

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA MARCH 22, 2017

Marilyn Taylor, Chair
Community Representative

Rosanna Del Grosso
Association for Bright Children

Dario Imbrogno
Community Representative

John MacKenzie
FASWorld

Sandra Mastronardi
Autism Ontario

Ashleigh Molloy, Vice-Chair
AAIDD

Tyler Munro
Integration Action for Inclusion Representative

Gizelle Paine
LD Toronto Chapter Representative

Mary Pugh
VOICE for Hearing Impaired

Giselle Romanino
Community Representative

Raul Vomisescu
Community Living Toronto

Glenn Webster
Ontario Assoc. of
Families of Children
With Communication
Disorders

Trustees Members

Ann Andrachuk

Angela Kennedy

Garry Tanuan



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.*

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Asst. Recording Secretary: 416-222-8282 Ext. 2298

Angela Gauthier
Director of Education

Angela Kennedy
Chair of the Board

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 THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, March 22, 2017
7:00 P.M.

	Pages
1. Roll Call & Apologies	
2. Approval of the Agenda	
3. Declarations of Interest	
4. Approval & Signing of the Minutes of the Meeting held February 8, 2017 for Public Session	1 - 8
5. Delegations	
6. Presentations	
6.a Rae Roebuck, Project Coordinator, Toronto Coordinated Service Planning Strategy & Partner, First Leadership, regarding Coordinated Service Planning	
6.b Marilyn Dolmage regarding Research on Evidence of Effective High School Inclusion: Research, Resources and Inspiration	
7. Unfinished Business	
8. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)	
9. Communications	

9.a	SEAC Monthly Calendar Review	9 - 11
9.b	Special Education Superintendent Update March 2017	12 - 15
9.c	Verbal Report regarding Exploring Opportunities to Offer the STYLE Program to Secondary Schools (Requested November, 2016)	
9.d	Verbal Report regarding Parliamentary Procedures Presentation Date	
9.e	Draft Report on Accountability Framework for Special Education 2016-2017	16 - 74
9.f	Draft Report regarding Educational Assistant and Child and Youth Worker Efficiencies in the Elementary and Secondary Panels	75 - 90
9.g	Special Education Plan - Autism and Learning Disability Framework Updates	91 - 192
9.h	Invitation to Consultation regarding Draft Parent and Student Charters of Rights - March 27, 2017	193 - 194
10.	Matters Referred/Deferred to the Committee by the Board and Other Committees	
11.	Reports of Officials, and Special and Permanent Committees Requiring Action	
12.	Reports of Officials for Information	
12.a	MASCE Meeting Highlights - February 8- 9, 2017	195 - 198
13.	Inquiries and Miscellaneous	
13.a	Third Consecutive Absence	
14.	Association Reports	
15.	Update from Trustees on resolutions recommended to the Board by the Committee	
16.	Pending List	199
17.	Adjournment	

**MINUTES OF THE REGULAR MEETING
OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

HELD WEDNESDAY, FEBRUARY 8, 2017

PUBLIC SESSION

PRESENT:

Marilyn Taylor, Chair
Ashleigh Molloy, Vice-Chair
Dario Imbrogno
John MacKenzie
Sandra Mastronardi
Tyler Munro
Giselle Romanino
Gizelle Paine
Raul Vomisescu
Glenn Webster

Trustees

A. Kennedy
A. Andrachuk
G. Tanuan

R. McGuckin
C. Fernandes
A. Coke
M. Kokai
D. Reid
J. Wilhelm
P. Stachiw

S. Harris, Recording Secretary

An Apology was tendered on behalf of Mary Pugh who was unable to attend the meeting.

Prayers were offered for Mary Pugh who recently lost her mother-in-law, Bob Ferguson who is in palliative care, and for the family of the late Barbara Komorowski, former Program Coordinator.

MOVED by Giselle Romanino, seconded by John MacKenzie, that the Agenda, as amended, be approved.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk seconded by Ashleigh Molloy, that the Minutes of the Regular Meeting held January 11, 2017 be approved.

The Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Gizelle Paine, that Item 6a) be adopted as follows:

- 6a) **Transportation for Special Needs Students (Verbal Report) by Kevin Hodgkinson, General Manager, Transportation Consortium– received.**

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Gizelle Paine, that SEAC recommend to the Board of Trustees that they examine the Safe Arrival Policy to see how it can protect Special Needs students up to the age of 21 or until graduation.

The Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by John MacKenzie, that Item 9a) be adopted as follows:

9a) **SEAC Monthly Calendar Review** – received.

The Motion was declared

CARRIED

MOVED by Giselle Romanino, seconded by Dario Imbrogno, that Item 9b) be adopted as follows:

9b) **Special Education Superintendent Update, February 2017** – received.

The Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Sandra Mastronardi, that Items 9c) and 9g) be adopted as follows:

9c) **Anaphylaxis Policy and Protocols** – received.

&

9g) **Anaphylaxis Bill, Sabrina’s Law, 2005** – received.

The Motion was declared

CARRIED

MOVED by Gizelle Paine, seconded by Ashleigh Molloy, that Item 9d) be adopted as follows:

9d) **Mental Health Annual Report 2015 – 2016** – received.

The Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Trustee Andrachuk, that Item 9e) be adopted as follows:

9e) **Excursion Policy** – received.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 9f) be adopted as follows:

9f) **Asthma Policy – Ryan’s Law, 2015: Bill 20** – received.

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Gizelle Paine, that Item 9h) be adopted as follows:

9h) **Communication from Ashleigh Molloy regarding the GEM Program at St Dominic Savio Catholic School, The Canadian Safe School Network 20/20 Conference, February 24, 2017, Canada’s Diversity Advantage Shared Heritage Festival, March 24, 2017 and Canada’s Diversity Instructional Guidelines on CDA** - received.

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Gizelle Paine, that Item 9i) be adopted as follows:

- 9i) **Communication from Tyler Munro regarding Forum on Special Education** - received and that Marilyn Dolmage be invited to a SEAC meeting to do a presentation on her research on *Evidence of Effective High School Inclusion: Research, Resources and Inspiration*.

The Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Ashleigh Molloy, that Item 13a) be adopted as follows:

- 13a) **Inquiry from Sandra Mastronardi regarding Secondary Exams** - received.

The Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Ashleigh Molloy, that Item 15a) be adopted as follows:

15a) **Letter to the Minister of Education and Letter for SEAC Associations** – received.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that Item 16) be adopted as follows:

16) **Pending List** – received.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by John MacKenzie, that the meeting adjourn.

The Motion was declared

CARRIED

SECRETARY

CHAIR

Annual Calendar of SEAC Business for 2017				
Month	Annual Activities/Topics	Board Events/Deadlines	Items to be Addressed from the Pending List	Status of Pending Items
January	<ul style="list-style-type: none"> -Review of Draft SEAC Calendar -Set SEAC goals for the year -Consultation on LTAPP (Long Term Accommodation Program Plan) -Secondary School Course Calendar Update for 2017-18 -April Parent Fair – Call for participants from Associations -SEAC Orientation Presentation Date to be set 	<ul style="list-style-type: none"> -Multi-Year Strategic Plan (MYSP) Consultation -Financial Consultation regarding 2016-17 (high level) - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan 	Request for presentation from Resource Teacher Mr. Pileggi regarding OAPCE Provincial Conference in May 2016 (requested November 2016- Pending List)	Will take place during the Parent Conference in April as a presentation
February	<ul style="list-style-type: none"> -Review of SEAC Calendar -Mental Health and Well Being Report 2015-16 -Share Multi-Year Strategic Plan Update -Consult on Special Education Programs and Services being considered for 2017-18 -TCDSB Mental Health and Well Being Strategy 2015-18 (Tabled at Student Achievement January 14th, 2016) - Special Education Plan: Review Program Specific Resources for Parents 	<ul style="list-style-type: none"> -Multi-Year Strategic Plan (MYSP) -New term begins in Secondary Schools that operate on semesters -Report Cards are distributed 	<ol style="list-style-type: none"> 1. Request that the Anaphylaxis and Asthma Policies be provided to SEAC with a presentation and any related documentation on the Anaphylaxis and Asthma policies at the January 2017 SEAC meeting. The presentation was requested include how the policies are applied between the elementary and secondary panels. (requested November 2016) 	Completed in February 2017
March	<ul style="list-style-type: none"> -Review of SEAC Calendar -Continue consultation on Special Education Programs and Services for 2016-17 (Autism AFSE and LD AFSE) -budget consultation -Presentation on Inclusion- M. Dolmage -Coordinated Service Planning – R. Roebuck 	Ontario Secondary School Literacy Test (OSSLT) takes place	<ol style="list-style-type: none"> 1. SEAC recommends to the Board to expand the Gifted Program as and additional program enhancement across the School Board 2. Marilyn Dolmage be invited to a SEAC meeting to do a presentation on her research on <i>Evidence of Effective High</i> 	

			School Inclusion: Research, Resources and Inspiration. (February, 2017)	
April	-Review of SEAC Calendar - Budget Consultation - Continue Consultation on Elements of the Accountability Framework for Special Education 2015-16 -Special Education Plan: ISP placement Criteria <u>-Association Presentation:</u>	Parent Resources Event Autism Awareness Month	1. Alasdair Robertson, Parliamentarian, be invited to a SEAC meeting in early 2017 to provide a concise review of protocols and the Robert's Rules of Order, especially in relation to Motions and what SEAC can recommend. (requested in November 2016)	
May	-Review of SEAC Calendar -Consultation on Special Education Report -Annual Report: Conflict Resolution Department Services - Update on Parent Fair through SO report	Budget Consultation continued		
June	<ul style="list-style-type: none"> • Review of SEAC Calendar • Monthly Update from the Superintendent of Special Services 	EQAO Grade 3 and 6 Testing		
July		School Board Submits balanced Budget for the following year to the Ministry		
August		Year End for School Board Financial Statements		
September	-Review Special Education Report submitted to Regional Office (Sept 1) - Communication regarding reorganization of the Central Departments -Review school board accessibility Plans -Develop or review SEAC annual Agenda/Goals	Special Education Report Checklist submitted to the Ministry of Education		
October	-Review Special Education component of Draft Board Improvement Plan for Student Achievement	-Board Improvement Plan Submitted to the Ministry of Education		

	<ul style="list-style-type: none"> -Develop process for review of next year's Special Education Report -Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels 	<ul style="list-style-type: none"> -EQAO Results for Gr. 3 and 6 Received and OSSLT -Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education 		
November	<ul style="list-style-type: none"> -Review October Report Data -Continue to Review elements of the Special Education Plan -Share process for nomination of new SEAC members 			
December	<ul style="list-style-type: none"> -SEAC Elections -SEAC Social 			



Special Education Superintendent Update MARCH 2017



AUTISM

Autism Department ran a 3 day Kindergarten Course in February and will be running a 3 day course for Elementary Special Education Teachers.

YOU ARE INVITED TO OUR 7TH ANNUAL AUTISM
AWARENESS EVENING

TOGETHER WITH ONE VOICE You Are God's Gift

We invite families and staff to join in a special Mass with
Father Michael Lehman, followed by refreshments, light
snacks and a display of student artwork.

Date: Wednesday, April 5, 2017

Time: 6:30 p.m. to 9:30 p.m.

Location: Catholic Education Centre
80 Sheppard Avenue East, 2nd Floor



Free parking under the Catholic Education Centre
Public transit nearby

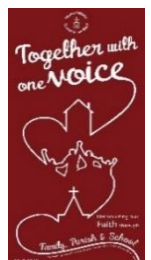
Swag Bags for the first 100 guests,
Legoland Door Prize

Stop into the Legoland area for a chance
to get free passes!



Please RSVP to Franca Dellorso at franca.dellorso@tcdsb.org or
by calling 416-222-8282 ext. 2799

This year, the focus of the pastoral plan is on Parish.



Gifted Programs

The 20th Annual TCDSB Gifted Elementary Debate Competition was held on Friday February 3 at Blessed Cardinal Newman High School. This year's prepared resolution was Be It Resolved That: The Olympics should be abolished while the impromptu resolution was Be It Resolved That: An image tells a better story than words. 18 Gifted Centres competed in this year's competition: Blessed Trinity, Francis Libermann, Holy Name, James Culnan, Our Lady of Sorrows, St Bonaventure, St Catherine, St Charles, St Clement, St Conrad, St Francis of Assisi, St Ignatius of Loyola, St Louis, St Michael's Choir School, St Monica, St Raymond, St Rose of Lima, and Transfiguration.

The students prepared well-researched constructive speeches to defend their stance and asked witty cross-examination questions.

This year almost 500 people attended including students, teachers, parents, high school volunteers and teachers who support our gifted students in high school. The event was a great success.

Learning Disabilities Programs

There was a presentation to secondary teachers on February 17 on **Assistive Technology and LD** organized by the Psychology Department (presenter: Dr. Todd Cunningham).

Newsletters for educators and parents were written by the Psychology Department on **Strategies To Support Math Learning** and on **Improving Children's Attitude Toward Math** and were shared and distributed, and are also posted on our website at

<https://www.tcdsb.org/programsservices/specialeducation/psychology/psychologymonth/pages/psychology-month.aspx>

Deaf and Hard of Hearing

The D/HH department held a parent workshop on February 24th for preschoolers and kindergarten families, *Looking Ahead... My Child & Summer Planning*, focusing on the importance of play and peer interaction and city programs and camps.

- The Deaf and Hard of Hearing Department has organized a Girls' Talk gathering at St Raymond on March 24th. Girls' Talk is an annual activity day for girls grades 1 – 8 with hearing loss. This day provides an enrichment experience for D/HH students to socialize and communicate with one another in a positive learning environment.
- Boys' Club is an annual gathering for boys grade 1-8 with hearing loss designed to foster personal growth through their common yet unique journeys. The club is run by the Deaf & Hard of Hearing department and will take place March 31st at St Raymond.

Speech and Language

The SLP department hosted a ½ day interactive workshop, *Conversation in the Classroom*, on February 17th. EAs and CYWs participated in round-table discussions and case studies to identify effective strategies to support students' oral communication skills.

The department will host a two-day workshop for LI-ISP teachers on March 7 and April 7th. Topics include supporting numeracy and use of technology for students with a Language Impairment

Language Impaired Intensive Support Program

Professional Learning Series

March 7, 2017
&
April 7, 2017

Our Lady of Mount Carmel
Catholic Elementary School

270 Cherokee Blvd
North York, ON
M2H 3B9



Language Impaired Intensive Support Program

Day 1 – March 7, 2017
9:00 AM to 3:00 PM

Introduction;
LI/LD differences

Breakout sessions:
2 during the morning session
and 2 during the afternoon
session

1. Vocabulary: math
vocabulary through
narratives
2. Technology in the LI ISP
3. Conversations
4. Narratives

***Do Not Miss this Professional
Learning Series. LI Teachers
who attend will receive FREE
classroom resources to
support oral language
development.***

Language Impaired Intensive Support Program

Day 2 – April 7, 2017
9:00 AM to 3:00 PM

Morning Session:

Sharing of teacher directed
activities

Group activities based on day
one information

Afternoon Session:

Self regulation discussion
Self awareness video;
Understanding my LI

***This Professional Learning
Series is for all Language
Impairment class teachers.
Please RSVP to Raffaella Rocca
(raffaella.rocca@tcdsb.org) for
the supply code to use.***

Mental Health

Feb 6 and 8 we delivered a Joint Professional Development for grade 1-8 HPE teachers on the mental health portion of the HPE curriculum. This was for 100 teachers.

February 9 was our 2nd annual 'Stop the Stigma' elementary symposium for 21 elementary schools (Grade 7-8) .we included a powerful keynote "Sarah Westbrook the Power of U Power). Workshops focused on lived experience, music and mental wellbeing, dance, and spoken word.

February 17 LOYOL 2 PDs presented 1) safeTALK suicide awareness and 2) Newcomer Mental Health. Both well attended by secondary school staff including CYWs and EAs.

Feb28, I participated in the Toronto Public Health "Into Kids Health" PD for elementary schools on Healthy Schools explaining the mental health aspect of healthy schools.

Our February Mental health newsletter focused on the importance of mental health and boys.

Sessions: Well-Being-Nurturing Body, Mind & Soul

Breakout Session 1

11:15am-12:00pm

TCDSB Social Work: Anxiety and Student Progress

This session will provide parents a detailed look at how anxiety can both help and harm student progress. Participants can expect to learn about what anxiety is and how the TCDSB works to address it while continuing to keep students engaged with academic progress. Supportive strategies will be offered to guide children and families through these challenges.

Presenters: Stephanie Wilson, MSW, Vanessa Cocco, MSW, & Melissa Hanlon, MSW

A Parent Guide to the Individual Education Plan (IEP)

This session will provide parents with a detailed look at the Individual Education Plan (IEP). Participants can expect to learn why an IEP might be opened for a student and what information parents can expect to see in an IEP. Practical ways that parents can participate in the IEP process for their child will be explored.

Presenters: TCDSB Assessment and Programming Teachers and Programming and Assessment Teachers

I am Me, You are You. We Gotta Believe in Each Other!

This session will explore strategies for harnessing the power within diversity disability. Classrooms must demonstrate respect for all through actions that speak to the multiple differences of each student. Exceptionalities needs to be welcomed as one of these differences. Students with special needs must be perceived by their peers as having gifts that enhance the diverse classroom experience.

Presenter: Dr. Ashleigh Molloy, Director TransEd Institute

Preparing Your Child with a Learning Disability for Transition to Secondary School

This session is directed to grade 7 & 8 students with an LD as well as their parents and teachers to help facilitate a smooth transition to grade 9. The presentation describes the secondary school system and the skills necessary for meeting with success in high school. Strategies including studying, organizational skills and advocacy skills and the home-school partnership will be highlighted.

Presenter: Iwona Kaczmarzyk-Kozlowski, TCDSB Psychology

Sharing Resources to Prepare for Adulthood

This workshop will explore the various community resources available for preparing individuals for independence transitioning into adulthood.

Presenters: TCDSB Transition Team

Being Special: Learning through Exploring

This interactive workshop will explore ways to enrich learning by extending curriculum to support children with special needs. Participants will be engaged in a *Gallery Walk* that examines cross curricular teaching and learning with intentionality. The workshop will focus on realizing the full potential of all students who learn differently.

Presenter: Bruno Pileggi

Breakout Session 2

12:30pm-1:15pm

TCDSB Assistive Software and Apps for Home Access

This session will provide an overview of the assistive technology learning tools accessible from home and school including the newest-Read&Write for Chrome. Practical applications in supporting students to access the curriculum will be presented. Come learn about this suite of communication and collaboration tools and how to access them from home and personal devices.

Presenters: Maria Zangrilli and Angelo Tocco (Assistive Technology Teachers)

Everybody Needs Respite

This workshop will provide participants with an overview of options available in the City of Toronto, the CHAP (*Community Helpers for Active Participation*) Program and other services that respiteservices.com offers to parents.

Presenter(s): Claire Olorenshaw and Alexis Smith

DSO-Developmental Services Ontario Planning for Adulthood - Health and Well-Being Focused Transitions

This workshop will be an interactive conversation about planning for a life after school - and the steps to get you started early and ready for a positive transition to adulthood.

Presenter: Melanie Rendall

Raising Positive Happy Kids!

Want to help your child enjoy a wonderful positive life? But wondering how to do it, or even where to start? Begin by building your child's resilience, which leads to a more optimistic way of looking at life. Based on the blossoming field of positive psychology - often known as the science of happiness - you will learn practical ways to help your child thrive at home and at school.

Presenter: Kate Jones, M.Ed.

Mindfulness

The focus of this workshop is Wellness and how to foster it in our children and ourselves.

Presenter: Marie Josee Gendron

Being Special: Learning through Exploring

This interactive workshop will explore ways to enrich learning by extending curriculum to support children with special needs. Participants will be engaged in a *Gallery Walk* that examines cross curricular teaching and learning with intentionality. The workshop will focus on realizing the full potential of all students who learn differently.

Presenter: Bruno Pileggi

3rd Floor-Catholic Teacher Centre

2nd Floor-Large Committee Room

2nd Floor-Michael Comacchia Room

1st Floor-York U Room 1

1st Floor-York U Room 2

1st Floor-Quigley Hall

1:15pm-2:00pm: Closing Remarks



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

DRAFT ACCOUNTABILITY FRAMEWORK FOR SPECIAL EDUCATION 2016-17

Now we know that whatever the law says, it says to those who are under the law, so that every mouth may be silenced and the whole world held accountable to God.

Romans 3:19

Created, Draft	First Tabling	Review
March 20, 2017	April 6, 2017	Click here to enter a date.

Cristina Fernandes, Superintendent of Education – Special Services
 Marina Vanayan, Senior Coordinator, Educational Research
 Andrea Coke, Speech and Language Chief
 Dr. Maria Kokai, Chief Psychologist
 Don Reid, Principal Section 23
 Peter Stachiw, Autism Chief
 John Wilhelm, Chief Social Worker

INFORMATION REPORT

Vision:

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

Mission:

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

An accountability framework was established for the annual review of special education programs and services in order that student achievement and well-being be reported and that programs and services could be continually renewed and improved. This report is composed of the following sections:

Part A -Overview of student achievement for students with special needs.

Part B - Reporting on Overall achievement by exceptionality where feasible/ appropriate.

