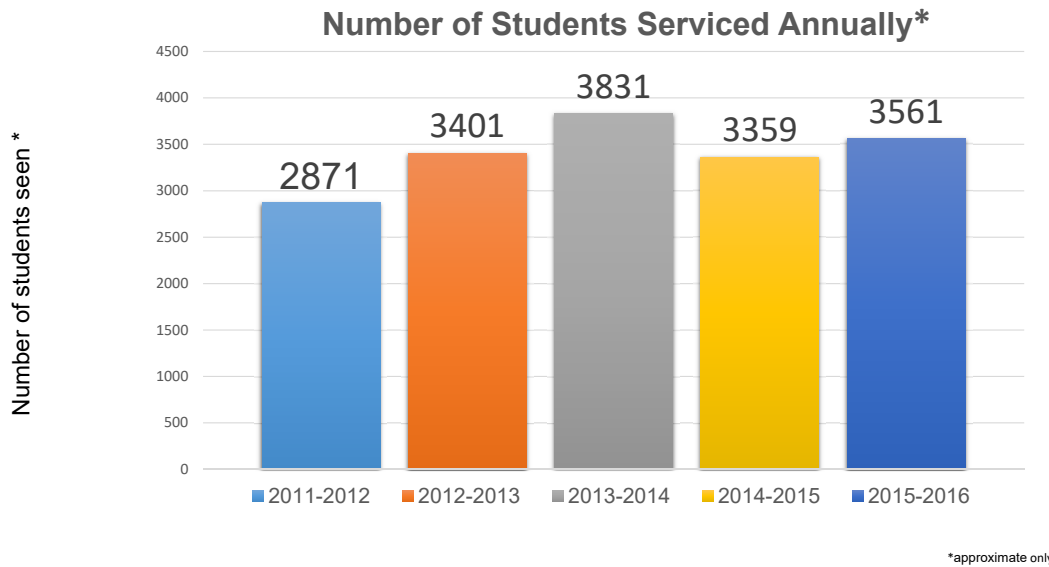


Request:

Report on information for the last five years on the number of students that were served through Speech and Language Services and the number of students on the waiting list each year be gathered in a report, and that the report be maintained as an Addendum until the new Special Education strategy is in place.

- A. Data and Waitlist Information
- B. Provincial Initiatives: Tri-Ministerial Demonstration Site Project and Ontario Special Needs Strategy
- C. Links





Waitlist Information

- Information on waitlists varies depending on reason for referral:
 - consultation
 - classroom programming
 - assessment (comprehensive and other)
 - short-term, diagnostic intervention
 - referral to outside agency
 - shared caseload with other agencies (e.g., HB, Surrey Place)
- Tiered model of service delivery (continuum of service delivery approach not traditional one-on-one intervention for every child)
- Need for caseload management system to accurately track data