Part C - Reporting on Safe Schools information for 2015-16

Part D - Reporting on the ongoing work of the accountability framework committees as listed below:

- a. Autism
- b. Behaviour
- c. Blind/Low Vision (BLV)
- d. Deaf/ Hard of Hearing (DHH)
- e. Gifted
- f. Language Impairment (LI)
- g. Learning Disability (LD)
- h. Mild Intellectual Disability (MID)
- i. Multiple Exceptionalities/Developmental Delays (ME/DD)

Part E - Update on implementation of specific Special Education Programs

B. PURPOSE

1. This report is an annual standing report on the rolling calendar for the Student Achievement Committee. The 2015-16 report (Part One) went to the Board of Trustees last on February 4, 2016 while Part Two went to the Board of Trustees on September 8, 2016.
2. This report provides an overall review of student achievement for 2015-16 on the EQAO assessments where available, with a broad strokes overview of achievement of students with special needs and comparisons over the last few years as well as an outline of the work of the accountability frameworks for different exceptionalities.

C. BACKGROUND

1. Beginning in 2010, TCDSB began to measure student achievement of Special Education students on an annual basis through the establishment of an Accountability Framework for Special Education (AFSE).
2. The purpose of the Accountability Framework is to conduct an annual review of Special Education services and programs through the lens of student achievement. As such, programs and services are reviewed for effectiveness to ensure ongoing continued improvement across the different exceptionalities.
3. The Accountability Framework for Special Education, as applied to each of the Ministry recognized exceptionalities and placements, consists of two distinct parts: a **descriptive overview** of the department's program *and* a corresponding **measure or goal for improvement**. The goals are an integral part of the TCDSB Board Learning Improvement Plan and along with the program description, they can be found on the TCDSB public website.
4. The work of the Accountability Framework Committee is shared through the context of each exceptionality's goal setting and their analysis of student achievement results.
5. An analysis is provided on student achievement by exceptionality, where appropriate.
6. Last school year, due to labor disruption in the spring of the 2016, some elementary level EQAO assessments were not used for reporting purposes as students in both grades 3 and 6 did not write the assessment. Only students in secondary schools wrote the EQAO assessments and as a result, the data used in this report is reflective of the partial gathering of data. This analysis is also usually used to inform the ongoing work of the AFSE committees.
7. This report examines the EQAO results for students with Special Education support and their achievement results and trends over the last five years where possible.

8. The Accountability Framework committees set and implement strategies that are exceptionality-specific with the intent of improving student outcomes through the listed goals and strategies.

D. EVIDENCE/RESEARCH/ANALYSIS

This section of the report will provide an analysis of each part of the report as outlined in the Executive Summary.

Part A -An overview of student achievement as it pertains to students with special needs.

EQAO Results for All Students with Special Needs (Excluding Gifted)

NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate

EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

PRIMARY

Reading Grade 3

	TCDSB						Province					
	2013 - 2014 N = 1,086		2014 - 2015 N = 1,033		2015 - 2016 N = NP		2013 - 2014 N = 21,671		2014 - 2015 N = EC		2015 - 2016 N = 21,412	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	36	3%	32	3%	NP	NP	833	4%	EC	EC	930	4%
Level 3	385	35%	372	36%	NP	NP	7,818	36%	EC	EC	8,183	38%
Level 2	417	38%	428	41%	NP	NP	7,750	36%	EC	EC	7,714	36%
Level 1	105	10%	81	8%	NP	NP	2,102	10%	EC	EC	1,754	8%
NE 1	25	2%	18	2%	NP	NP	669	3%	EC	EC	428	2%
No Data	6	1%	13	1%	NP	NP	203	1%	EC	EC	252	1%
Exempt	112	10%	89	9%	NP	NP	2,296	11%	EC	EC	2,151	10%

Writing Grade 3

	TCDSB						Province					
	2013 - 2014 N = 1,086		2014 - 2015 N = 1,033		2015 - 2016 N = NP		2013 - 2014 N = 21,671		2014 - 2015 N = EC		2015 - 2016 N = 21,430	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	2%	13	1%	NP	NP	309	1%	EC	EC	183	1%
Level 3	605	56%	566	55%	NP	NP	12,040	56%	EC	EC	11,191	52%
Level 2	333	31%	333	32%	NP	NP	6,514	30%	EC	EC	7,372	34%
Level 1	15	1%	19	2%	NP	NP	377	2%	EC	EC	335	2%
NE 1	5	<1%	5	<1%	NP	NP	112	1%	EC	EC	109	1%
No Data	6	1%	15	1%	NP	NP	204	1%	EC	EC	255	1%
Exempt	104	10%	82	8%	NP	NP	2,115	10%	EC	EC	1,985	9%

Math Grade 3

	TCDSB						Province					
	2013 - 2014 N = 1,105		2014 - 2015 N = 1,046		2015 - 2016 N = NP		2013 - 2014 N = 21,965		2014 - 2015 N = EC		2015 - 2016 N = 21,824	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	40	4%	27	3%	NP	NP	795	4%	EC	EC	599	3%
Level 3	322	29%	309	30%	NP	NP	6,527	30%	EC	EC	5,726	26%
Level 2	496	45%	475	45%	NP	NP	9,150	42%	EC	EC	8,875	41%
Level 1	130	12%	120	11%	NP	NP	2,746	13%	EC	EC	3,478	16%
NE 1	11	1%	20	2%	NP	NP	316	1%	EC	EC	859	4%
No Data	9	1%	12	1%	NP	NP	227	1%	EC	EC	267	1%
Exempt	97	9%	83	8%	NP	NP	2,204	10%	EC	EC	2,020	9%

JUNIOR

Reading Grade 6

	TCDSB						Province					
	2013 - 2014 N = 1,158		2014 - 2015 N = 1,230		2015 - 2016 N = NP		2013 - 2014 N = 26,432		2014 - 2015 N = EC		2015 - 2016 N = 26,457	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	18	1%	NP	NP	738	3%	EC	EC	915	3%
Level 3	433	37%	532	43%	NP	NP	11,703	44%	EC	EC	12,504	47%
Level 2	509	44%	521	42%	NP	NP	9,588	36%	EC	EC	9,047	34%
Level 1	114	10%	60	5%	NP	NP	2,150	8%	EC	EC	1,752	7%
NE 1	1	<1%	6	<1%	NP	NP	185	1%	EC	EC	154	1%
No Data	5	<1%	12	1%	NP	NP	207	1%	EC	EC	328	1%
Exempt	83	7%	81	7%	NP	NP	1,861	7%	EC	EC	1,757	7%

Writing Grade 6

	TCDSB						Province					
	2013 - 2014 N = 1,158		2014 - 2015 N = 1,230		2015 - 2016 N = NP		2013 - 2014 N = 26,428		2014 - 2015 N = EC		2015 - 2016 N = 26,467	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	15	1%	31	3%	NP	NP	610	2%	EC	EC	1,122	4%
Level 3	561	48%	553	45%	NP	NP	11,618	44%	EC	EC	12,312	47%
Level 2	465	40%	521	42%	NP	NP	11,245	43%	EC	EC	10,047	38%
Level 1	21	2%	25	2%	NP	NP	710	3%	EC	EC	705	3%
NE 1	8	1%	4	<1%	NP	NP	210	1%	EC	EC	200	1%
No Data	6	1%	15	1%	NP	NP	227	1%	EC	EC	357	1%
Exempt	82	7%	81	7%	NP	NP	1,808	7%	EC	EC	1,724	7%

Math Grade 6

	TCDSB						Province					
	2013 - 2014 N = 1,160		2014 - 2015 N = 1,228		2015 - 2016 N = NP		2013 - 2014 N = 26,445		2014 - 2015 N = EC		2015 - 2016 N = 26,824	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	19	2%	29	2%	NP	NP	820	3%	EC	EC	1,040	4%
Level 3	168	14%	160	13%	NP	NP	4,308	16%	EC	EC	3,886	15%
Level 2	440	38%	401	33%	NP	NP	9,143	35%	EC	EC	7,993	30%
Level 1	431	37%	521	42%	NP	NP	9,430	36%	EC	EC	10,978	41%
NE 1	9	1%	17	1%	NP	NP	431	2%	EC	EC	368	1%
No Data	7	1%	13	1%	NP	NP	258	1%	EC	EC	355	1%
Exempt	86	7%	87	7%	NP	NP	2,055	8%	EC	EC	1,877	7%

SECONDARY

Grade 9 – Academic

	TCDSB						Province					
	2013 - 2014 N = 188		2014 - 2015 N = 228		2015 - 2016 N = 272		2013 - 2014 N = 5,969		2014 - 2015 N = EC		2015 - 2016 N = 7,169	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	9	5%	8	4%	4	1%	373	6%	EC	EC	375	5%
Level 3	125	66%	157	69%	177	65%	4,061	68%	EC	EC	4,747	66%
Level 2	37	20%	32	14%	58	21%	941	16%	EC	EC	1,197	17%
Level 1	16	9%	28	12%	29	11%	476	8%	EC	EC	685	10%
Below Level 1	1	1%	1	<1%	1	<1%	44	1%	EC	EC	56	1%
No Data	0	0%	2	1%	3	1%	74	1%	EC	EC	109	2%

Grade 9 – Applied

	TCDSB						Province					
	2013 - 2014 N = 740		2014 - 2015 N = 715		2015 - 2016 N = 845		2013 - 2014 N = 14,241		2014 - 2015 N = EC		2015 - 2016 N = 14,649	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	51	7%	43	6%	54	6%	975	7%	EC	EC	1,085	7%
Level 3	211	29%	198	28%	245	29%	4,577	32%	EC	EC	4,276	29%
Level 2	278	38%	288	40%	332	39%	5,216	37%	EC	EC	5,242	36%
Level 1	134	18%	115	16%	156	18%	2,169	15%	EC	EC	2,503	17%
Below Level 1	54	7%	53	7%	45	5%	801	6%	EC	EC	1,016	7%
No Data	12	2%	18	3%	13	2%	503	4%	EC	EC	527	4%

OSSLT (First Time Eligible – FTE)

	TCDSB						Province					
	2013 - 2014 N = 1,147		2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2013 - 2014 N = 25,686		2014 - 2015 N = 25,772		2015 - 2016 N = 25,907	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	499	57%	508	56%	503	56%	11,196	51%	11,702	54%	11,526	53%
Not Successful	380	43%	393	44%	388	44%	10,718	49%	10,167	46%	10,426	47%
Fully Participating	879	77%	901	76%	891	75%	21,914	85%	21,869	85%	21,952	85%
Absent	6	1%	13	1%	7	1%	671	3%	753	3%	749	3%
Deferred	262	23%	268	23%	286	24%	3,101	12%	3,150	12%	3,206	12%
Exempted	49		32		37		1,341		1,379		1,390	

OSSLT (Previously Eligible – PE)

	TCDSB						Province					
	2013 - 2014 N = 875		2014 - 2015 N = 848		2015 - 2016 N = 976		2013 - 2014 N = 21,563		2014 - 2015 N = 21,881		2015 - 2016 N = 22,033	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	156	34%	170	35%	135	27%	3,258	33%	3,325	35%	3,158	34%
Not Successful	308	66%	311	65%	372	73%	6,488	67%	6,045	65%	6,009	66%
Fully Participating	464	53%	481	57%	507	52%	9,746	45%	9,369	43%	9,167	42%
Absent	46	5%	50	6%	81	8%	1,707	8%	1,846	8%	1,895	9%
Deferred	40	5%	66	8%	67	7%	2,257	10%	2,202	10%	2,238	10%
Exempted	87		25		8		1,811		1,860		1,660	
OSSLT	325	37%	251	30%	321	33%	7,853	36%	8,464	39%	8,733	40%

Part B – EQAO Overall Achievement of Students receiving Special Education support(s) by Exceptionality (Autism, LI, LD)

1. A large proportion of students with Special Education supports participate in the Grades 3, 6 and 9 EQAO assessments and the Grade 10 OSSLT. Given the wide range of performance on these assessments and considerable differences in the prevalence of certain exceptionalities, **it would not be appropriate or feasible to report on some exceptionalities.**
2. The charts below show EQAO and OSSLT achievement results over 5 years for the following exceptionalities: Autism, Language Impaired (LI), Learning Disability (LD).

Notes regarding the Bar Charts:

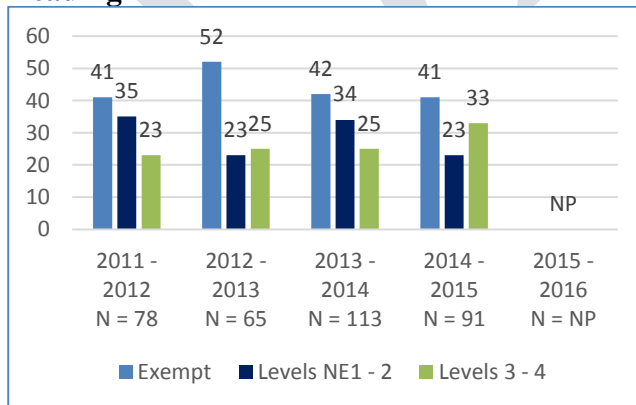
- For Autism, the EQAO categories displayed in the bar charts are:
Grade 3 and 6 - Exempted, Levels NE1 to 2, Levels 3 and 4
Grade 9 - No Data, Below Levels 1 to 2, Levels 3 and 4

- For LI and LD, as the rates of Exemption on EQAO have been under 8% in all assessments in 2014/2015, they were not included in the bar charts. The categories in the charts are:
Grade 3 and 6 - Levels NE1 and 1, Level 2, Levels 3 and 4
Grade 9 – Levels Below Level 1 and 1, Level 2, Levels 3 and 4
- For OSSLT, Successful and Not Successful percentages are based on those who are Fully Participating. Identified exceptional students who are not working towards the OSSD may be exempted from the Literacy requirement. Schools may choose to defer for a student to write the assessment in a later year.
- OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).
- Not Reported (N/R) indicates the number of participating students are *fewer than 10* in a group.
- NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate

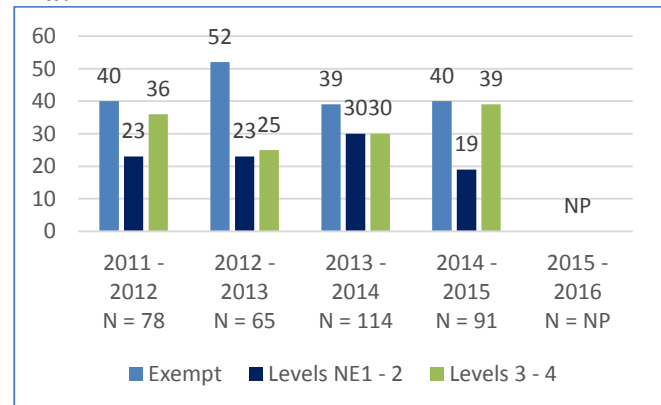
Students with Special Needs Identified as **AUTISM**: EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

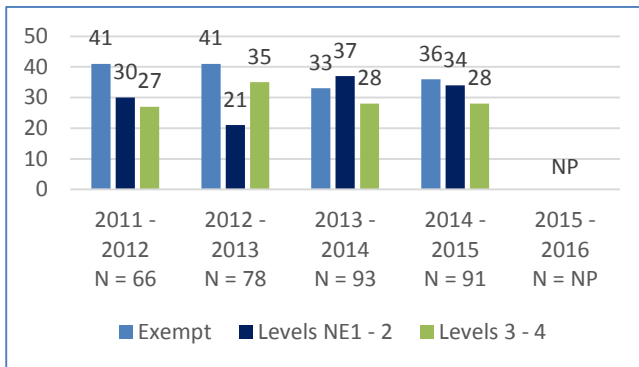


Math

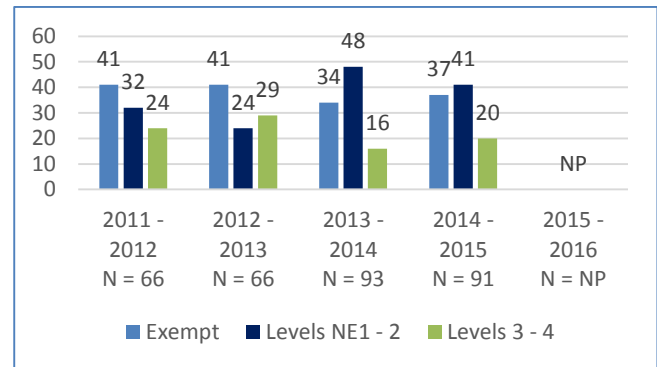


EQAO Grade 6 – Percentage of Students

Reading

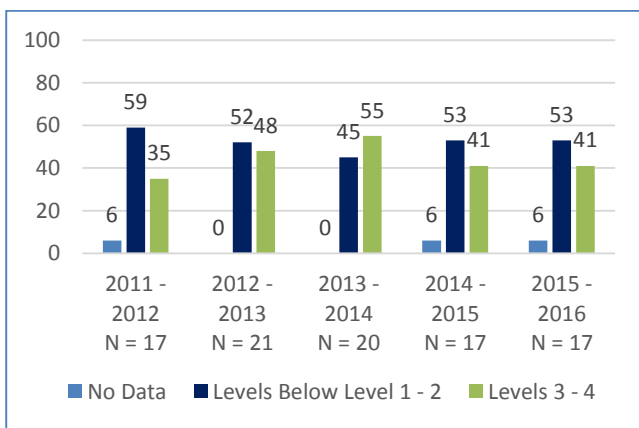


Math

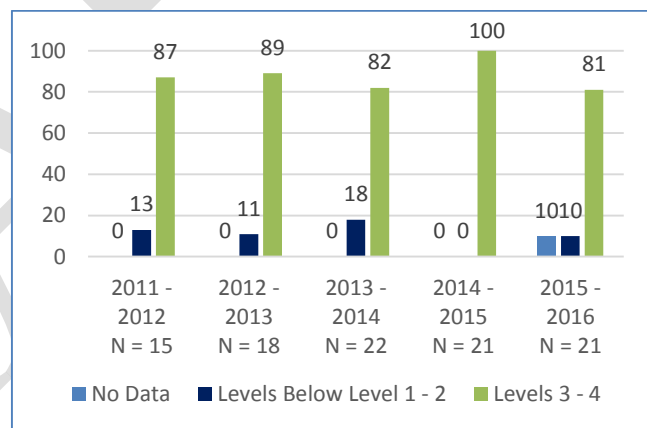


EQAO Grade 9 Math – Percentage of Students

Applied

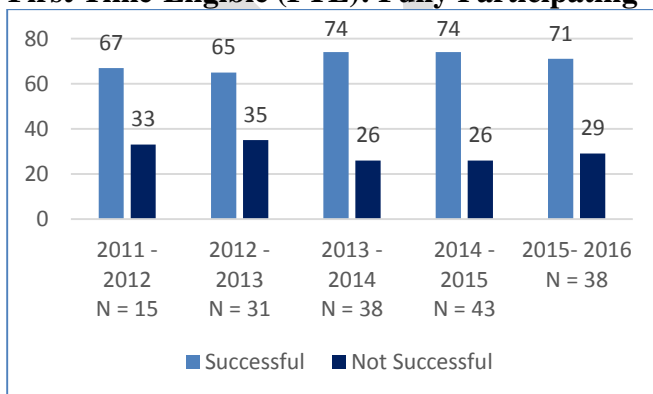


Academic

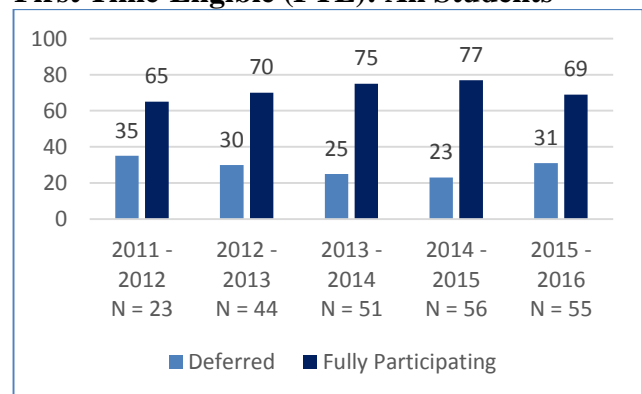


OSSLT – Percentage of Students

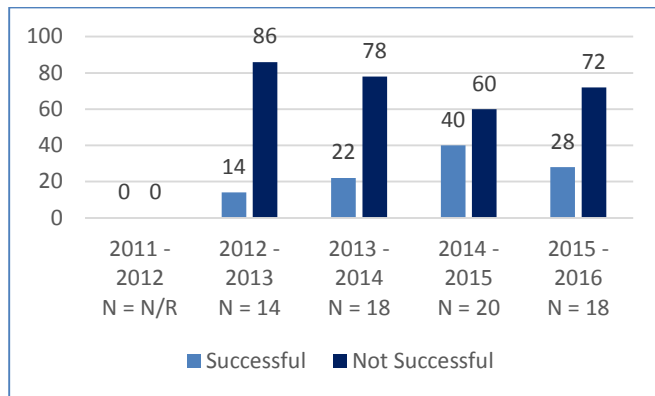
First Time-Eligible (FTE): Fully Participating



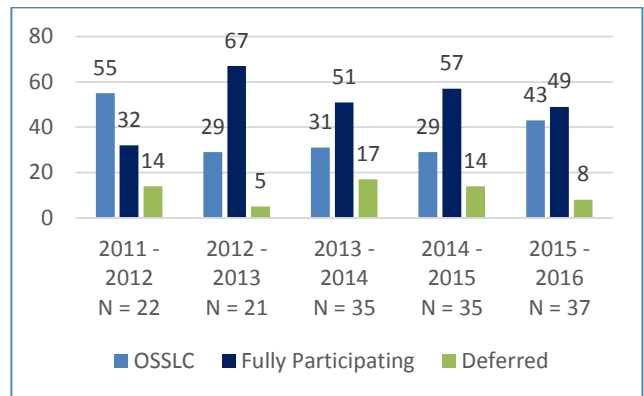
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



Previously Eligible (PE): All Students



First Time Eligible Exempted (Number of students)

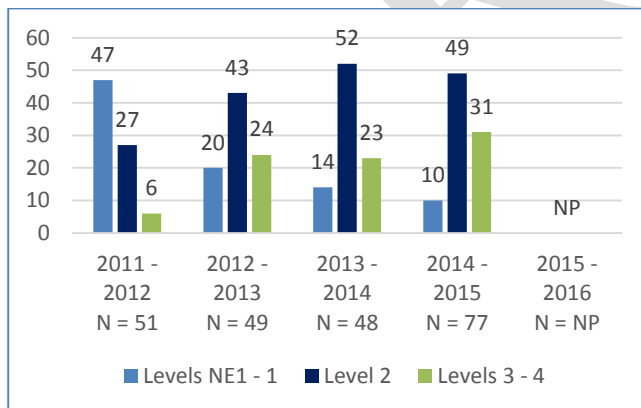
2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015-2016
17	14	25	18	19

Note: For both FTE and PE the Absent rate has been zero for the last 5 years.

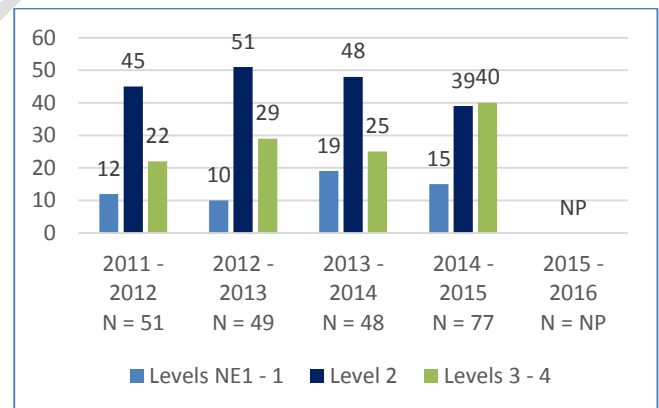
Students with Special Needs Identified as **Language Impaired**: EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

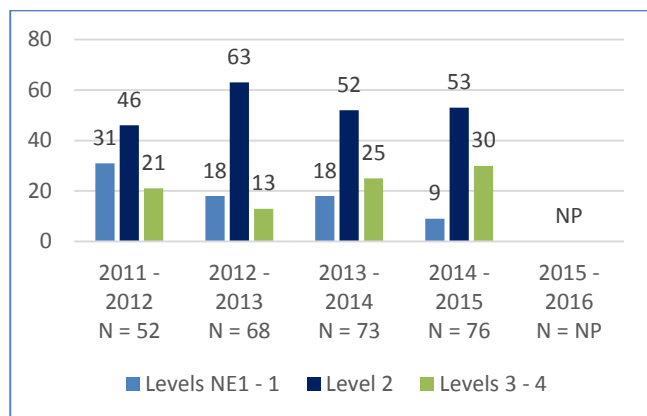


Math

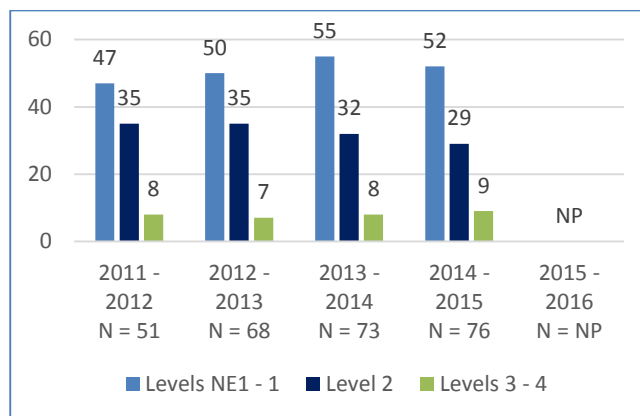


EQAO Grade 6 – Percentage of Students

Reading



Math

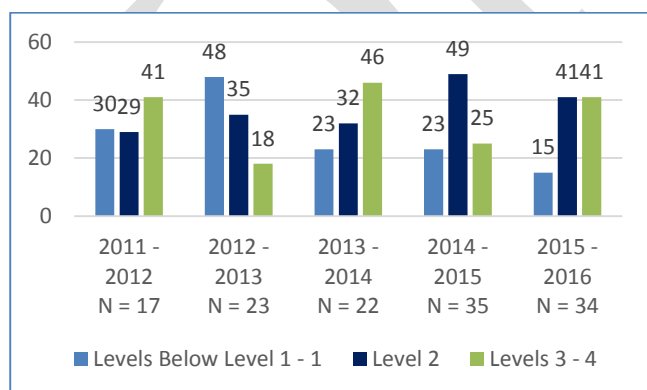


Exempt Rates for the Last 5 Years:

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Gr. 3 Reading	18%	12%	10%	6%	NP
Gr. 3 Math	22%	10%	8%	3%	NP
Gr. 6 Reading	2%	3%	5%	5%	NP
Gr. 6 Math	8%	4%	5%	7%	NP

EQAO Grade 9 Math – Percentage of Students

Applied

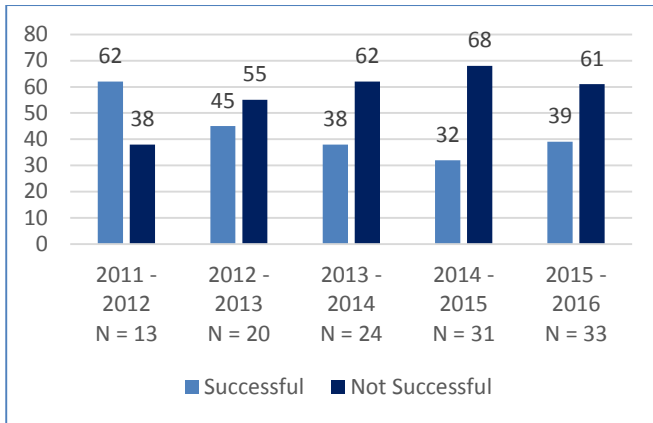


Academic

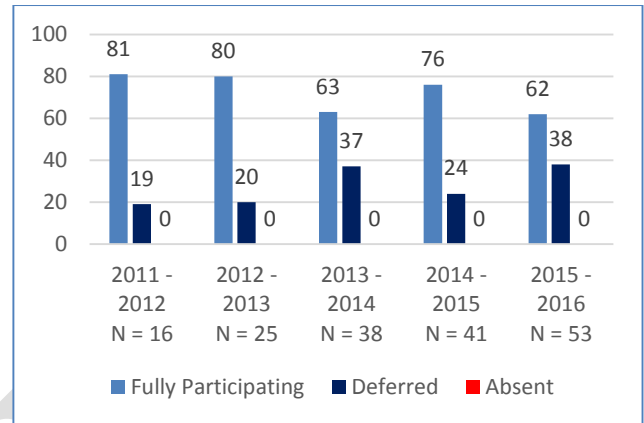
- For the last 5 years the Academic Grade 9 scores have not been reported publicly due to low numbers.

OSSLT – Percentage of Students

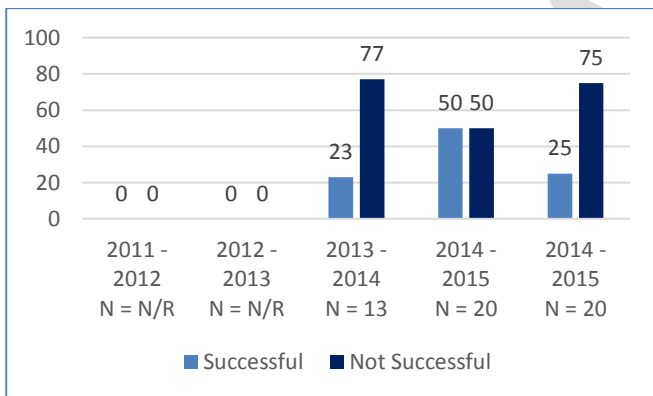
First Time-Eligible (FTE): Fully Participating



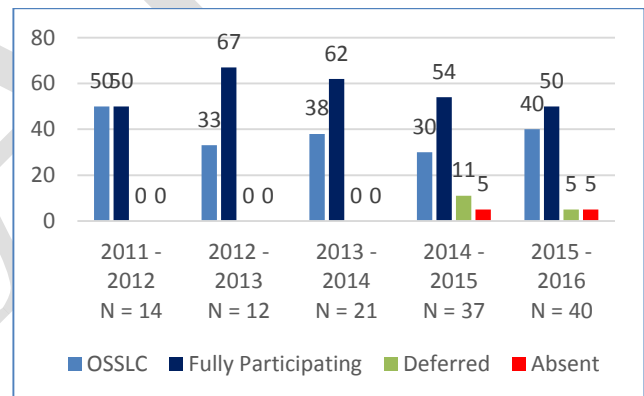
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



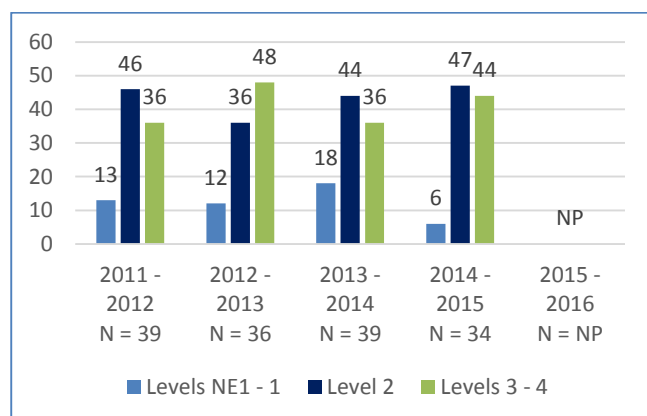
Previously Eligible (PE): All Students



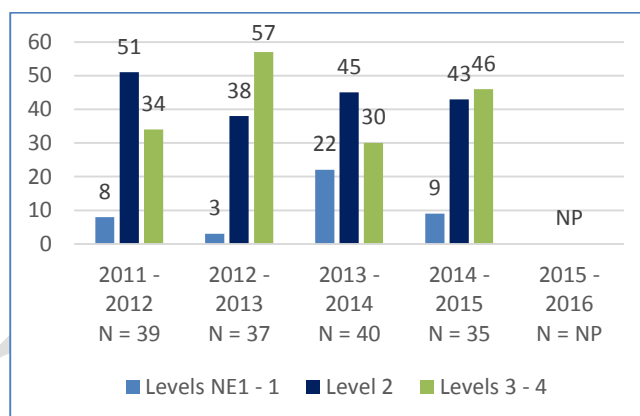
Students with Special Needs Identified as **Learning Disability**: EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

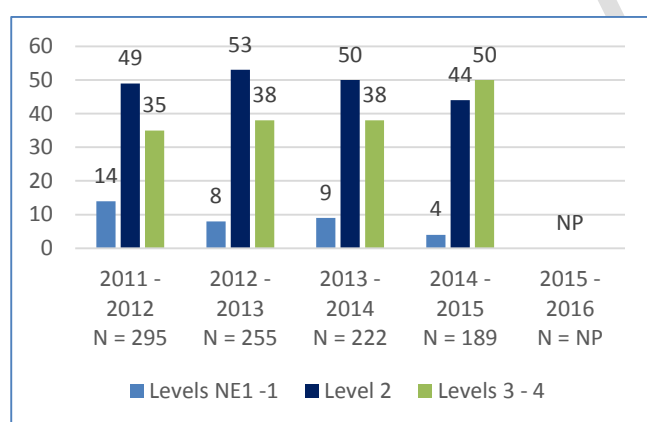


Math

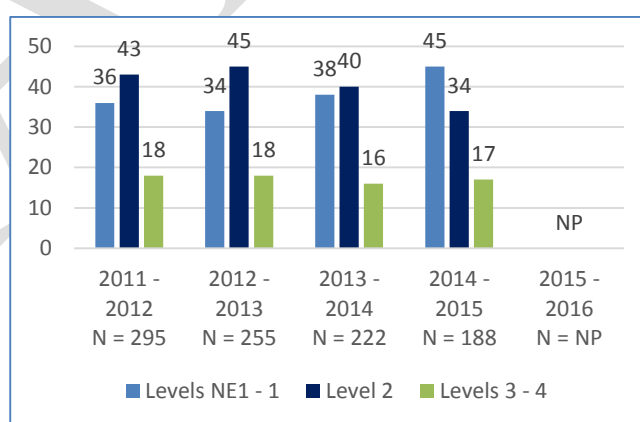


EQAO Grade 6 – Percentage of Students

Reading



Math

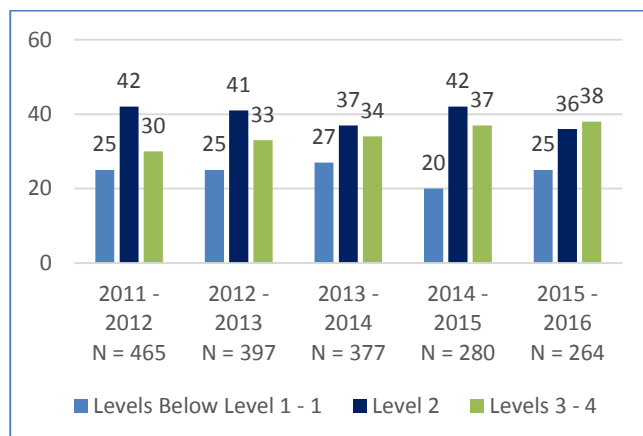


Exempt Rates for the Last 5 Years:

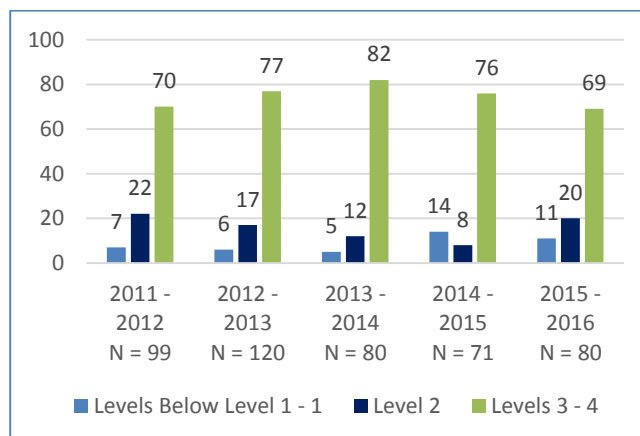
	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Gr. 3 Reading	5%	6%	3%	3%	NP
Gr. 3 Math	8%	3%	2%	3%	NP
Gr. 6 Reading	2%	1%	4%	2%	NP
Gr. 6 Math	3%	4%	4%	3%	NP

EQAO Grade 9 Math – Percentage of Students

Applied

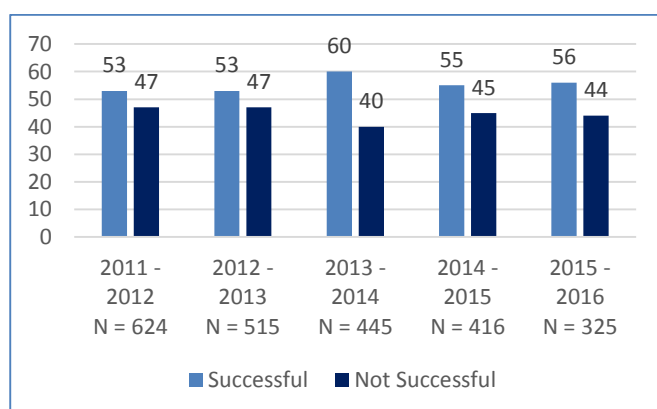


Academic

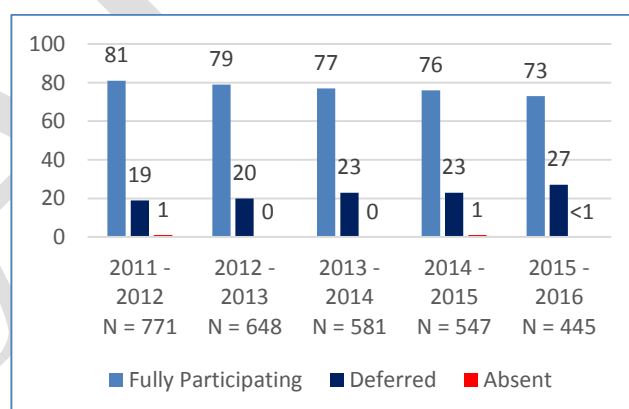


OSSLT – Percentage of Students

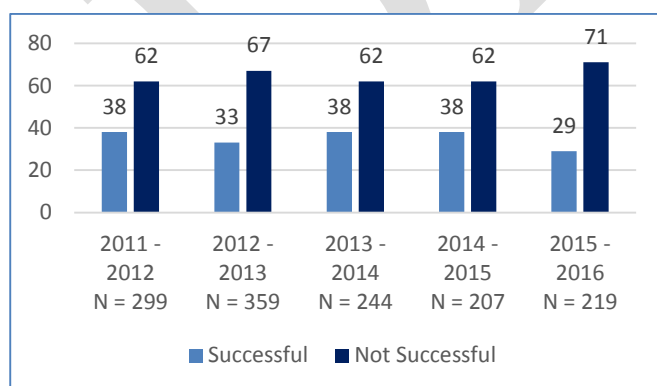
First Time-Eligible (FTE): Fully Participating



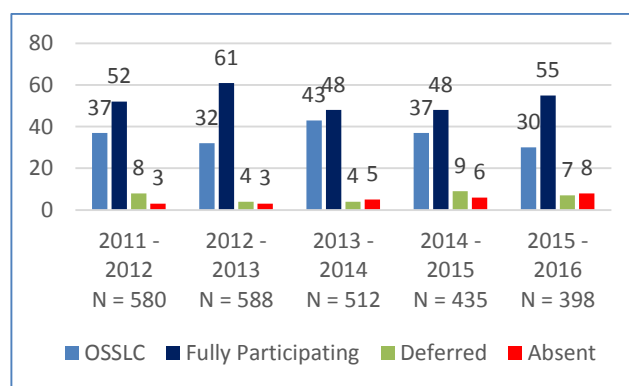
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



Previously Eligible (PE): All Students



Part C: Safe Schools Information for Students with Special Needs

Safe Schools Data since 2013-14 until 2016-2017 (December 14, 2017).

School Year	Suspension #306	Instructional Days Lost to Suspension	Suspension Pending Expulsion #310	Violent Incidents	Fresh Start	School Expulsion	Board Expulsion
2013-2014	1527	5406	58	57	45	33	19
2014-2015	1594	5150	49	55	49	32	27
2015-2016	1414	4412	63	53	56	17	15
2016-2017 (Dec.14)	439	1461	22	20	14	7	5

- i. There has been a decrease in the number of Students with an IEP receiving Suspensions from school under Section 306 of the Education Act. (-113)
- ii. There has been a decrease of instructional days lost to Suspension for students with an IEP. (-994)
- iii. There has been an increase in the number of Students with an IEP receiving Suspensions Pending possible Expulsion from school under Section 310 of the Education Act. (5)
- iv. There has been a decrease in the number of Students with an IEP receiving Suspensions categorized as Violent Incidents. (-4)
- v. There has been an increase in the number of Students with an IEP receiving a Fresh Start under Board policy S.S. 12 Fresh Start. (11)
- vi. There has been a decrease in the number of Students with an IEP receiving a School Expulsion under Section 310 of the Education Act. (16)
- vii. There has been a decrease in the number of Students with an IEP receiving a Board Expulsion under Section 310 of the Education Act. (4)
- viii. Based on these results, it can be surmised that the reduction of EAs and CYWs has not given rise to the number of Safe Schools Progressive Discipline incidents for students with an IEP.

Elementary Schools 2015-2016 [Comparison with 2014-2015 data]

Some comparisons with the previous year (2014-2015) indicate:

- Increase in the number of *males* with an Individual Education Plan (IEP) who were suspended (5)
- Increase in the number of *females* with an Individual Education Plan (IEP) who were suspended (12)
- Decrease in the number of *males* suspended 2 or more times (19)
- Increase in the number of *females* suspended 2 or more times (29)

This data would indicate that males' recidivism has declined and female recidivism has increased

Secondary Schools 2015-2016 [Comparison with 2014-2015 data]

At the Secondary level, the data indicate that fewer students are receiving suspension as a progressive discipline consequence. The data also indicates a significant reduction (-1016) of notices of suspensions issued over the past five years.

Some comparisons with the previous year (2014-2015) indicate:

- Decrease in the number of *males* with an Individual Education Plan (IEP) who were suspended (21).
- Decrease in the number of *females* with an Individual Education Plan (IEP) who were suspended (36).

Overall, the data indicates that there has been a decreasing trend for suspensions issued to students with an IEP which suggests that Mitigating and Other Factors are being considered when issuing Progressive Discipline.

Part D: Reporting on the ongoing work of the accountability framework committees.

1. Each AFSE (Accountability Framework for Special Education) Committee meets several times a year to review set goals and works to implement these goals over the timeline of goal implementation.