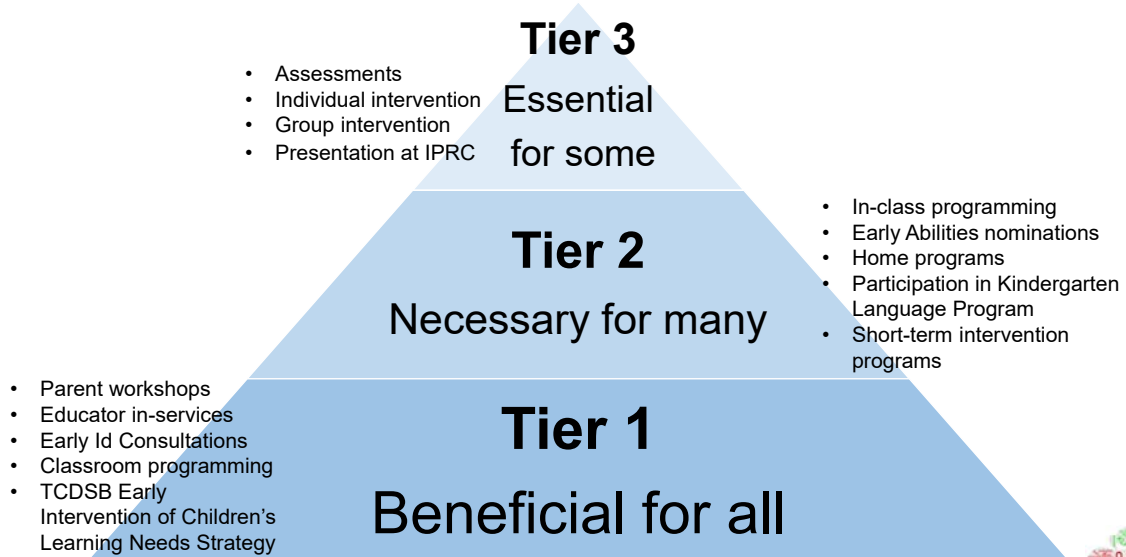


Waitlist Information – cont'd

- Factors impacting service provision and waitlists:
 - Inconsistent CCAC wait-times
 - Changes to Holland-Bloorview's school health support services
 - Increase in specific populations (i.e., autism)
 - Full Day Kindergarten
 - Changes to Early Abilities
- Number of referrals pending, June 2016 – 225



Tiers of Intervention



EQAO COMPARATIVE DATA BY EXCEPTIONALITY, TCDSB

Exceptionality	Elementary				
	2010/2011	2011/2012	2012/2013	2013/2014	2014/2015
Identified	5658	5346	4972	4859	4270
Autism	694	766	826	902	959
Behaviour	162	154	130	122	122
Blind and Low Vision	15	17	15	16	14
Deaf and Hard-of-Hearing	45	45	51	61	55
Developmental Disability	85	85	86	85	67
Giftedness	1711	1598	1476	1367	1084
Language Impairment	396	473	535	586	549
Learning Disability	2109	1785	1472	1353	1106
Mild Intellectual Disability	277	267	231	219	168
Multiple Exceptionalities	120	103	103	101	90
Physical Disability	43	51	45	47	55
Speech Impairment	1	2	2		1



Tri-Ministerial Speech and Language Demonstration Sites (Fall 2011 to June 2013)

Project Description

- MCYS, Education and Health
- Challenges: services not consolidated; different mandates and inconsistent, fragmented service across agencies; Policy/Program Memorandum No.81
- 7 Demonstration Sites to test different models and approaches for delivering SLP services
- TCDSB was the lead agency for Toronto site (partners -TDSB, Early Abilities, Central East CCAC)

Key Findings

- Enhanced transparency and accountability (one SLP assigned to each student in school)
- Efficiencies found by removing service duplication with agency partners through a single point of transition and the integration of speech and language
- Improvements in access, quality and value
 - **Access** - School Boards had the shortest wait times compared to Preschool, CCAC
 - **Quality** - Parents preferred services to be in schools
 - **Value** - Service delivery in school enabled a broader range of intervention types (i.e. beyond one-on-one interventions)



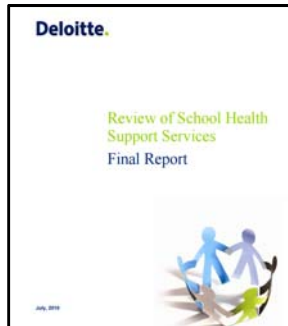
Special Needs Strategy (Nov. 2014 to present)

- MCYS, Education, Health and Community and Social Services
- Efficient, seamless, and continuous speech-language pathology, occupational therapy (OT), and physiotherapy (PT) services from birth to school exit
- Integration of speech and language (i.e., SLPs will provide both speech **and** language support to students in their schools)
- Tiered service delivery framework
- Provincial guidelines for program delivery, outcome measures and performance indicators

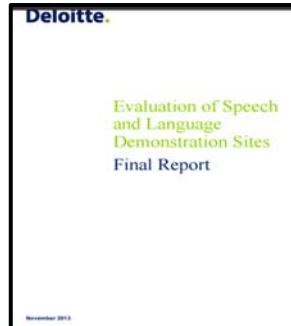
Implementation Plan Template



Links



http://www.health.gov.on.ca/en/common/system/services/ccac/docs/deloitte_shss_review_report.pdf



<http://www.cdaac.ca/download/s/Deloitte-MCYS-Final-Report-2013.pdf>



<http://specialneedsstrategy.children.gov.on.ca/>