2. The following section provides one or two highlights of the work of each committee. Please note that while some committees have existed for a longer period of time, some have just been struck this year and as a result there will be a variability in reporting between different exceptionalities.
3. Due to the labour disruption in June of 2016, EQAO scores of students which would otherwise have written the assessment are not published.
4. The following section of the report attempts to highlight some of the work of the committee and/or some of the findings by exceptionality. For specific details, please refer to the corresponding appendices.

a) Autism (Appendix A)

- Students with Autism in the Academic stream scored at 81% on the Grade 9 assessment as compared with 66 percent of all special needs students and 83% of all students. In the Applied stream, 41 % were successful on the Grade 9 Math assessment, scoring the same as in 2014-15 and as compared to 35% of all Special Education students and 45% of all students.
- No primary and junior assessments are available for the 2015-16 school year.
- Staff is currently implementing a two-year professional learning opportunity to support ABA training for staff working with students with Autism that would see teachers in every school receive specific training on communication and behaviour strategies.

b) Behaviour (Appendix B)

- Students attending behaviour programs are focusing on developing self-advocacy and self-regulation skills as part of a two-year goal.
- Teaching staff and Child and Youth Workers have been trained on the use of Stop Now and Plan (STOP) supported through the Child Development Institute.
- From January 2015 until March 2017, the School Support Resource Team have provided job-embedded support to 42 schools to support staff with early intervention strategies with students ranging from kindergarten to Grade 8. A teacher and CYW work 2.5 days per week with school staff to implement strategies to support students who are demonstrating needs with respect to Behaviour.

c) Blind/Low Vision (BLV) (Appendix C)

- Due to the small number of students in this category that would actually write the EQAO assessments in any particular year, reporting on student achievement would compromise the student's anonymity. We are able to report that there has been consistency with the use of accommodations by students with Blind or Low Vision needs to access the assessment
- Ongoing support and training is provided to teachers working with students in the BLV category in an individualized manner as many of the needs are student specific.

d) Deaf/ Hard of Hearing (D/HH) (Appendix D)

- Due to the small number of students in this category that would actually write the EQAO assessments in any particular year, reporting on student achievement would compromise the student's anonymity.
- In 2015/16 the D/HH AFSE worked to develop goals reflective of the needs experienced by D/HH students. As such a survey was designed to identify the areas of need that would be the focus of a collaborative teacher inquiry with respect to this exceptionality.
- Students will be participating in a survey to help them to reflect on consistent usage of hearing assistant technology to support their learning.

e) Giftedness (Appendix E)

- Gifted students consistently achieve in Levels 3 and 4 on EQAO, thus this is not the most effective measure of student success. Thus, the Gifted AFSE began to look at the Learning Skills of the Provincial Report Card as one way to measure student learning. Thus a two-year goal was developed focusing on increasing achievement in two of the six learning skills; Self-Regulation and Organizational skills.
- Communication with Teachers of the Gifted with respect to this goal, including professional development to support and enrich student opportunities within this exceptionality.

f) Language Impairment (LI) (Appendix F)

- Two-year Goals established for students with Language Impairments have focused on the instruction in decoding and comprehension to reduce the achievement gap in primary literacy. As a result of the labour issues in June 2016, interim achievement results cannot be reported on at this time.
- A multiple strategy approach focusing on communication with teachers of LI students and implementation of FIPPA (Focused Intervention Program for Phonemic Awareness) for primary students and implementation of Empower Reading strategies within LI programs will support the implementation of the LI goals.

g) Learning Disability (LD) (Appendix G)

- Assessment results were only provided for students writing the OSSLT and the Grade 9 EQAO as primary and junior assessments were not written this year due to labour disruptions.
- As reported in part B of this report, 56% of First-time Eligible LD students were successful on the OSSLT compared to 73% of the all students. This score was 1% point above the previous year's score. In the Previously Eligible category, 29 % of LD students were successful.
- On the Grade 9 EQAO Mathematics assessment, 69% of LD students were successful in the Academic strand while 38% successfully achieved levels 3 and 4 in the Applied strand.
- Goals were developed for the Learning Disabilities population that support the regular use of assistive technology. In Mathematics the focus will be on developing both computation and reasoning abilities to reduce achievement gaps. In Reading the focus will be on developing decoding and comprehension skills.
- Professional Development has been approached on multiple levels including newsletters, training to support the implementation of technology, implementation of the Renewed Math Strategy, implementation of Lexia where appropriate and the ongoing work with Empower.

h) Mild Intellectual Disability (MID) (Appendix H)

- EQAO Assessments with respect to the MID exceptionality are not reported at this time due to the labour disruption in June, 2016. EA
- Students in this grouping are generally of a small number, however given the needs experienced in schools, the department felt a need to address the needs. The AFSE committee for Mild Intellectual Disability was created this year to address the needs of students exhibiting this exceptionality. The work thus far is preliminary as the committee works to create a framework to support MID students reflective of the frameworks for other exceptionalities.
- The committee is in the process of gathering resources and strategies to assist in supporting teachers who support students with this exceptionality.

i) Multiple Exceptionalities and Developmental Delays (ME/DD) (Appendix I)

- This group of students would usually be exempt from writing the EQAO assessments as they would be working on an individualized alternative program that is reflected in the Individual Education Plan. Many students in this category also tend to spend 7 years in secondary schools till age 21.
- After engaging in a teacher led collaborative inquiry focusing on literacy for students in ME-DD program, a Best Practice Guide was developed to support the ongoing work of the ME-DD teachers.
- Professional Development is currently being provided and resources have been purchased to support the literacy needs in this exceptionality that is both reflective of student needs and sensitive to their ages.

Part E: Update on Implementation of specific Special Education Programs

Empower Update for 2015/2016

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 over 25 years of research in Canada and the United States. The TCDSB continues to offer an intervention intended for students in Grades 2-5 who have demonstrated significant difficulties in decoding and spelling. In the

past 4 years, it has also offered both a decoding program for students in Grades 6 to 8 and another intervention focused on Comprehension and Vocabulary. In 2015-16, 430 students participated in the decoding program for Grades 2 to 5 and 72 students in the program for grades 6 to 8. 101 students participated in Grade 2 to 5 Comprehension. Currently (2016-17), we have 71 active locations/ schools providing Empower, with a total of 95 classes/programs.

Student performance has been measured in all programs through assessments of literacy appropriate to the specific decoding or comprehension intervention.

1. Results for students in 2-5 DS indicate that they made significant gains on:
 - All decoding and word recognition measures provided by SickKids; students answered almost all items on the “KeyWords” emphasized in the Empower and up to 80% of the “Challenge words (which require students to generalize their decoding skills to new words.)
 - The Blending and Segmenting Assessment (TCDSB phonemic awareness measures), with students answering up to 90% of items correctly by June.
 - The Running Record (TCDSB measure): on average these students were well below grade level at the beginning of the program; improvement was observed by June. (For example, there was an increase from 1% to 47% of Grade 2 students reading at grade level).
 - Grade 2 and 3 students made the strongest gains in decoding, compared to Grades 4 and 5. This result suggests that students in Grade 4 through 5 have learned some literacy skills through instruction in their Regular or Special Ed classes, but not as much as they would have had they received instruction in Empower
 - While students made substantial progress in Empower, many continue to have reading test scores below grade level and will need ongoing support.
 - Results from transfer students in Hub schools are similar to those from other Empower students in the same schools. ISP students made gains similar to those of other students.
2. Results for students in 6-8 DS and 2-5 CV indicate that:
 - 6-8 DS: Results from the SickKids, Blending and Segmenting and Running Record tests indicated substantial improvement over the course of the intervention.
 - 2-5 CV: Students improved on the Running Record, especially on the Comprehension component. The oral component of the Quick Comprehension Analysis (QCA) was administered to students in 7 classes

at the beginning and end of Empower, revealing improved comprehension at the end of the program.

- In addition, comprehension teachers completed an exit survey at the end of instruction suggested that students improved substantially on all the comprehension strategies taught in Empower.
3. In the longer term (3 to 4 years post-intervention), student performance on Canadian Achievement Test (CAT) and EQAO was analyzed:
- Students who take CAT tests after completing Empower have better results than those who take it beforehand. For example, 80% students who took Empower in Grade 3 had low scores (stanines 1 to 3) on the Grade 2 CAT test; on the Grade 5, only 44% did so.
 - In Grades 4 and 5, students who were enrolled in Empower do so after participating in the Grade 3 EQAO but before the Grade 6 EQAO. For these students, the proportion of Level 1 scores decreased (31% to 12%) on the Grade 6 test, relative to Grade 3.
 - While most students improve on the Board and provincial measures, there is a proportion of students who will need further Special Education interventions; Empower teachers suggest that these students are often identified as LI, sometimes as LD. Most students need reinforcement after Empower.

Lexia Update for 2015/2016

Lexia Reading, is a reading intervention which aims to advance foundational reading development for students, pre-K to Grade 4, and accelerate reading development for at-risk students in Grades 4-12. This web-based individualized reading intervention provides explicit, systematic, structured practice on the essential reading skills of phonological awareness, phonics, fluency, vocabulary and comprehension. Students practice and learn these skills by interacting with the online program, as well as by receiving teacher-led Lexia lessons and paper-based practice activities. Students can access Lexia Reading from school, home, public library, etc. TCDSB implements Lexia as a Tier 2 and Tier 3 intervention to facilitate the development of reading skills for students. Schools are eligible for accessing up to 10 centrally purchased licenses, and in the fall of 2015-16 schools were invited to apply for their eligible students. 280 centrally available licenses were distributed to students with LD or LI learning profile or identification.

Implementation review and program evaluation are being carried out by the Central Lexia Committee (under the umbrella of LD Program Review Committee), to monitor usage and maximize efficiency. In December 2015 an inservice presentation was delivered to Assessment and Programming teachers on Lexia Reading by the Lexia Ontario resource consultant. For 2016-17, data collection and teacher surveys are planned to monitor implementation by the Learning Disabilities Program Review Committee. The Lexia Reading software also delivers norm-referenced performance data and analysis for each individual student, through the software application. Teachers use the data to track achievement and tailor instruction.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

AUTISM

Goals Set in 2015/16 and 2016/17 to support students with Autism:

- 1) Reduce the exemption rates for students with Autism by 10%.
- 2) Based on current EQAO results, increase achievement gap students with Autism in the assessments listed below:
 1. in Grade 3 Reading
 2. in Grade 6 Reading
 3. in the OSSLT
 4. in Grade 3 Mathematics
 5. in Grade 6 Mathematics

Strategies Implemented to support students with Autism:

- Communicate with staff the recently developed guidelines for Supporting Students with Autism to participate in EQAO and share the goals about reducing the current achievement gap.
- Share with staff a list of effective literacy resources for students with Autism that has been developed. These resources are available to board staff.
- Conduct a needs assessment to determine if JUMP math is available to all students with Autism in Intensive Support Programs (ISPs) and investigate other numeracy resources.
- Present the service delivery model of the Autism Team to administrators and communicate how students with Autism can be supported.
- Create a list of alternative IEP goals that align with the areas of deficit as reflected in the DSM-V and share with staff.
- Update the resource document, 'Supporting Students with Autism Spectrum Disorders, A Resource Guide' and devise a plan to in-service staff.

Outcomes/Observations/Learnings:

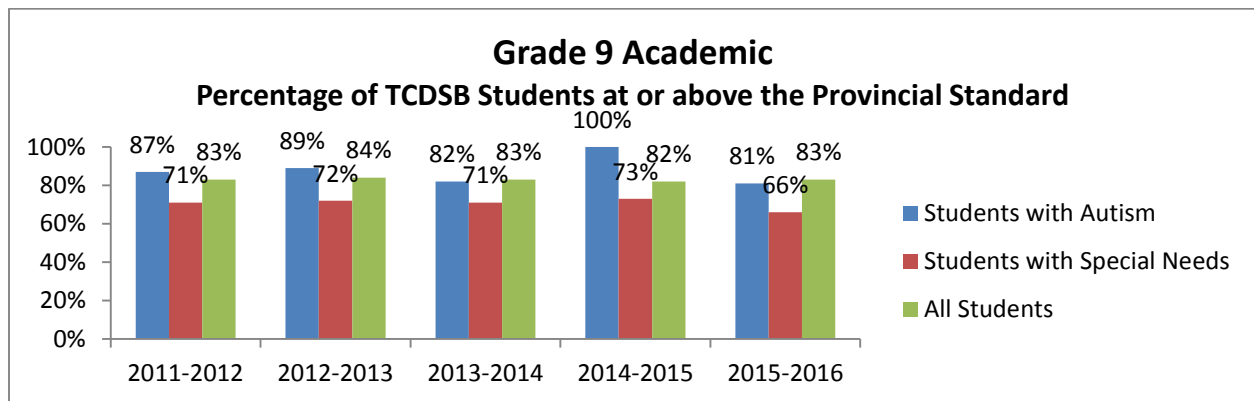
- In reviewing the exemption rates of the students from the primary and junior EQAO assessments in 2014-15, we wanted to look deeper to determine the placement of these students and if this was a deciding factor in exempting them.

- There were 71 students (37 primary, 34 junior) who were exempt. 86% (61 students – 32 primary, 29 junior) of these students had the placement **special education class with partial integration** in an ME/DD ISP.
 - An additional 3% (2 students – junior) had the placement **special education class with partial integration** in an LD ISP.
 - 11% (8 students – 5 primary, 3 junior) had a **regular class** placement.
 - For the 86% of students who were in ME/DD ISP classes, exemption from the EQAO assessment is appropriate because these students are working on alternative curriculum and are not accessing the Ontario curriculum upon which the EQAO assessment is based. In sharing a document with administrators focusing on supporting students with Autism to participate in EQAO, the exemption rates will continue to be monitored on an annual basis.
- A list of literacy resources for students with Autism has been developed and shared with the Autism Team staff to use as a resource with their schools.
 - Due to exceptional circumstances, there were no provincial results for primary and junior EQAO in 2015-16.
 - In looking at students with Autism in Intensive Support Programs (ISPs) in elementary schools, it was determined that the focus of these classes are on self-regulation, social communication and social skills. The academics (and alternative curriculum) are driven by the student Individual Education Plan. The students in these classes are working at approximately grade level therefore the JUMP Math is a resource that will not be pursued for these classes.
 - The service delivery model has been shared with principals and vice-principals at their respective meetings. The goal of the Autism Team is to continue to support the highest needs students while building capacity at the local school level.
 - Individual Education Plan alternative learning expectations have been developed and shared with the Autism Team staff to use as a resource with their schools. The alternative subject areas include communication (pre- and early skills, receptive skills and expressive skills), social communication (social interaction, imitation and play skills), self-regulation, functional academics, life-skills and self-management.

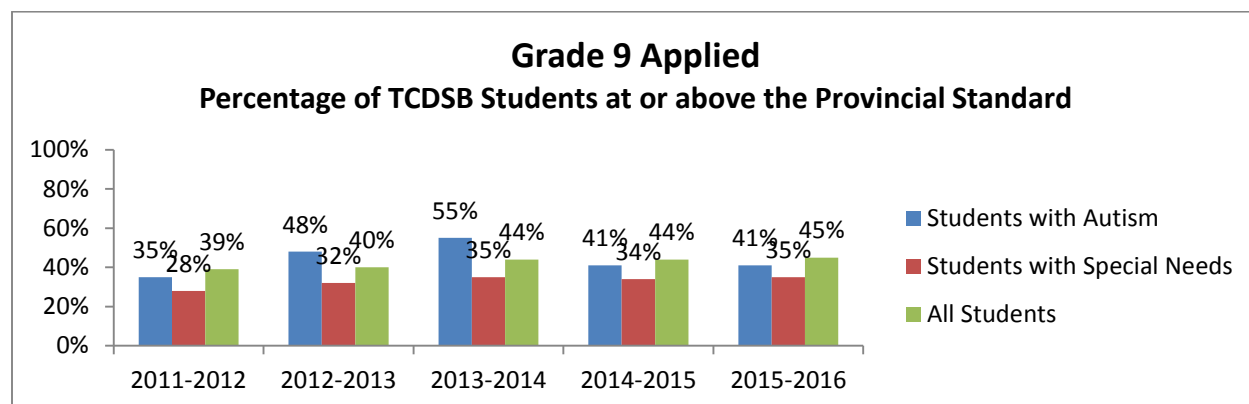
- The resource document, ‘Supporting Students with Autism Spectrum Disorders, A Resource Guide’ created in-house is in the final stages of being updated. Once this is updated, it will be printed and distributed to the schools as a resource through the 3 day Autism workshops.

Grade 9 Assessment

On the Grade 9 EQAO Mathematics assessment the results for students with Autism in the Academic stream in 2013-14 were 83% and in 2014-15 were 100% of students achieving at or above the provincial standard. In 2015-16 there was a decline to 81% which is still above the provincial average. Results should be treated with caution as numbers were very low in earlier assessments.



On the Grade 9 EQAO Mathematics assessment the results for students with Autism in the applied stream in 2013-14 were 55% and in 2014-15 were 41% of students achieving at or above the provincial standard. In 2015-16 students' achievement remained at 41%. Results should be treated with caution as the number of participating students with autism in earlier assessments were very low.

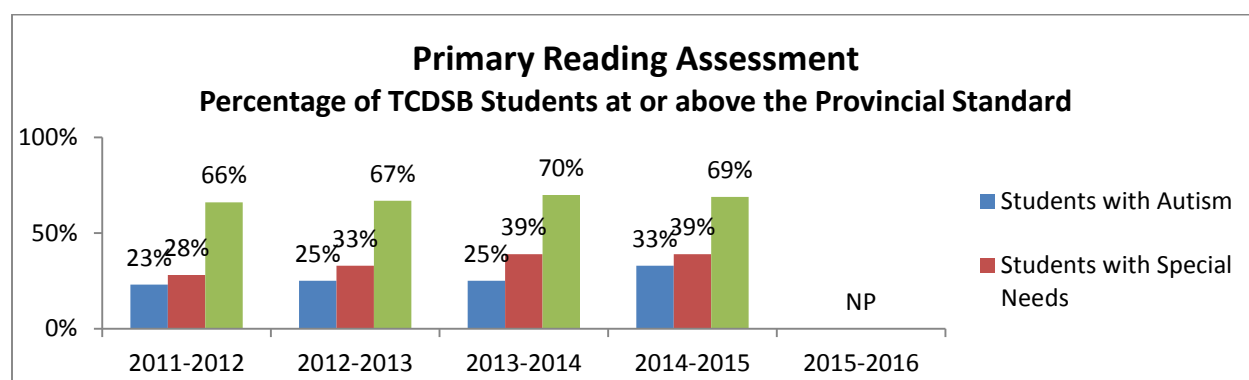


NOTE:

There are no exempted students for the **Grade 9 Assessment**. All students enrolled in a Grade 9 academic or applied mathematics course must participate in the EQAO Grade 9 mathematics assessments.

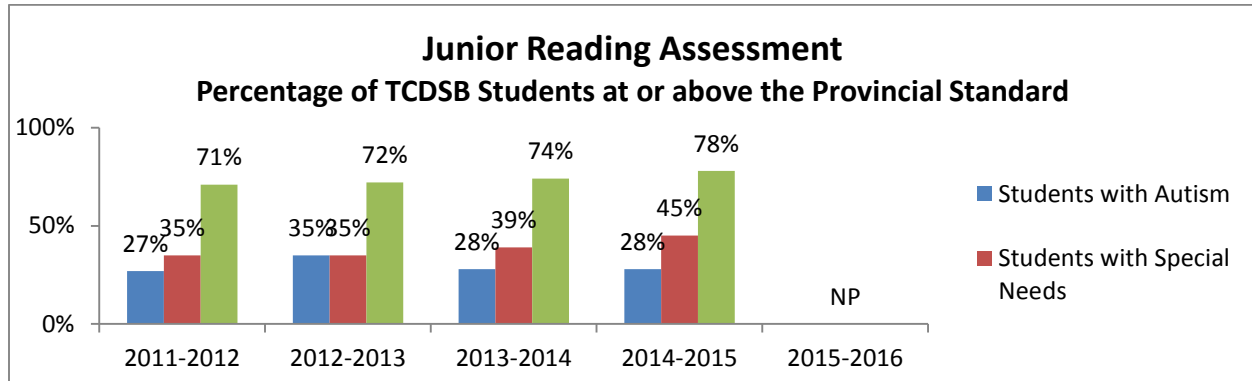
Primary Assessment

Due to exceptional circumstances, there were no provincial results for the primary reading assessment in 2015-16.



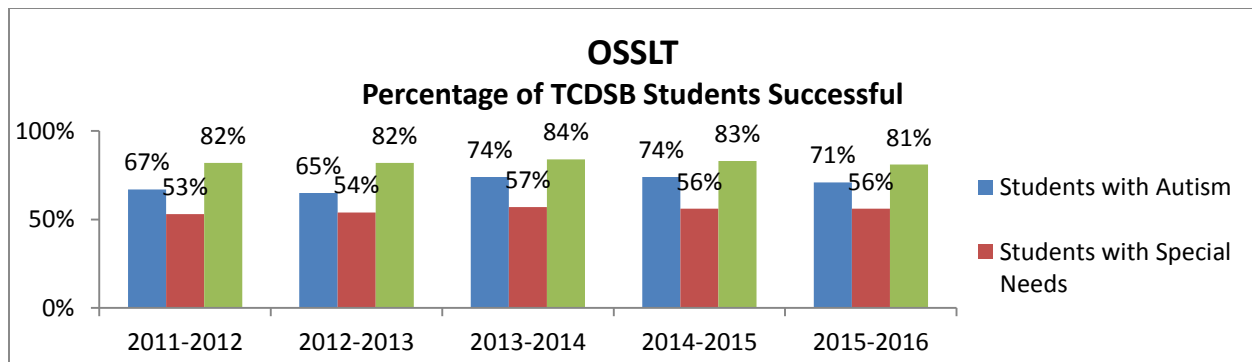
Junior Assessment

Due to exceptional circumstances, there were no provincial results for the junior reading assessment in 2015-16.



OSSLT

On the OSSLT the results for students with Autism in 2013-14 and 2014-15 results remained the same with 74% of students achieving at or above the provincial standard. In 2015-16 there was a slight decline to 71%. Results should be treated with caution as numbers were very low in earlier assessments.



Note Results for OSSLT: Exercise caution in interpreting the data for students with Autism, the “n” is small (n = 15 in 2011-12, n = 31 in 2012-13; n=38 in 2013-14; n=43 in 2014-15; and n=38 in 2015-16).

OSSLT – First-time Eligible

All Students with Special Education Needs (Excluding Gifted)	TCDSB Deferred									
	2011 - 2012 N = 1,217		2012 - 2013 N = 1,139		2013 - 2014 N = 1,147		2014 - 2015 N = 1,182		2015 - 2016 N = 1,184	
	n	%	n	%	n	%	n	%	n	%
	252	21%	242	21%	262	23%	268	23%	286	24%
Exempted	34		28		49		32		37	
Students with Special Needs identified as Autism	TCDSB Deferred									
	2011 - 2012 N = 23		2011 - 2012 N = 44		2013 - 2014 N = 51		2014 - 2015 N = 56		2015 - 2016 N = 55	
	n	%	n	%	n	%	n	%	n	%
	8	35%	13	30%	13	25%	13	23%	17	31%
Exempted	17		14		25		18		19	

NOTE:

Deferred = Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions. A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.

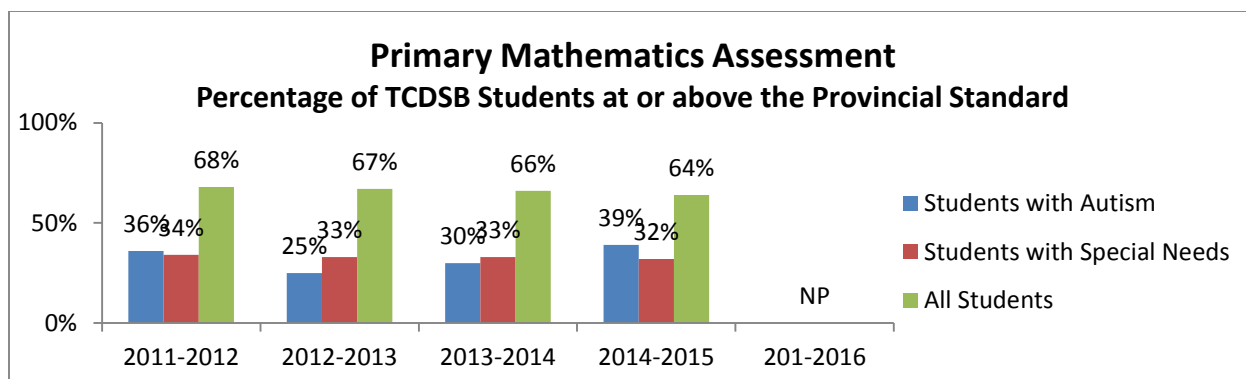
Exempted = Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.

(p. 24 of the Public Report)

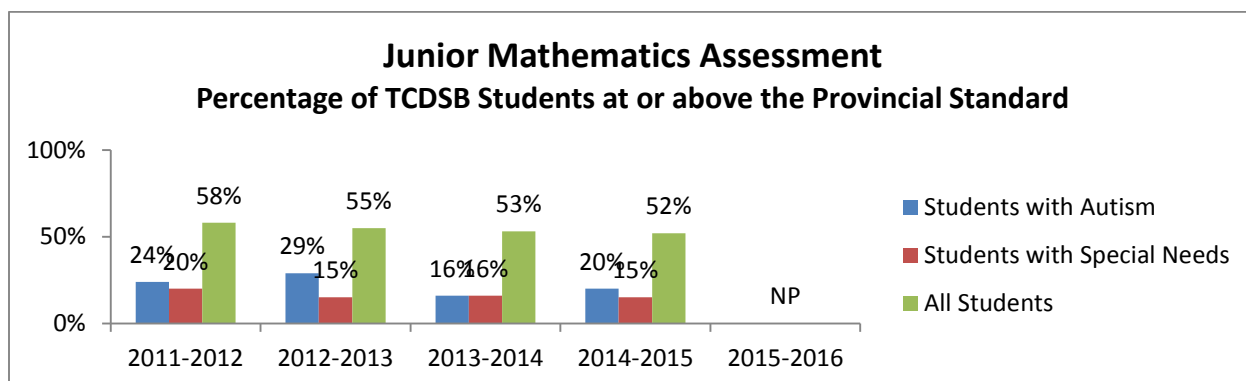
The Exempted are not included in the overall count (or percentages) for OSSLT.

Primary Mathematics Assessment

Due to exceptional circumstances, there were no provincial results for the primary mathematics assessment in 2015-16.



Due to exceptional circumstances, there were no provincial results for the junior mathematics assessment in 2015-16.



Grade 3 Reading

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 967		2012 - 2013 N = 1,028		2013 - 2014 N = 1,086		2014 - 2015 N = 1,033		2015 - 2016	
	n	%	n	%	n	%	n	%	NP	NP
	113	12%	113	11%	113	12%	113	11%		
Students with Special Needs identified as Autism	TCDSB Exempted									
	2011 - 2012 N = 78		2012 - 2013 N = 65		2013 - 2014 N = 113		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	32	41%	34	52%	32	41%	34	52%	NP	NP

Grade 3 Math

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 972		2012 - 2013 N = 1,042		2013 - 2014 N = 1,105		2014 - 2015 N = 1,046		2015 - 2016	
	n	%	n	%	n	%	n	%		
	110	11%	104	10%	110	11%	104	10%	NP	NP
Students with Special Needs identified as Autism	TCDSB Exempted									
	2011 - 2012 N = 78		2012 - 2013 N = 65		2013 - 2014 N = 114		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	31	40%	34	52%	31	40%	34	52%	NP	NP

NOTE:

Exempt = Students who were formally exempted from participation in one or more components of the assessment. (p. 38 of the Public Report)

Grade 6 Reading

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 1,185		2012 - 2013 N = 1,347		2013 - 2014 N = 1,158		2014 - 2015 N = 1,230		2015 - 2016	
	n	%	n	%	n	%	n	%		
Students with Special Needs identified as Autism	TCDSB Exempted									
	2011 - 2012 N = 66		2012 - 2013 N = 78		2013 - 2014 N = 93		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	27	41%	32	41%	27	41%	32	41%	NP	NP

Grade 6 Math

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 1,179		2012 - 2013 N = 1,347		2013 - 2014 N = 1,160		2014 - 2015 N = 1,228		2015 - 2016	
	n	%	n	%	n	%	n	%		
	99	8%	91	7%	99	8%	91	7%	NP	NP
Students with Special Needs identified as Autism										
	2011 - 2012 N = 66		2011 - 2012 N = 78		2013 - 2014 N = 93		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	27	41%	32	41%	27	41%	32	41%	NP	NP

NOTE:

Exempt = Students who were formally exempted from participation in one or more components of the assessment. (p. 38 of the Public Report)

Goals for 2016/17 till 2018/19 to support students with Autism:

In analysing the results of the annual PPM 140 survey, tracking referrals to the Autism department and feedback from staff, it has been determined that self-regulation is an area of need. The committee has decided to change the goals going forward. As self-regulation is a key to academic success and students with Autism can have difficulty with self-regulation, this will be the focus going forward. The committee will look at tracking students who demonstrate overall improvement in self-regulation. The goal is to continue to build capacity within the schools in order to support students with Autism.

For 2016/17 a sub-committee has been struck to prepare information focusing on classroom strategies for self-regulation and to develop pre- and post- measures, along with a mid-point check to track improvement.

For 2017/18 Professional Development will be delivered focusing on classroom strategies for self-regulation. We will investigate measures of its effectiveness.

For 2018/19 the results will be analysed to determine next steps in order to continue to build capacity within the system.

Strategies to be Implemented to Support students with Autism:

- To continue to build capacity in the system through targeted Professional Development.
- There is a two year Professional Development plan currently underway to deliver a 3 day Autism workshop focusing on ABA principles. The focus of the PD is one Kindergarten teacher in every elementary school and one Special Education teacher in every elementary school. The expectation is that the information from the workshop will be shared with the staff at the school in order to build capacity.
- The following Professional Development opportunities are being offered to support staff throughout the year; ABA Training for Students with Autism Spectrum Disorders; Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with Autism Spectrum Disorder.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre have been offered.
- The team is developing intake kits to help determine pre-academic skills of students that will be transitioning into school.

BEHAVIOUR

2015/16 & 2016/17 Goal to support students in the Behaviour program:

Focus on social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

Outcomes, Observations & Learnings of students in the Behaviour Program

All Behaviour Program staff (i.e. Teachers and Child & Youth Workers) completed training in the evidence based self-regulation program *Stop Now and Plan (SNAP)*. In addition to the initial training, The Child Development Institute (CDI) provided consultation to discuss the implementation of the program and discuss any related issues. Each week, the Behaviour Program Class staff introduces a new self-regulation skill. Concepts are then reinforced through daily discussion and skills are supported within the classroom and during other school activities. Ideally, every student developed an individual goal based upon SNAP concepts with support from the Behaviour Program staff. We continue to build consistency across all ISP Behaviour Programs and this is an area for further growth.

2015/16 & 2016/17 Goal to support students in the Behaviour program:

In the previous school year, a two year goal was established and therefore remains the same.

1. Focus on social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

Strategies To Be Implemented:

- Continue to deliver *Stop Now And Plan (SNAP)* which is an evidence based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP.
- Continue to provide designated in-services to both ISP Behaviour Teachers and Child & Youth Workers which focus on training, monitoring and evaluation of the *Stop Now And Plan (SNAP)* program.

- Also provide learning opportunities regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess.
- Involve the Child Development Institute in the monitoring of the *Stop Now And Plan (SNAP)* program by observing Behaviour ISP Classrooms and providing feedback to Behaviour ISP staff.
- Devise individual measurable goals, develop specific strategies, evaluate progress on a weekly basis and revise or create new goals together with each student registered in a Behaviour ISP. These goals should be based upon concepts with the SNAP program.
- Provide support to assist in the development and consistency of tracking and revision of those individual measurable goals.
- Articulate the progress of the individual measurable goals to parents/guardians of students in the Behaviour ISP.
- Upon request, provide the *Friends* program in Behaviour ISP Classes and/or classes in which students with behavioural identifications attend.
- Continue to foster a Professional Learning Network through ongoing e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher.
- Continue support for the Behaviour ISP programs with the ISP Assessment and Program Teacher.
- Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulations skills.
- Use JUMP Math
- Use Lexia Reading Programme
- Use Assistive technology (i.e. Smart Board, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking).
- Continue to provide early intervention support through the Student Support Resource Team (SSRT). In January 2016, the SSRT was established to support elementary school staff who are working with children having difficulty regulating their behaviour and emotions. Each team consists of an experienced teacher and a CYW who work together with school staff to build their knowledge and capacity in improving challenging behaviours that interfere with optimal learning. Although requests focus on a particular child, the Student Resource Team can support additional school staff and

classrooms by providing a plethora of strategies including coaching, assisting in the development of behaviour support plans, providing small group or classroom based programs and even helping to initiate school wide interventions. A priority of the Student Support Resource Team is to assist school staff in continuing to provide an educational program for students in the regular classroom. Requests are prioritized based on:

- the suitability of the student's presenting challenges,
 - involvement of parents in planning and therapeutic interventions if applicable,
 - classroom composition,
 - evidence of previous strategies and school readiness to participate in capacity building strategies.
- During the period of January 2015 to March 2017, the Student Support Resource Team was involved with 42 schools throughout the TCDSB for 2.5 days/week up to an eight week period. The Student Support Resource Team will be involved with an additional 12 schools during the spring of 2017.
- Additionally, to assist schools in developing early intervention strategies, a Student Support Resource Teacher was made available to provide one day consultations. This service also helps to determine the suitability of full support from the Student Support Resource Team at a later date. This SSRT Teacher will provide more than 100 one day consultations throughout the 2016/17 academic year.

BLIND/LOW VISION (BLV)

Goal for 2016-17:

- To reduce any achievement gap between students identified with a BLV Exceptionality and all students, as measured through EQAO/OSSLT in 2017.
- EQAO/OSSLT 2017 Participating Eligible BLV Students to meet or exceed the provincial standard.
- Fully support Assistive Technology use by students with BLV needs for EQAO/OSSLT

Strategies Implemented:

- Use of Assistive Technology (equipment and student training)
- Capacity building professional development offered to regular classroom teachers (Elementary & Secondary) about Blind Low Vision Disabilities (instructional accommodations)
- support professional learning of *Growing Success* and Blind Low Vision students
- Capacity building professional development to Special Education teachers (Elementary & Secondary) regarding Blind Low Vision Disabilities (instructional accommodations)
- Inclusion of teachers of Blind Low Vision students in curriculum related in- services
- Support Differentiated Instruction with more specific strategies appropriate for Blind Low Vision learners

Blind Low Vision Trends and Academic Achievement (for students who are in an EQAO or OSSLT year):

- a) All students who are visually impaired (blind or low vision who receive support through the TDSB Vision Program) who are cognitively able to write EQAO and OSSLT are writing EQAO and OSSLT. Students who are visually impaired are not exempt from writing EQAO/OSSLT *because* of the visual impairment. They may be exempt from writing EQAO/OSSLT for some “other” learning need (e.g., MID, DD, ELL).
- b) All students who are visually impaired (blind or low vision) need extra time to complete EQAO/OSSLT.
- c) The majority of students with visual impairment will use the large print version of EQAO/OSSLT.
- d) Past data reflects that students with visual impairment will use their

“typical” accommodation options to write EQAO/OSSLT. Results have been consistent for the past 3 years with respect to types of accommodations needed (e.g.: Extra time and large print are the most frequently requested accommodations).

DEAF/HARD OF HEARING (DHH)

2015/2016 D/HH Goals:

1. If teachers of D/HH students engage in collaborative inquiry to deepen their capacity to understand the learning needs of D/HH students who require Hearing Assistance Technology (HAT), then teacher support of HAT use will increase. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., classroom observations).
2. If D/HH students engage in collaborative inquiry to reflect upon their own learning profile, then consistent use of Hearing Assistive Technology will increase. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., classroom observations).

Strategies Implemented 2015/2016:

- Accountability Framework for Special Education (AFSE) goals were communicated to teachers of D/HH students through consultation with teachers and Professional Development.

Outcomes/Observations/Learnings for D/HH

- Preliminary discussion with D/HH itinerant staff and D/HH ISP teachers took place to identify the focus and direction of the collaborative inquiry. Further planning was deferred to 2016/2017 in light of labour issues.
- Discussion with D/HH students was also deferred to 2016/2017 to align with the discussions occurring with their teachers.

2016/2017 D/HH Goals:

1. If teachers of D/HH students engage in collaborative inquiry to deepen their capacity to understand the learning needs of D/HH students who require Hearing Assistance Technology (HAT), then teacher support of HAT use will increase. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., classroom observations). Continuation of 2015/2016 goal.
2. If D/HH students engage in collaborative inquiry to reflect upon their own learning profile, then consistent use of Hearing Assistive Technology will increase. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., classroom observations). Continuation of 2015/2016 goal.

Strategies implemented 2016/2017 for D/HH:

- Accountability Framework for Special Education (AFSE) goals to be communicated to teachers of D/HH students through consultation with teachers and Professional Development.
- D/HH teachers to participate in a survey to explore and examine usage of Hearing Assistance Technology. Survey results to inform 2017/2018 goals.
- D/HH students to participate in a survey to explore and examine usage of Hearing Assistance Technology. Survey results to inform 2017/2018 goals.
- Provide engagement in D/HH student face-to face social networking through the Girls' Talk and Boys' Club enrichment experiences for communication, the annual D/HH family picnic, and May is Speech, Language and Hearing Month activities. Encourage parent involvement through all D/HH events.
- Continue to provide appropriate professional development for parents, teachers who work with D/HH students in regular and ISP classes, and other Board staff.

GIFTED

2015-2016 Gifted Goals

1. To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. Measurement is focused on the 2013-14 Grade 6 cohort, and using the Grade 5 Term 2 Provincial Report Card, June 2013 as baseline. In this final stage of implementation of the goal, continue to focus on increasing and maintaining the improvement for this cohort through Grade 8 to ensure successful transition into secondary school. Progress will be monitored by continuing to collect report card data on this (and the 2016-17 Grade 6 cohort) on Organization and Self-Regulation skills.

Strategies implemented for Gifted Program:

- Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities.
- Focusing on facilitating collaboration/communication between regular classroom teachers, Special Education Teachers (SET) and Withdrawal and Congregated Special Education Teachers of the Gifted Programs regarding students’ strengths, needs, learning skills and accommodations recorded in the Individual Education Plan (IEP).
- Providing information to students, staff and parents to support successful transitioning.
- Exploring opportunities for student-led coaching activities and peer-support in facilitating the development of self-regulation and organization skills.
- Monitoring of longitudinal development and maintenance of Learning Skills of students with Giftedness (report card data).

Outcomes/Observations/Learnings for Gifted Program:

- No report card data were available due to the elementary teachers’ job action.
- Provided professional development for Gifted Withdrawal and Congregated Program Teachers on supporting the development of self-regulation skills (“Stress Lessons” training by the Psychology Foundation of Canada, April PA Day).
- APT (Gifted Programs) is supporting teachers in focusing on self-regulation and organization when visiting classes.

- To facilitate collaboration/communication between regular classroom teachers, Special Education Teachers (SET) and Withdrawal and Congregated Special Education Teachers of the Gifted Programs, a newsletter was shared with all staff titled “Roles and Responsibilities of the Home School and Gifted Program and information pertaining to the IEP, Strategies for Organization. (Gifted Program October, 2014; Newsletter was distributed board wide again in October 2015.)
- Information was provided to students, staff and parents pertaining to transitions through:
 - Gifted Program October, 2015 Newsletter Focus: Transition to Secondary, Dealing with Change (for staff)
 - Strategies for dealing with periods of transition on TCDSB Public Portal (for parents)
 - Presentation to parents at the CEC (ABC conference) in May 2016
 - Resources for parents at the TCDSB Special Services Fair on April 30, 2016.

Goal(s) for 2016-17 Gifted Program

1. To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. Measurement is focused on the 2016-17 Grade 6 cohort, and using their Grade 5 Term 1 Provincial Report Card as baseline. The goal is to increase and to maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

Strategies that will be implemented in Gifted Program:

- Continue to ensure information and strategies are shared regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Sharing of information and strategies with TCDSB staff on the importance of and the strategies to develop self-regulation skills.
- Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Building capacity for all teachers (regular classroom, Special Education, Gifted Withdrawal and Congregated Program Teachers, through communications and professional development activities.
- APT (Gifted Programs) supporting teachers in focusing on self-regulation and organization when visiting classes.
- Monitoring of longitudinal development and maintenance of Learning Skills

of students with Giftedness, and comparing the development and maintenance of Learning Skills of students with Giftedness for the 2013-16 and 2016-19 cohort of students.

- Further exploring and using opportunities for student leadership activities and peer-support in facilitating the development of leadership, self-regulation and organization skills.

Outcomes/Observations/Learnings in Gifted Program

Resources were shared with TCDSB staff on the importance of and the strategies to develop self-regulation skills through:

- Gifted Program October, 2016 Newsletter titled Self-Regulation skills (distributed to all TCDSB staff)
- There was a PD presentation on “Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help. Strategies for the classroom” in December 2016.
- Formal connections were made with the TCDSB Student Leadership Program and student leadership opportunities are being shared with Gifted Program teachers and students as appropriate.

LANGUAGE IMPAIRMENT (LI)

2015/2016 LI Goals

1. If LI-ISP teachers engage in a collaborative study, then they will deepen their capacity to understand the learning needs of students with LI and refine instruction to improve student learning and achievement. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., work samples, classroom observations).
2. If reading instruction for primary students with LI is directly focused on decoding and comprehension, then we can continue to reduce the achievement gap in primary literacy. Progress will be monitored over two years (2015/16 and 2016/17) by data collection regarding Empower Reading implementation and student achievement, evidence-based interventions such as SKIPPA (Senior Kindergarten Intervention Program for Phonemic Awareness) and FIPPA (Focused Intervention Program for Phonemic Awareness).

Strategies Implemented in LI Program:

- Yearly Accountability Framework for Special Education (AFSE) goals were communicated to teachers of LI students through consultation and email communications.
- Accountability Framework committee participated in collaborative study to examine and develop indicators of functional oral language skills.
- Information and professional development materials relevant for addressing oral language and literacy skills for students with LI were provided to parents and teachers.
- Systematic and strategic implementation of 2 components of Empower Reading intervention, i.e. Comprehension in grades 2-5, and Decoding in grades 2-5 is ongoing.
- Implementation of a strategic roll-out of FIPPA (Focused Intervention Program for Phonemic Awareness), targeting students who may not qualify for other reading interventions is ongoing.
- Facilitation of early intervention processes (i.e., SLP consultation to kindergarten classroom and promotion of the board-wide Early Identification Strategy).

Outcomes/Observations/Learnings in LI program

- Preliminary discussion with LI- ISP teachers took place to identify the focus and direction of the collaborative inquiry. Further planning was rescheduled in light of labour issues therefore 2015/2016 goals will be continued.
- The new resource FIPPA, Focused Intervention Program for Phonemic Awareness, was piloted by SLPs in select schools. Preliminary pre- and post- intervention data indicates students made gains in decoding skills.
- Implementation of the Empower Reading intervention in 15 Language Impairment-Intensive Support Program (LI-ISP) classes was supported. Data collection regarding Empower implementation continues to be monitored through the TCDSB Empower Committee.

2016/2017-2017/2018 Goals for the LI Program

1. If LI-ISP teachers engage in a collaborative study, then they will deepen their capacity to understand the learning needs of students with LI and refine instruction to improve student learning and achievement. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., work samples, classroom observations). Continuation of 2015/2016 goal.
2. If reading instruction for primary students with LI is directly focused on decoding and comprehension, then we can continue to reduce the achievement gap in primary literacy. Progress will be monitored by data collection regarding Empower Reading implementation and student achievement, evidence-based interventions such as SKIPPA (Senior Kindergarten Intervention Program for Phonemic Awareness) and FIPPA (Focused Intervention Program for Phonemic Awareness). Continuation of 2015/2016 goal.

Strategies to Be Implemented for LI program

- Provide targeted professional development to Early Years teams, LI-ISP teachers and special education teachers around resource, Oral Language at Your Fingertips, to facilitate better understanding of the learning needs of students with LI.
- Enhance capacity of SLP department staff to deliver and track evidence-based intervention supports for students with LI.
- Communicate yearly Accountability Framework for Special

Education (AFSE) goals to teachers of LI students through email communications and Professional Development.

- Administer functional speaking and listening measure in Fall and Spring of 2017/2018 to LI- ISP teachers and classroom teachers of those students. Survey results will inform goal setting for 2018/2019.

LEARNING DISABILITY (LD)

Goal(s) for 201516 LD program

1. If there is focus on supporting the regular use of technology with ALL students and students with LD, then the regular use of assistive technology for students with LD will increase. (This is a longer term goal: 2015-16, 2016-17)
2. **In mathematics:** If math instruction for students with LD is directly focused on computation as well as reasoning, then we can reduce the achievement gap in math. (This is a longer term goal: 2015-16, 2016-17)
3. **In reading:** If reading instruction for students with LD is directly focused on decoding and comprehension, we can continue to reduce the achievement gap. (This is a longer term goal: 2015-16, 2016-17)

Strategies implemented in LD program:

Assistive Technology

- Participating in a collaborative inquiry that is focused on the consistent use of technology for all students as part of regular classroom instruction, in order to explore enablers and barriers. (The use of assistive technology by TCDSB students during provincial assessments was observed to be low).
- Support LD Intensive Support Program teachers in facilitating use of assistive technology by their students. They also received professional development focused on the classroom application of Google Apps for Education (GAPE), in order to implement this technology and assistive technology in their classrooms.

Mathematics:

- Continued implementation of JUMP Math in LD ISPs.
- Provided information and professional development material to teachers, relevant for teaching math to students with LD.

Reading:

- Continued systematic and strategic implementation of all 3 components of Empower Reading intervention, i.e. Comprehension (in

- grades 2-5), and Decoding in grades (2-5 and 6 -8).
- Continued implementation of Lexia Reading (a web-based literacy intervention), targeting students with LD who require continued support to improve their reading.

General strategies:

- Accountability Framework for Special Education goals were communicated to LD ISP teachers, Special Education Teachers and Special Services Support Staff.
- To support educators, professional development was provided (centrally and locally) to facilitate a better understanding of the academic and social-emotional/mental health implications of LD, executive functioning and learning skills, and strategies to foster success.
- To support the LD Intensive Support Programming, program delivery and the current and historical composition of LD ISP classes were reviewed to assist in better understanding and addressing the strengths and needs of the LD Intensive Support Program.
- To support parents, information was provided on central and local in-services and resources on LD and on their role in fostering academic success, self-advocacy, resilience, and positive mental health.

Outcomes/Observations/Learning in LD program:

- Assistive technology: Teachers and students from one elementary and one secondary school participated in the collaborative enquiry project aiming to increase the use of assistive technologies. Teachers from both schools participated in professional development on and hands-on application of Google Apps for Education (GAFE), and provided feedback. Based on the data collected, there is a need for further exploration of the best practices in this area. It was found that students with limited experience with technology and more limited literacy skills found the added tasks involved in using the technologies taxing. Students need to be introduced to these technologies as soon as possible in their schooling careers to build familiarity and fluency.
- LD Intensive Support Program teachers received professional development focused on the classroom application of Google Apps for Education (GAFE), in order to implement this technology and assistive technology in their classrooms.

- Math: Grade 9 EQAO results indicated that 69% of students with LD in the Academic course, and 38% in the Applied course reached provincial standards. (Other EQAO data were unavailable due to the elementary teachers' job action).
- Reading: OSSLT results indicated that 56% of "first-time eligible" students with LD, and 29% of "previously eligible" students with LD were successful. (CAT4 and EQAO data were unavailable due to the elementary teachers' job action).
- Reading: in 2015-16 there were 111 Empower Reading Programs in 83 schools. Data collected regarding implementation indicated that teaching staff in all three Empower programs generally are in agreement that students make substantial progress in Empower, both in terms of improved reading performance and in confidence and willingness to read in class and elsewhere. These results are generally supported by assessment results. While almost all students improved, teachers expressed concern that some students will continue to need support because of issues pertaining to more severe learning problems (such as severe LD, LI; MID, memory and concentration issues, student attendance; behavior). These students will continue to need support in the area of reading.
- In order to better understand and address the strengths and needs of the LD Intensive Support Program, data were collected on the composition of LD ISP. Based on the review of current scientific research on LD, as well as the data collected through this study it was determined that the current admission/demission criteria and process for LD ISP classes need to be streamlined. Changes were proposed in alignment with current research in the field of LD.
- Presentations and professional development events on LD for :
 - Teachers on LD and Assistive Technology (February 12 PA day),
 - EAs/CYW's on LD (February 12 PA day),
 - Educators and parents on LD and executive functioning (TCDSB Special Services Fair on April 30, 2016)
 - Educators and parents on teaching self-regulation and pro-social behaviour (Psychology Symposium, February 2016)
 - Educators and parents on teaching self-regulation and pro-social behaviour (Psychology Newsletter sent out to all schools and posted on website in February 2016.)
- Sharing resources with educators, parents and support staff: Facilitated accessing free webinars and other professional on www.ldatschool.ca

resources; disseminated information on Integra and other PD opportunities in the community; posted and shared internal and external resources on the TCDSB staff and public portals, offered local presentations to school by psychology staff and Assessment and Programming Teacher, etc.

Next Steps to consider with the LD program

- Investigating further possible solutions for increasing the use of assistive technology for students with LD through a continued collaborative inquiry with two elementary and a secondary schools participating.
- Implementation of more consistent admission and demission criteria for students in the LD ISP classes across TCDSB, as well as moving to earlier intervention and a two-year programming in the ISP.
- Continued implementation of Empower Reading and Lexia Reading.

Goal(s) for 2016-17 LD program

1. If there is focus on supporting the regular use of technology with ALL students and students with LD, then the regular use of assistive technology for students with LD will increase. (This was a longer term goal: 2015-16, 2016-17).
2. **In mathematics:** If math instruction for students with LD is directly focused on computation as well as reasoning, then we can reduce the achievement gap in math. (This was a longer term goal: 2015-16, 2016-17).
3. **In reading:** If reading instruction for students with LD is directly focused on decoding and comprehension, we can continue to reduce the achievement gap. (This was a longer term goal: 2015-16 and 2016-17).

Strategies that will be implemented in the LD program:

Assistive Technology

- Build teachers' capacity in applying appropriate assistive technology for students with LD.
- Expanding the collaborative inquiry that is focusing on the use of the consistent use of technology for all students as part of regular

classroom instruction. Two elementary and one secondary schools will be participating in this initiative in order to explore enablers and barriers.

Mathematics:

- Continue the implementation and monitoring of JUMP Math in LD ISPs. Provide information and professional development material to teachers, relevant for teaching math to students with LD.
- Support the implementation of the Ministry's Renewed Math Strategy by providing PD opportunities and disseminating resources and sharing information on evidence based best practice in teaching math to students with and without LD.

Reading:

- Continue to implement and monitor Empower Reading intervention, including the systematic and strategic implementation and monitoring of all 3 components of Empower Reading intervention, i.e. Comprehension (in grades 2-5), and Decoding in grades (2-5 and 6 - 8).
- Continue to implement Lexia Reading targeting students with LD who require continued support to improve their reading.

General strategies:

- Accountability Framework for Special Education goals will be communicated to LD ISP teachers, Special Education Teachers and Special Services Support Staff.
- To support educators, professional development will be provided (centrally and locally) to facilitate a better understanding of the academic and social-emotional/mental health implications of LD, executive functioning and learning skills, and strategies to foster success.
- To support the LD Intensive Support Programming, the recommended changes in admission/demission criteria will be implemented and feedback collected.
- To support the LD Intensive Support Programming, there will be a focus on supporting social-emotional learning and the development of Learning Skills. Ways of implementing and monitoring support for social-emotional learning and well-being in the LD ISP will be explored and a plan developed.

- To support parents, information will be provided on central and local in-services and resources on LD and on their role in fostering academic success, self-advocacy, resilience, and positive mental health.

Outcomes/Observations/Learning in LD program:

- Support is provided for the implementation of the Ministry of Education's Renewed Math Strategy by including Special Education Teachers with regular classroom teachers in PD opportunities in school identified as RMS schools.
- Support is provided for the implementation of the Ministry's Renewed Math Strategy by disseminating resources and sharing information on evidence based best practice in teaching math to students with and without LD
 - Psychology Newsletter on changing children's attitude toward math sent out to all schools and posted on website in February 2017
 - Psychology Newsletter on evidence based math teaching strategies sent out to all schools and posted on website in February 2017.
- Provide professional development to teachers implementing Lexia Reading and monitor implementation. (73 teachers received formal training in using Lexia on the October 7th PA day).
- Empower Reading is being implemented in 73 schools, and the implementation is monitored through regular data collection.
- Support is provided to LD ISP teachers (orientation to teachers new to ISP – October 2016, Lexia training – October 2016, training in formal assessment measures, December 2016).
- Presentations and professional development events on LD so far for :
 - Teachers on LD and Assistive Technology (February 17 PA day),
 - EAs/CYW's on fostering student well-being (February 12 PA day),
 - Educators and parents on helping children flourish and supporting well-being (Psychology Symposium, February 2017)
- Sharing resources with educators, parents and support staff:
 - Facilitating accessing free webinars and other professional resources on www.ldatschool.ca; regularly disseminating information on Integra and other PD opportunities in the

- community;
- posting and sharing internal and external resources on the TCDSB staff and public portals
- creating a public portal on LD at TCDSB website

MILD INTELLECTUAL DISABILITY (MID)

Goals for 2016-17 for students in MID program:

1. This year a committee was struck to begin to develop a framework with respect to students who are identified with Mild Intellectual Disabilities. While serving a relatively small number of students, this exceptionality requires the same attention as other exceptionalities and often draws upon resources and strategies that may overlap students with more severe exceptionalities as well as those who may receive special education supports at each local school. As such, this first year has been dedicated to create an accountability framework that will serve to support the student with MID.

[Due to the labour actions last June, scores were not collected for all students including those with the MID exceptionalities.]

Strategies to be Implemented for the 2017-18 school year:

- Sharing of resources with schools to help support students with MID
- Provision of training to staff in order to support and inform staff working with special education students.
- Review of course offerings in Secondary Schools that support the student with Mild Intellectual Disabilities.

MULTIPLE EXCEPTIONALITIES/DEVELOPMENTAL DELAYS (DD/ME)

Goals for 2015/16 ME-DD program:

- 1) A collaborative inquiry with, staff in ME-DD Intensive Support Programs (ISPs), focusing on effective literacy programming is the main focus of the committee. The inquiry will be completed in May 2016 and based on the outcomes will inform our future goals in both elementary and secondary. Going forward we will be looking at growth goals i.e. an increase of percentage of students meeting the determined goal(s).

Strategies Implemented in ME-DD program:

- Data will be analysed for secondary students to help determine an appropriate goal focusing on the pathway to community participation.
- The 'Best Practice Guide' for ME-DD Intensive Support Programs to support evidence informed practices has been developed. It will first be shared with teachers and administration who have ME-DD Intensive Support Programs in order to provide feedback.
- Along with the 'Best Practice Guide' being communicated, once the goals have been determined these will be shared with teachers and administration who have ME-DD Intensive Support Programs.
- There will be further discussion about the alternative report card to determine if it should be changed to include an achievement scale that indicates the level of independence for students on an alternative curriculum.
- An afterschool Professional Learning Network for ME-DD Intensive Support Program teachers will be investigated to facilitate mentorship, professional learning and capacity building.
- The need for a survey to get feedback on which types of assistive technology are being used with students in ME-DD Intensive Support Programs will be discussed.

Outcomes/Observations/Learnings in ME-DD program:

- In analysing the language and communication development skill expectations based on the alternative report card for ME-DD secondary students in Intensive Support Programs, we are trying to determine how to best use this information to help inform our practice. Based on this information we are

looking at the draft summer writing project, Pathway to Community Participation Framework, to update it and share it with teachers.

- The 'Best Practice Guide' for elementary ME-DDE Intensive Support Programs is being vetted in order to share it with teachers in ME-DD Intensive Support Programs and allow them to provide feedback.
- It has been determined that all ME-DD Intensive Support Programs have a SMARTBOARD which is actively used in programming for students. Individual students may also have individual assistive technology based on their specific needs. Therefore at this time it is felt there is no need for a survey on assistive technology.

Goals for 2016/17 for ME-DD program:

1. In analysing the feedback from the collaborative inquiry looking at literacy, the focus will continue to be on functional literacy for students identified with Developmental Disabilities (DD) and Multiple Exceptionalities (ME) in an Intensive Support Program (ISP). The committee is trying to achieve alignment across the system when developing the literacy skills for students in a ME-DD ISP.

Strategies to be implemented in ME-DD program:

1. To continue to look at growth with functional literacy expectations for elementary students as outlined in the IEP and as reported on the alternative report card.
2. To analyse the data for secondary students looking at the non-credit bearing course KEN (functional communication skills) to determine if the committee can use this to look at growth in the area.
3. To build capacity in the system through targeted Professional Development.
4. There will be two days of professional development for one ME-DD ISP teacher in every secondary school with an ISP class. One day will focus on functional literacy. The expectation is that the information from the workshop will be shared with the staff at the school in order to build capacity.
5. As a result of the collaborative inquiry, supplemental functional literacy resources were purchased for secondary staff. These resources will be distributed to secondary staff as part of the professional development plan.
6. To continue to update the, Pathway to Community Participation Framework, draft document.
7. To share the, Best Practice Guide, for elementary ME-DD Intensive Support Program teacher, after this document is vetted.

8. To research alternative report cards in other school boards to compare and contrast the alternative report card in our board.
9. To determine if an afterschool Professional Learning Network for ME-DD Intensive Support Program teachers is feasible.



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

DRAFT REVIEW OF EDUCATION ASSISTANT AND CHILD AND YOUTH WORKER EFFICIENCIES IN THE ELEMENTARY AND SECONDARY PANEL

For you have been a stronghold to the poor, a stronghold to the needy in his distress, a shelter from the storm and a shade from the heat; for the breath of the ruthless is like a storm against a wall.

Isaiah 25:4

Created, Draft	First Tabling	Review
March 2, 2017	April 6, 2017	Click here to enter a date.
Cristina Fernandes, Superintendent of Education, Special Services Paul De Cock, Comptroller of Finances Marina Vanayan, Senior Coordinator, Educational Research		
INFORMATION REPORT		

Vision:

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

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This final report will build on the preliminary report provided at the Student Achievement and Well Being, Catholic Education and Human Resources Committee on January 12, 2017. It will provide an analysis of the impact of Education Assistants (EA) and Child & Youth Workers (CYW) efficiencies board-wide on the organization.

Staff analysed quantitative data about students with special needs and the staff deployed to support the students, factoring the board-approved reductions to EAs and CYWs. Conclusions were made about the impact on student achievement and well-being for students receiving special education support.

Research department staff initiated a Multiple Case Study approach in elementary and secondary schools in an effort to gather qualitative and perceptual data about the impact on reductions to EA and CYW staff to a group of students with diverse learning needs.

The cumulative staff time dedicated to developing this report was 125 hours

B. PURPOSE

1. This final report will provide qualitative data from the research-based, Multiple Student Case Study to assess the impacts of Education Assistant and Child and Youth Worker efficiencies.
2. The report will respond to Board motions with respect to requests for Educational Assistants and Child and Youth Workers as well as the unit cost per students served by special education programs:
 1. *That when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests.*
 2. *That staff provide a dollar unit cost per special education student and, if possible, comparisons with other Boards.*

C. BACKGROUND

1. **June 4, 2015** – At a Special meeting of the Board, Trustees approved reductions of FTE 30.00 EAs and FTE 7.00 CYWs
2. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved reductions of FTE 56.0 Education Assistants and FTE 5.00 CYWs
3. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, trustees approved a motion requesting a review of Education Assistants efficiencies board-wide in both elementary and secondary schools.
4. Table 1 captures the Full Time Equivalent (FTE) Reductions in support staff over the past two years in Education Assistants, Child & Youth Workers and external contracted support workers:

TABLE 1:

School Year	EA	CYW	Contract Support Workers
2015-2016	30.00 (\$1.5M)	7.00 (\$0.4M)	\$2.3M
2016-2017	56.00 (\$2.8M)	5.00 (\$0.3M)	\$0.2M
TOTAL	86.00 (\$4.3M)	12.00 (\$0.7M)	\$2.5M

5. **January 12, 2017** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee, the Board received a preliminary report reviewing the Education Assistant and Child & Youth Workers. This report assessed quantitative data using four metrics, and laid the foundation for qualitative assessment using a Research-based, Multiple Student Case Study:
 - a. Student Data and Support Staff Data 2013 – 2016
 - b. Benchmark of Support Staff in Coterminous District School Boards (2016)
 - c. Report Card Learning Skills for Students with an IEP
 - d. Safe Schools Progressive Discipline Data for Students with an IEP
 - e. Impact of Changes in Special Education: Multiple Student Case Study

6. **January 12, 2017** - the following motions were approved:
 - i. That when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests.
 - ii. That staff provide a dollar unit cost per special education student and, if possible, comparisons with other Boards.
7. **January – March 2017** – Staff reviewed the number of requests made by parents or schools for EA and/or CYW support, and Research staff completed the Multiple Student Case Study to provided qualitative analysis.

D. EVIDENCE/RESEARCH/ANALYSIS

ANALYSIS OF QUANTITATIVE DATA

Metric #1: Number of EA and CYW requests.

1. Senior Staff reviewed requests for EA and/or CYW support that were made from schools and from parents. Given the timeline of the request, staff retroactively estimated the number of requests that were made from September 2016 until March 1, 2017. In this timeframe, there were 121 requests for EA or CYW staffing as presented in Table 2 below:

Table 2: Requests for EA/CYW staff: September 2016-March 1, 2017

Region	EA or CYW requests since September 2016
West (1&2)	53
North (3&4)	27
South (5&6)	27
East (7&8)	14
Total Requests	121

2. The system response to these requests included the following criteria considered by the Area Superintendent in dialogue with the parent, principal,

Elementary Assessment & Program teachers, Secondary Program & Assessment teachers and Superintendent of Special Services:

- a) Student needs and level of service required to service the student as per the IEP and placement were reviewed;
- b) Dialogue with the Principal and existing school staff to provide resources/strategies to support the student;
- c) EA/CYW assignments were reviewed and adjustments to those assignments within the school via rescheduling to accommodate the changing needs (student who left or entered the school);
- d) EA allocations were reviewed and adjustments made between schools, leading to the movement of a support staff (EA/CYW) to another school to respond to the school's changing needs;
- e) Movement of support staff between superintendent areas and/or regions to support emerging needs; and
- f) Temporary assignment of agency worker support where appropriate to assist in development of skills to support the support staff at the school.
- g) Through the IPRC process, appropriate placement of student in a Special Education program that is able to meet the student's needs.

Metric #2: Per Student cost for Special Education Programming

1. The aggregated data provided below has been calculated using the total number of students with an exceptionality determined through the Identification, Placement and Review Committee (IPRC) process so that comparisons can be drawn with coterminous district school boards. Information is presented only on students with an exceptionality formalized through the IPRC process, and does not include information on students with an Individual Education Plan who have no formal exceptionality.
2. Information about Special Education funding and the number of exceptional students was obtained from coterminous district school boards to calculate the per pupil dollar amount spent in each board.
3. In descending order, the following table is presented to indicate the expenditures:

Table 3: Per Pupil Special Education Expenditures

Information is forthcoming.

Metric # 3: Impact of Changes in Special Education: Multiple Student Case Study

Case Study Research Statement:

Case studies are frequently used in social science research as a way of providing holistic, in-depth explanations of social situations. Most commonly used in the fields of education, sociology, anthropology and political science, case study design allows for exploration and understanding of complex issues not always understood well by quantitative research. Both quantitative and qualitative research generate valuable information. Case study methodology has grown to prominence in the past 50 years as a result of the recognition of limitations of quantitative methods. A Multiple-case study design allows for comparative analysis of several cases, using a variety of data sources.

Background to Case Study

1. A study was initiated in October 2016, to help identify the impact of changes in the special education model at the TCDSB, focusing on a variety of children with special education needs, in all 5 placement settings.
2. Eight schools (5 elementary, 3 secondary) were selected to participate in the study. **All schools had experienced a loss of three or more EAs over the past two years.** Within these schools, 35 students (20 Elementary, 15 Secondary) were identified centrally for participation. Students selected for inclusion in the study were drawn from a range of exceptionalities and placement options. From the original 35 students selected, 28 parents consented for their children to participate in the study.
3. Given the diversity of student needs that exist in special education programs, a multiple-case study approach was used. This method allows for the gathering of evidence to outline the uniqueness of every situation and to identify themes that emerge. Principals were provided with an information and consent letter for all parents of students in the study. Research staff

visited each school to interview teachers, education assistants, students and parents regarding the 28 students included in the study (for whom there was consent).

4. A template was used to collect information from staff, parents, and students regarding the impact of changes to support staff on students. The following are examples of the interview questions asked:
 - Please describe the needs of the student. Have these needs changed over the past three years?
 - What supports is the student currently receiving? Include staffing, programming, materials, equipment, space etc. How has this changed in the past three years?
 - Have changes in needs and support had a significant impact on the student's behaviour, social-emotional wellbeing, achievement, adaptive functioning? Do you perceive the changes to be negative or positive or has there been no change? What is the evidence?
 - How could we improve supports for this student?
 - What Promising Practices can you identify to demonstrate innovations in the light of staff reductions? How can we build on strengths and transfer what we have learned to support students and share practices with other staff?
5. School visits took place in November and December, 2016. The collection of information continued in January by telephoning parents and by examining student records. Appendix A outlines the tracking process.
6. To date, 112 interviews have been conducted, including:
 - 64 teacher interviews,
 - 15 EA or CYW interviews,
 - 11 Parent interviews,
 - 13 student interviews,
 - 8 administrator interviews.

NOTE: An effort has been made to contact all parents. Some parents did not want to be interviewed and others were unable to be contacted.

7. For each student with consent, a detailed background information file has been collected including: student IEP, Report Card Marks / Learning Skills, EQAO results, Canadian Achievement Test results, OLSAT results, credit accumulation, OSSLT achievement, and attendance.
8. Research staff have summarized background information and interview data for all cases. Summaries were shared with the Special Education Review Committee over three sessions to inform dialogue and to assist in identifying emerging themes, as outlined below.

EMERGING THEMES

9. These emerging themes, drawn from all data collected, are organized into 5 sections:
 - A) Overall impact on student achievement and well-being
 - B) Impact on staff
 - C) Promising practices
 - D) Impact of Changes: Focus on Student Exceptionality
 - E) Impact of Changes: Focus on Classroom Placement

A) IMPACT ON STUDENT ACHIEVEMENT AND WELL BEING

1. While schools were selected for inclusion in this study as a result of an overall reduction in the number of EAs in the school, levels of support for individual students in each school vary, depending on the students' needs and staff availability.
2. In all cases, students are meeting learning goals as stated in their IEPs. In the context of the changes in support available to schools, staff report that school teams have collaborated to continue to attempt to meet the special education needs of students in their school.
3. In several cases, students have integration listed as a program component in their IEP, but teachers and EAs report that currently the students have fewer opportunities to be integrated into regular stream classrooms due to less support available from EAs. Staff report that efforts are being made to provide as rich a program as possible within the ISP classroom environment and are trying to find ways to enable successful integration. Perceived challenges regarding reduced opportunities for integration may

be greater in secondary schools, and among students with more significant exceptionalities.

4. In several cases, where IEPs indicate that students should use SEA computers as necessary for successful learning, teachers, EAs, and parents report that the students are struggling with the use of computers in a meaningful way. Staff indicate that these students require additional support to be able to integrate computers successfully into the curriculum. Where possible, special education and classroom teachers are providing support where EAs are not available.
5. In several cases, when emergencies or extreme behavioural outbursts take place, EAs typically report being required to all work together to address the situation. With reductions in staff, teachers and EAs report that there are fewer EAs left to address the needs of the remaining students with special education needs. Staff report that this requires additional flexibility when scheduling and allocating classroom support.
6. In some Secondary schools, staff and parents report that resource rooms are no longer available on a drop-in basis, and some students report that they have reduced opportunities to receive additional remedial support and to complete classwork in a quiet space. Staff report that resource support and monitoring by special education teachers is being provided on an ongoing basis, in class with additional assistance being provided before and after school. Test and Exam accommodations are being provided to students on an appointment basis.

Summary

In most cases, school staff are adjusting to reduced levels of staffing and students continue to learn in accommodated and modified special education programs. Some students are experiencing reduced opportunities for integration into regular classrooms. Some staff are experiencing challenges supporting student use of special education technology. Some classrooms and students are now receiving reduced support compared with previous years.

B) IMPACT ON STAFF

1. Staff report using a range of strategies to continue to foster supports to meet student needs. Staff also report a general sense of frustration stemming from attempting to accomplish this goal with reduced human resources.
2. In several schools, with fewer EAs, other staff (teachers, nurses, CYWs, and principals) report that they are assuming new or expanded responsibilities and roles, including assisting with technology use, lifting and positioning students, and monitoring identified students at recess.
3. With the changes in staffing, EAs report providing support in multiple classrooms on a regular basis. EAs report that this presents challenges for EAs who may need to provide support in classes of students with whom they are not familiar (e.g., student needs, safety concerns, typical behaviours, classroom routines). Staff also report that when EAs are placed strategically to address the greatest needs in a school, other regular classrooms are receiving reduced support or none at all. While these classrooms may have fewer special education needs than others, classroom teachers report that they are being required to provide more individualized assistance that EAs would have provided previously, under teacher supervision.
4. Teachers and administrators report that reduction in the number of EAs, frequently places additional demands on other school staff and is particularly challenging when supply coverage is not provided for absent EAs. With reductions in support staff, principals report that principals and vice principals, classroom teachers, CYWs, and special education teachers are stepping in to fill the role of absent EAs.
5. All staff report that as a result of the perceived changes in focus in roles and responsibilities, teachers, EAs, CYWs, and Administrators require training and professional learning to address the unique special education needs of students with different exceptionalities. For example, EAs reported needing safety training specific to the needs of students with an identification of Autism.

Summary

Staff report a general sense of frustration stemming from attempts to meet student needs with reduced human resources. Most schools report that staff are adjusting and taking on changing responsibilities. This may result in a need for additional professional learning for EAs, teachers, and administrators.

PROMISING PRACTICES

1. There is evidence that all schools are working towards managing staff as efficiently as possible to offer the best possible service to their students with special education needs. With each school context being different in terms of student needs, staffing, and leadership, there are differences in the approaches taken, and there is value in documenting and sharing practices that have been effective.
2. Reductions in staffing have placed demands on all schools to learn to work within the new context of students with high needs combined with fewer staff members. Staff report that there is a need for increased flexibility and high levels of organization and logistics.
3. To meet the special education needs of students, school teams report practicing a high degree of organization. Staff report that this is required to support flexible scheduling of EAs who may have multiple responsibilities throughout the day and may have changes in responsibilities on a weekly or monthly basis. Some staff have reported that it has been helpful to conduct regular meetings to identify changing needs, schedule assignments, and to focus the work of EAs where it is most needed.
4. All school staff, including EAs, CYWs, classroom teachers, special education teachers, and administrators report practicing a high degree of flexibility in their responsibilities, to address the special education needs of the students in their schools.
5. Schools report that a shared vision and a common set of core beliefs is essential to help them in supporting their students. For example, some

- schools report stressing the idea of shared responsibility – the belief that addressing the achievement and well-being of all students with special education needs is the responsibility of all staff in the school, not just special education staff.
6. Staff report that engaging in practices that demonstrate a strong commitment to special education are effective in communicating a shared vision. For example, some schools report that, regardless of staffing limitations, special education teachers are not be asked to step in and offer supply coverage when a classroom teachers are absent. Staff report that this practice clearly sends a message that addressing the learning and well-being of students with special education needs is a priority.
 7. Regular and ongoing communication is reported as key to supporting success. Collaboration and strong communication between teachers and special education teachers are reported to be very helpful in addressing the special education needs of students (e.g., reminders of IEP requirements for individual students).
 8. To facilitate and support the teaching environment with reduced EAs, some school staff report that they have implemented the practice of single-age/grade withdrawal classrooms. The rationale for this practice is that with one group of students in a single-grade, the demands placed on the teacher responsible are lower than in a multi-grade withdrawal setting. This practice is more feasible in schools with a larger population of students.
 9. Staff report that as schools have been adapting to an environment with reduced EAs, APTs/PATs, autism support teachers, Autism Support Teams, and the Behaviour Team have provided additional support to classroom teachers and special education teachers, who are taking on new and additional responsibilities.
 10. Staff identified strong leadership as a critical factor contributing towards the effectiveness of their school in meeting the learning and well-being of their students with special education needs. They identified effective administrators as those who are very aware of student needs,

knowledgeable about special education, and highly engaged with staff and students – supporting a shared vision and committed to creating a culture of collaboration and high expectations.

Summary

Staff identified several practices contributing to successful special education program delivery, including: a high degree of organization within the school, flexibility in deploying staffing, maintaining a shared vision and common set of core beliefs about special education, shared responsibility for students with special education needs, strong collaboration and communication between teachers, and strong leadership.

C) IMPACT OF CHANGES: FOCUS ON EXCEPTIONALITY

1. In terms of student exceptionality, a review of impact data revealed a variety of patterns: staff and parents report that students with an identification of *Autism* or *Multiple Exceptionality/Developmental Disability*, are frequently the students for whom integration into the regular classroom is the greatest challenge. Staff working with these students also report that they have experienced greater demands trying to balance the needs of several individual students at the same time, often focusing on safety, rather than supporting learning.
2. Staff and parents report that students with an Identification of *Learning Disability* or *Language Impaired*, frequently require less support from education assistants and therefore considered to be impacted less than other students by the reductions in education assistants. However, staff and parents report that often the assistance provided by EAs is primarily supporting the use of technology or scribing for the student. Staff and parents report these students, along with students with no formal identification, often experienced the reduction of education assistants in terms of less support for the use of technology.

Summary

Students with an identification of Autism or Multiple Exceptionality/Developmental Disability, appear to be the students for whom integration into the regular classroom is often the greatest challenge. Students with an Identification of Learning Disability or Language Impaired along with students with no formal identification

require less support and therefore appear to be impacted less than other students by the reductions in education assistants, other than to support independence in the use of technology.

D) IMPACT OF CHANGES: FOCUS ON PLACEMENT

1. A review of impact data, in terms of classroom placement, revealed a variety of patterns: EAs working in *Special Education Classes with Partial Integration* or *Special Education Classes Full-Time* report that they are frequently required to be focused primarily on addressing student emergencies and behaviour outbursts. In many cases, there has been a reduction of education assistants in these classrooms and teachers and EAs report being ‘stretched’ to support all students – including those who are not having behavioural outbursts. Staff supporting students with this placement, also expressed concerns regarding limited opportunities to support student integration into regular classrooms, owing to reduced numbers of education assistants.
2. Staff supporting students with a placement of *Regular Class with Indirect Support* report frequently to be providing much more than indirect support – on occasion, staff report that these students require direct support from both education assistants and special education teachers.
3. EAs supporting students with a placement of *Regular Class with Resource Support* and *Regular Class with Withdrawal Support* report that they are working in more classrooms than in the past. This model distributes support throughout the school – staff report that this may lead to greater inconsistency in support for some students.

Summary

Staff working in Special Education Classes with Partial Integration or Special Education Classes Full-Time report that they are frequently required to focus their attention primarily on individual students who are experiencing behaviour outbursts. Students in this placement may also experience reduced opportunities for integration into regular classrooms. EAs supporting students with a placement of Regular Class with Resource Support and Regular Class with Withdrawal Support report that they are working in a greater number of classrooms than in the past.

Emerging Trends and Observations: What have we learned?

1. Based on the multiple-case studies focusing on 28 students and 112 interviews, the evidence suggests that, at this time, while some students experience reduced support, overall, the changes may not have had a significant impact student learning and well-being.
2. Continuous monitoring of the achievement and well-being of the population of students with special education needs within the TCDSB will be required to continue to track the impact of changes on an ongoing basis and in the long term. This level of accountability will, in part, take place through the work of the Special Education Accountability Frameworks.
3. The evidence from the various case studies reveals that school staff are impacted by the changes. Staff in these schools are using a range of strategies to continue supporting student needs. They have identified concerns, needs, as well as strengths upon which to build. A key area of need appears to be increased professional learning for all staff including EAs, teachers, and administrators, as well as greater flexibility in deploying staff.

E. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor the quantitative data as presented in the preliminary report with respect to the following:
 - Student Data and Support Staff Data 2013 – 2016
 - Benchmark of Support Staff in Coterminous District School Boards (2016)
 - Report Card Learning Skills for Students with an IEP
 - Safe Schools Progressive Discipline Data for Students with an IEP
2. EQAO Standardized Assessment data in 2016-2017 will be incorporated into the ongoing data assessment.
3. The Multiple case study was based on schools whose allocation of EAs was reduced by 3 or more EAs over two years, thus the information is specific to schools who had a considerable reduction to support staff. As a result, it was

expected that the changes would have an evident and considerable impact on student programming and achievement.

4. The Multiple Case Study indicated that students were all meeting the expectations that were outlined for them on their Individual Education Plan as reported by staff.
5. Staff also indicated that the work processes had changed, where support staff were strategically placed to support the highest needs students. A shift towards a shared understanding of the need to work together collaboratively is essential to supporting students in the various placements. Schools continue work strategically to meet the needs of students.
6. The ongoing work of the Special Education Review Committee has contributed to ongoing review of the changes to Special Education policies, procedures and the service delivery model.
7. Staff will present the analyses of this report to SEAC.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Special Education Program Overview and Improvement Planning



Exceptionality: Learning Disability AF 1 LD

Placement: Regular Class with Indirect Support K-12

A. Definition: Learning Disability (LD)

The Ministry of Education defines *learning disability* as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction. (Policy and Program Memorandum 8, Ontario Ministry of Education, 2014)

At TCDSB, the diagnosis of Learning Disability is used to describe the LD learning profile, which is based on the LD definition by the LDAO¹.

B. Placement options:

- ☒ **Regular Class with Indirect Support²**
- ☐ 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

¹ Learning Disabilities Association of Ontario <http://www.ldao.ca/introduction-to-ldsadhd/introduction-to-ldsadhd/what-are-lds/official-definition-of-lds/>

² The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services. (Ministry of Education)

C. Description: LD Regular Class with Indirect Support

The goal is to provide support to students with LD in their areas of need. The emphasis is on ensuring students have access to the Ontario curriculum through the applications of appropriate accommodations, differentiated instruction, and the use of assistive technology. In addition, instruction focuses on helping students understand their strengths and needs as learners, advocate for themselves and take responsibility for their own learning. Students are provided with indirect support by the Special Education Teacher within the regular class. Collaboration and ongoing communication between the classroom teacher and the Special Education teacher ensures that the student's needs are met. The classroom teacher provides accommodations and/or modifications as documented in the Individual Education Plan (IEP). Instructional components of programming include: Ontario curriculum and alternative curriculum to address specific needs, as well as social skills, self-advocacy and organizational/study skills, as documented in the IEP.

D. Planning Components:

Key Contact(s): System Design - Chief Psychologist Program Operation – Area Superintendent; Chief Psychologist; Designated Psychology staff in each region		
1. PROGRAM DESIGN AND ADMINISTRATION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> • JK – Grade 12 	<ul style="list-style-type: none"> • School Principal
Group size	<ul style="list-style-type: none"> • Regular class sizes as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> • School Principal • Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> • Consultative service to staff as needed 	<ul style="list-style-type: none"> • Principal • Regular Classroom and Special Education Teacher • SBSLT (SBS + JT) ³
Facility Requirements	<ul style="list-style-type: none"> • Regular size classroom • Access to networked computers 	<ul style="list-style-type: none"> • School Principal • Area Superintendent
Transportation	<ul style="list-style-type: none"> • Offered in home school • Bussing as per board policy 	<ul style="list-style-type: none"> • Principal • Transportation Department
School selection criteria	<ul style="list-style-type: none"> • N/A 	
Locations/schools involved	<ul style="list-style-type: none"> • Student attends home school 	<ul style="list-style-type: none"> • Principal
Accountability Framework	<ul style="list-style-type: none"> • Development of a framework for accountability and continuous improvement is in process • 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"> • Special Education Framework • Accountability Framework Committee

³ School Based Support Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • P/PM 11, Early Identification of Children's Learning Needs Strategy • According to TCDSB Early Identification of Children's Learning Needs Strategy for Kindergarten, Year 1 to Gr.1 • Intake meetings, case conferences, consultations • School-Based Support Learning Team meetings (SBSLT) • Early Identification conferences with Kindergarten, Year 1, to Gr.1 teachers • Kindergarten Language Program (KLP), as appropriate 	<ul style="list-style-type: none"> • Superintendent, Special Services • Chief Speech-Language Pathologist • Principal • Classroom teacher • SBST • SBSLT • Speech-Language Pathologist
Referral criteria	<ul style="list-style-type: none"> • Elementary and secondary students with mild/moderate /severe/ LD may be referred for indirect support • SBSLT recommendation, based on: <ul style="list-style-type: none"> ○ psychological assessment indicating an LD diagnosis ○ other assessments as appropriate ○ student's response to previous interventions (as applicable) ○ parent input • Individual Education Plan (IEP) may be required • parent consent is required • Formal identification and placement by Identification, Placement and Review Committee (IPRC) –optional 	<ul style="list-style-type: none"> • School Principal • Classroom Teacher • Special Education Teacher • Psychology staff and other SBSLT members present assessment findings • Parent/Guardian • Student, if older than 16 years of age
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Formal identification by Identification, Placement and Review Committee (IPRC) is optional for indirect support • Psychological assessment indicating an LD diagnosis⁴ is required for identification by IPRC • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • School Principal • Psychology staff and other SBSLT members present assessment findings • Parent/Guardian • Student, if older than 16 years of age

⁴ LD diagnosis based on LDAO definition of LD

Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Formal placement by Identification, Placement and Review Committee (IPRC) is optional for indirect support • LD diagnosis is required for placement by IPRC • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • School Principal • Psychology staff and other SBSLT members present assessment findings indicating the need for placement • Parent/Guardian • Student, if older than 16 years of age
Admission	<ul style="list-style-type: none"> • By IPRC decision, or SBSLT • Based on psychological assessment results and other information the student is considered for an LD indirect support • Psychological assessment results are shared with the receiving classroom teacher and Special Education Teacher • Other assessments may be considered and shared with the receiving classroom teacher and Special Education Teacher as appropriate • Parental consent is required • Parent input is invited • Student input is invited as appropriate 	<ul style="list-style-type: none"> • School Principal • Psychology staff and other SBSLT members present assessment
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required; they may be waived by parents/guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> • Principal chairs • Parent/Guardian • Special Education Teacher, Regular Classroom Teacher(s) • Student, if older than 16 years of age
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • An IEP is developed for an identified student to outline accommodations, modifications and alternative curriculum expectations, as appropriate • IEPs are updated at every reporting period as needed 	<ul style="list-style-type: none"> • Principal • Teachers • Consultation from the SBSLT as appropriate • With input from parents and students 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 TCDSB Curriculum Leadership & Innovation, appropriate to grade level 	<ul style="list-style-type: none"> • Principal • Special Education Teacher, regular class Teacher

	<ul style="list-style-type: none"> Other standardized assessments as applicable (e.g., EQAO, CAT4) Assessment of individual expectations, as outlined in the IEP 	<ul style="list-style-type: none"> Resource staff (Curriculum Leadership & Innovation) Consultation with SBSLT members as appropriate
Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> Psychological assessment that indicates an LD diagnosis⁵, includes the student's learning profile (strengths/needs) and programming recommendations Assessments by other disciplines may be required (Speech-Language, Social Work, Occupational Therapy, Audiology) Assessment results are discussed with <ol style="list-style-type: none"> Parent and student Special education and classroom teacher(s) (with parental consent) Assessment report included in the Ontario Student Record – OSR (with parental consent) 	<ul style="list-style-type: none"> Psychology staff Other SBSLT/Joint Team members as appropriate School Principal

Components	Description	Responsibility
Transition Process:		
Demission /Change of placement	<ul style="list-style-type: none"> For exceptional students who were formally identified, demission and change of placement can only be determined by the IPRC Decision to demit from withdrawal support may be based on: <ul style="list-style-type: none"> Classroom based assessment data Additional assessment data (e.g., data integration platform) New formal assessment data, where available SBSLT recommendation Parental input/request Student request, if appropriate For students not formally identified, demission is by SBSLT recommendation 	<ul style="list-style-type: none"> School Principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Participation of SBSLT members as appropriate Parent participation Student participation as appropriate

⁵ LD diagnosis based on LDAO definition of LD

Transition	<ul style="list-style-type: none"> • Transition planning as per PPM 156 as documented in the IEP for both identified and non-identified students • Exchange of information meetings; Grade 8 to Grade 9, as per board policy • Consideration is given to transition to post-secondary 	<ul style="list-style-type: none"> • School Principal • Classroom Teacher, Special Education Teacher • Parent • Student if 16 years or older or younger if appropriate • SBSLT • Other elementary and secondary school staff as appropriate
-------------------	--	---

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 	<ul style="list-style-type: none"> • School Principal • Area Superintendent • Teacher
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> • IEP training and updates • Training in Assistive Technology use • Training in Data Integration Platform (DIP) use • PD opportunities offered by TCDSB Special Services, Curriculum Leadership & Innovation and Student Success central teams • PD opportunities offered at the local school level by members of the SBSLT • SBSLT to provide support and mentoring as needed • Other PD opportunities outside of TCDSB 	<ul style="list-style-type: none"> • Chief Psychologist • LD PR team • School Principal • Teacher • TCDSB Special Services, Curriculum & Accountability, Student Success central teams • SBSLT
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 classroom and Special Education teachers to guide practice, with participation of the Educational Research Department 	<ul style="list-style-type: none"> • School Principal • Teachers • Educational Research Department

Staff Appraisal	<ul style="list-style-type: none"> ○ Teacher Performance Appraisal (TPA) ○ EA and CYW Appraisal, if appropriate 	<ul style="list-style-type: none"> • School Principal
------------------------	---	--

Components	Description	Responsibility
Resources		
Classroom resources/materials	<ul style="list-style-type: none"> • School block and Special Services funding • Elementary and secondary curricular resources (literacy, numeracy) • Ministry of Education documents: Learning for All: http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf • Education for All: http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf • Caring and Safe Schools: http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf • Shared Solutions: http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf • INTEGRA- https://www.childdevelop.ca/programs/integra-program • Learning Disabilities Association of Ontario: http://www.ldao.ca • Learning Disabilities Association of Toronto District 	<ul style="list-style-type: none"> • School Principal • Teachers • Area Superintendent • Chief Psychologist • LD PR Team • Consultation with SBSLT

	http://www.ldatd.on.ca <ul style="list-style-type: none"> LD@School: www.ldatschool.ca Trillium Demonstration School for Students with Learning Disabilities http://www.psbnet.ca/eng/schools/trillium/index.html TCDSB LD Electronic resources, SharePoint and website TCDSB LD program resources for teachers (Literacy, Numeracy, Alternate) 	
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"> SEA Team Teachers School Principal Superintendent, Special Services SBSLT staff Information Technology staff, as required
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 	<ul style="list-style-type: none"> School Principal Teacher Superintendent, Special Services Area Superintendent Support by SBSLT and special services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> Ongoing program and student support is provided by SBSLT members Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum Leadership & Innovation, Student Success) Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements LD related community agencies (Integra, LD Association of Toronto Region, LD Association of Ontario, etc.) 	<ul style="list-style-type: none"> School Principal Teacher SBSLT staff as appropriate Special Services, Curriculum Leadership & Innovation, Student Success central teams
Support documents	<ul style="list-style-type: none"> Learning for All (Ministry of Education, 2011) Education for All (Ministry of Education, 2005) 	<ul style="list-style-type: none"> Special Services Department and Superintendent

	<ul style="list-style-type: none"> ○ 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, 2001) ○ Transition Resource Guide (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. ● LDAO documents (Definition of LD, other resource documents) ● TCDSB LD Program brochures ● TCDSB LD program resources for teachers 	<ul style="list-style-type: none"> ● Curriculum Leadership & Innovation Department ● Student Success
--	---	--

4. PARENTS		
Components	Description	Responsibility
Home School Communication	<ul style="list-style-type: none"> ● Ongoing communication between Regular Class Teacher, Special Education Teacher and parent/guardian ● Parent-teacher interviews ● IPRC's and Annual Reviews 	<ul style="list-style-type: none"> ● Regular Class Teacher ● Special Education Teacher ● School Principal ● Parent
Shared Solutions	<ul style="list-style-type: none"> ● Follow process outlined in Shared Solutions (Ministry of Education) 	<ul style="list-style-type: none"> ● Teacher ● Special Education Teacher ● Parent ● Principal ● Superintendent of Special Services ● Area Superintendent
Parent Guide	<ul style="list-style-type: none"> ● TCDSB Special Education Parent Guide 	<ul style="list-style-type: none"> ● School Principal ● Superintendent, Special Services
Parent Involvement	<ul style="list-style-type: none"> ● Ongoing communication ● Parent evening sessions – curriculum nights 	<ul style="list-style-type: none"> ● School Principal ● Teachers

	<ul style="list-style-type: none"> • Individual Education Plan (IEP) • Parents participate in Identification Placement Review Committee (IPRC) meetings • Parent Teacher Interviews • School and School Board Information Fairs 	
--	---	--

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 Special Services Parent Guide • LD, Empower brochures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department • Chief Psychologist
Internal	<ul style="list-style-type: none"> • TCDSB Website/Portal • Email • Director's Bulletin • TCDSB Policy and Procedures • Share Point Websites (for Empower teachers; Principals and educators) 	<ul style="list-style-type: none"> • Superintendent of Special Services • Principal • Communication Department • Chief Psychologist

Special Education Program Overview and Improvement Planning



Exceptionality: Learning Disability AF 2 LD

Placement: Regular Class with Resource Support K-12

A. Definition: Learning Disability (LD)

The Ministry of Education defines *learning disability* as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction. (Policy and Program Memorandum 8, Ontario Ministry of Education, 2014)

At TCDSB, the diagnosis of Learning Disability is used to describe the LD learning profile, which is based on the LD definition by the LDAO¹.

B. Placement options:

☐ Regular Class with Indirect Support

☒ **Regular Class with Resource Support²**

¹ Learning Disabilities Association of Ontario <http://www.ldao.ca/introduction-to-ldsadhd/introduction-to-ldsadhd/what-are-lds/official-definition-of-lds/>

² The student is placed in a regular class for most or all of the school day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher. (Ministry of Education).

- ☐ Regular Class with Withdrawal Support
- ☐ Special Education Placement with Partial Integration–Intensive Support Program (ISP)
- ☐ Full-Time Special Education Placement

C. Description:

The program goal is to provide support for students with LD in their areas of need. The emphasis is on ensuring students have access to the Ontario curriculum through the applications of appropriate accommodations, differentiated instruction, and the use of assistive technology. In addition, instruction focuses on helping students understand their strengths and needs as learners, advocate for themselves, and take responsibility for their own learning. Students are provided with direct support by the Special Education Teacher within the regular class. Collaboration and ongoing communication between the classroom teacher and the Special Education teacher ensures that the student's needs are met. The classroom teacher provides accommodations and/or modifications as documented in the Individual Education Plan (IEP). Instructional components of programming include: Ontario curriculum and alternative curriculum to address specific needs, as well as social skills, self-advocacy and organizational/study skills, as documented in the IEP.

D. Planning Components:

Key Contact(s): System Design - Chief Psychologist Program Operation – Area Superintendent; Chief Psychologist; Designated Psychology staff in each region		
1. PROGRAM DESIGN AND ADMINISTRATION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> JK – Grade 12 	<ul style="list-style-type: none"> School Principal
Group size	<ul style="list-style-type: none"> Regular class sizes as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> School Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Student attends their regular class Direct support from special education teacher as needed 	<ul style="list-style-type: none"> Principal Regular Classroom and Special

		Education Teacher • SBSLT (SBS + JT) ³
Facility Requirements	• Regular size classroom • Access to networked computers	• School Principal • Area Superintendent
Transportation	• Offered in home school • Bussing as per board policy	• Principal • Transportation Department
School selection criteria	• N/A	
Locations/schools involved	• Student attends home school	• Principal
Accountability Framework	• Development of a framework for accountability and continuous improvement is in process • 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	• Special Education Framework • Accountability Framework Committee
2. STUDENTS		
Components	Description	Responsibility
Early Identification	• P/PM 11, Early Identification of Children's Learning Needs Strategy • According to TCDSB Early Identification of Children's Learning Needs Strategy for Kindergarten, Year 1 to Gr.1 • Intake meetings, case conferences, consultations • School-Based Support Learning Team meetings (SBSLT) • Early Identification conferences with Kindergarten, Year 1, to Gr.1 teachers • Kindergarten Language Program (KLP), as appropriate	• Superintendent, Special Services • Chief Speech-Language Pathologist • Principal • Classroom teacher • SBST • SBSLT • Speech-Language Pathologist

³ School Based Support Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

Referral criteria	<ul style="list-style-type: none"> • Elementary and secondary students with mild/moderate /severe/ LD may be referred for resource support • SBSLT recommendation, based on: <ul style="list-style-type: none"> ○ psychological assessment indicating an LD diagnosis ○ other assessments as appropriate ○ student's response to previous interventions (as applicable) ○ parent input • Individual Education Plan (IEP) may be required • parent consent is required • Formal identification and placement by Identification, Placement and Review Committee (IPRC) –optional 	<ul style="list-style-type: none"> • School Principal • Classroom Teacher • Special Education Teacher • Psychology staff and other SBSLT members present assessment findings • Parent/Guardian • Student, if older than 16 years of age
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Formal identification by Identification, Placement and Review Committee (IPRC) is optional for resource support • Psychological assessment indicating an LD diagnosis⁴ is required for identification by IPRC • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • School Principal • Psychology staff and other SBSLT members present assessment findings • Parent/Guardian • Student, if older than 16 years of age
Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Formal placement by Identification, Placement and Review Committee (IPRC) is optional for resource support • LD diagnosis is required for placement by IPRC • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • School Principal • Psychology staff and other SBSLT members present assessment findings indicating the need for placement • Parent/Guardian • Student, if older than 16 years of age
Admission	<ul style="list-style-type: none"> • By IPRC decision, or SBSLT • Based on psychological assessment results and other information the 	<ul style="list-style-type: none"> • School Principal • Psychology staff and other

⁴ LD diagnosis based on LDAO definition of LD

	<p>student is considered for an LD resource support</p> <ul style="list-style-type: none"> • Psychological assessment results are shared with the receiving classroom teacher and Special Education Teacher • Other assessments may be considered and shared with the receiving classroom teacher and Special Education Teacher as appropriate • Parental consent is required • Parent input is invited • Student input is invited as appropriate 	<p>SBSLT members present assessment</p> <ul style="list-style-type: none"> • Regular Classroom Teacher • Special Education Teacher • Parent/Guardian • Student, if older than 16 years of age
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required; they may be waived by parents/guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> • Principal chairs • Parent/Guardian • Special Education Teacher, • Regular Classroom Teacher(s) • Student, if older than 16 years of age
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • An IEP is developed for an identified student to outline accommodations, modifications and alternative curriculum expectations, as appropriate • IEPs are updated at every reporting period as needed 	<ul style="list-style-type: none"> • Principal • Teachers • Consultation from the SBSLT as appropriate • With input from parents and students 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 TCDSB Curriculum Leadership & Innovation, appropriate to grade level • Other standardized assessments as applicable (e.g., EQAO, CAT4) • Assessment of individual expectations, as outlined in the IEP 	<ul style="list-style-type: none"> • Principal • Special Education Teacher, regular class Teacher • Resource staff (Curriculum Leadership & Innovation) • Consultation with SBSLT members as appropriate
Formal assessment to inform student learning (e.g.,	<ul style="list-style-type: none"> • Psychological assessment that indicates an LD diagnosis⁵, includes the student's learning profile (strengths/needs) and programming recommendations 	<ul style="list-style-type: none"> • Psychology staff • Other SBSLT/Joint Team members as appropriate

⁵ LD diagnosis based on LDAO definition of LD

psychology, speech and language, etc.)	<ul style="list-style-type: none"> Assessments by other disciplines may be required (Speech-Language, Social Work, Occupational Therapy, Audiology) Assessment results are discussed with <ol style="list-style-type: none"> Parent and student Special education and classroom teacher(s) (with parental consent) Assessment report included in the Ontario Student Record – OSR (with parental consent) 	<ul style="list-style-type: none"> School Principal
--	---	--

Components	Description	Responsibility
Transition Process:		
Demission /Change of placement	<ul style="list-style-type: none"> For exceptional students who were formally identified, demission and change of placement can only be determined by the IPRC Decision to demit from withdrawal support may be based on: <ul style="list-style-type: none"> Classroom based assessment data Additional assessment data (e.g., data integration platform) New formal assessment data, where available SBSLT recommendation Parental input/request Student request, if appropriate For students not formally identified, demission is by SBSLT recommendation 	<ul style="list-style-type: none"> School Principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Participation of SBSLT members as appropriate Parent participation Student participation as appropriate
Transition	<ul style="list-style-type: none"> Transition planning as per PPM 156 as documented in the IEP for both identified and non-identified students Exchange of information meetings; Grade 8 to Grade 9, as per board policy Consideration is given to transition to post-secondary 	<ul style="list-style-type: none"> School Principal Classroom Teacher, Special Education Teacher Parent Student if 16 years or older or younger if appropriate

		<ul style="list-style-type: none"> • SBSLT • Other elementary and secondary school staff as appropriate
--	--	---

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 	<ul style="list-style-type: none"> • School Principal • Area Superintendent • Teacher
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> • IEP training and updates • Training in Assistive Technology use • Training in Data Integration Platform (DIP) use • PD opportunities offered by TCDSB Special Services, Curriculum Leadership & Innovation and Student Success central teams • PD opportunities offered at the local school level by members of the SBSLT • SBSLT to provide support and mentoring as needed • Other PD opportunities outside of TCDSB 	<ul style="list-style-type: none"> • Chief Psychologist • LD PR team • School Principal • Teacher • TCDSB Special Services, Curriculum & Accountability, Student Success central teams • SBSLT
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 classroom and Special Education teachers to guide practice, with participation of the Educational Research Department 	<ul style="list-style-type: none"> • School Principal • Teachers • Educational Research Department
Staff Appraisal	<ul style="list-style-type: none"> ○ Teacher Performance Appraisal (TPA) ○ EA and CYW Appraisal, if appropriate 	<ul style="list-style-type: none"> • School Principal

Components	Description	Responsibility
Resources		
Classroom resources/materials	<ul style="list-style-type: none"> • School block and Special Services funding • Elementary and secondary curricular resources (literacy, numeracy) • Ministry of Education documents: Learning for All: http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf • Education for All: http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf • Caring and Safe Schools: http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf • Shared Solutions: http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf • INTEGRA- https://www.childdevelop.ca/programs/integra-program • Learning Disabilities Association of Ontario: http://www.ldao.ca • Learning Disabilities Association of Toronto District http://www.ldatd.on.ca • LD@School: www.ldatschool.ca • Trillium Demonstration School for Students with Learning Disabilities http://www.psbnet.ca/eng/schools/trillium/index.html • TCDSB LD Electronic resources, SharePoint and website 	<ul style="list-style-type: none"> • School Principal • Teachers • Area Superintendent • Chief Psychologist • LD PR Team • Consultation with SBSLT

	<ul style="list-style-type: none"> • TCDSB LD program resources for teachers (Literacy, Numeracy, Alternate) 	
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"> • SEA Team • Teachers • School Principal • Superintendent, Special Services • SBSLT staff • Information Technology staff, as required
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 	<ul style="list-style-type: none"> • School Principal • Teacher • Superintendent, Special Services • Area Superintendent • Support by SBSLT and special services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> • Ongoing program and student support is provided by SBSLT members • Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT • Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum Leadership & Innovation, Student Success) • Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements • LD related community agencies (Integra, LD Association of Toronto Region, LD Association of Ontario, etc.) 	<ul style="list-style-type: none"> • School Principal • Teacher • SBSLT staff as appropriate • Special Services, Curriculum Leadership & Innovation, Student Success central teams
Support documents	<ul style="list-style-type: none"> ○ Learning for All (Ministry of Education, 2011) ○ 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, 2001) ○ Transition Resource Guide (Ministry of Education, 2002) 	<ul style="list-style-type: none"> • Special Services Department and Superintendent • Curriculum Leadership & Innovation Department • Student Success

	<ul style="list-style-type: none"> ○ IEP Resource Guide (Ministry of Education, 2004) ○ Documents on evidence-based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc. • LDAO documents (Definition of LD, other resource documents) • TCDSB LD Program brochures • TCDSB LD program resources for teachers 	
--	--	--

4. PARENTS

Components	Description	Responsibility
Home School Communication	<ul style="list-style-type: none"> • Ongoing communication between Regular Class Teacher, Special Education Teacher and parent/guardian • Parent-teacher interviews • IPRC's and Annual Reviews 	<ul style="list-style-type: none"> • Regular Class Teacher • Special Education Teacher • School Principal • Parent
Shared Solutions	<ul style="list-style-type: none"> • Follow process outlined in Shared Solutions (Ministry of Education) 	<ul style="list-style-type: none"> • Teacher • Special Education Teacher • Parent • Principal • Superintendent of Special Services • Area Superintendent
Parent Guide	<ul style="list-style-type: none"> • TCDSB Special Education Parent Guide 	<ul style="list-style-type: none"> • School Principal • 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 	<ul style="list-style-type: none"> • School Principal • Teachers

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 Special Services Parent Guide • LD, Empower brochures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department • Chief Psychologist
Internal	<ul style="list-style-type: none"> • TCDSB Website/Portal • Email • Director's Bulletin • TCDSB Policy and Procedures • Share Point Websites (for Empower teachers; Principals and educators) 	<ul style="list-style-type: none"> • Superintendent of Special Services • Principal • Communication Department • Chief Psychologist

Special Education Program Overview and Improvement Planning

Exceptionality: Learning Disability AF 3 LD

Placement: Regular Class with Withdrawal Support K-12



A. Definition: Learning Disability (LD)

The Ministry of Education defines *learning disability* as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction. (Policy and Program Memorandum 8, Ontario Ministry of Education, 2014)

At TCDSB, the diagnosis of Learning Disability is used to describe the LD learning profile, which is based on the LD definition by the LDAO¹.

B. Placement options:

- ☐ Regular Class with Indirect Support
- ☐ Regular Class with Resource Support
- ☒ **Regular Class with Withdrawal Support²**

¹ Learning Disabilities Association of Ontario <http://www.ldao.ca/introduction-to-ldsadhd/introduction-to-ldsadhd/what-are-lds/official-definition-of-lds/>

² The student is placed in a regular class and receives instruction outside the classroom for less than 50% of the school day, from a qualified special education teacher. (Ministry of Education)

- ☐ Special Education Placement with Partial Integration–Intensive Support Program (ISP)
- ☐ Full-Time Special Education Placement

C. Description: LD/Withdrawal Program

The goal is to provide educational programming for students with LD both in their specific areas of need, and across the curriculum through the application of appropriate accommodations to provide full access to the Ontario curriculum. In addition, instruction focuses on helping students understand their strengths and needs as learners, advocate for themselves and take responsibility for their own learning. Instruction is delivered in the form of withdrawal from the regular classroom into a small group setting where specific subject areas or skill areas may be addressed through regular, modified and/or alternative curriculum. This instruction is delivered by a Special Education teacher in a small group setting for less than 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 the regular classroom teacher and the special education teacher. Instructional components of programming include: Ontario curriculum, alternative curriculum to address specific needs, as well as social skills, self-advocacy and organizational/study skills, as documented in the IEP.

D. Planning Components:

Key Contact(s): System Design - Chief Psychologist Program Operation – Area Superintendent; Chief Psychologist; Designated Psychology staff in each region		
1. PROGRAM DESIGN AND ADMINISTRATION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> JK – Grade 12 	<ul style="list-style-type: none"> School Principal
Group size	<ul style="list-style-type: none"> Regular class sizes as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> School Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Depending on student need Less than 50% withdrawal from regular class Secondary students may attend the resource room during a resource period 	<ul style="list-style-type: none"> School Principal Regular Classroom and Special Education Teacher

	designated on their timetable, or during other periods on their timetable	<ul style="list-style-type: none"> • SBSLT (SBS + JT) ³
Facility Requirements	<ul style="list-style-type: none"> • Regular size classroom • Access to networked computers 	<ul style="list-style-type: none"> • School Principal • Area Superintendent
Transportation	<ul style="list-style-type: none"> • Offered in home school • Bussing as per board policy 	<ul style="list-style-type: none"> • Principal • Transportation Department
School selection criteria	<ul style="list-style-type: none"> • N/A 	
Locations/schools involved	<ul style="list-style-type: none"> • Student attends home school 	<ul style="list-style-type: none"> • Principal
Accountability Framework	<ul style="list-style-type: none"> • Development of a framework for accountability and continuous improvement is in process • 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"> • Special Education Framework • Accountability Framework Committee

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • P/PM 11, Early Identification of Children's Learning Needs Strategy • According to TCDSB Early Identification of Children's Learning Needs Strategy for Kindergarten, Year 1 to Gr.1 • Intake meetings, case conferences, consultations • School-Based Support Learning Team meetings (SBSLT) • Early Identification conferences with Kindergarten, Year 1, to Gr.1 teachers • Kindergarten Language Program (KLP), as appropriate 	<ul style="list-style-type: none"> • Superintendent, Special Services • Chief Speech-Language Pathologist • Principal • Classroom teacher • SBST • SBSLT • Speech-Language Pathologist

³ School Based Support Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

Referral criteria	<ul style="list-style-type: none"> • Elementary and secondary students with mild/moderate /severe/ LD may be referred for withdrawal placement • SBSLT recommendation, based on: <ul style="list-style-type: none"> ○ psychological assessment indicating an LD diagnosis ○ other assessments as appropriate ○ student's response to previous interventions ○ parent input • Individual Education Plan (IEP) required • Formal identification and placement by Identification, Placement and Review Committee (IPRC) -optional 	<ul style="list-style-type: none"> • School Principal • Classroom Teacher • Special Education Teacher • Psychology staff and other SBSLT members present assessment findings • Parent/Guardian • Student, if older than 16 years of age
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Formal identification by Identification, Placement and Review Committee (IPRC) is optional for withdrawal support • Psychological assessment indicating an LD diagnosis⁴ is required for identification by IPRC • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • School Principal • Psychology staff and other SBSLT members present assessment findings • Parent/Guardian • Student, if older than 16 years of age
Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Formal placement by Identification, Placement and Review Committee (IPRC) is optional for withdrawal support • LD diagnosis is required for placement by IPRC • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • School Principal • Psychology staff and other SBSLT members present assessment findings indicating the need for placement • Parent/Guardian • Student, if older than 16 years of age
Admission	<ul style="list-style-type: none"> • By IPRC decision, or SBSLT/Joint Team • Based on psychological assessment results and other information the student is considered for an LD withdrawal support program 	<ul style="list-style-type: none"> • School Principal • Psychology staff and other SBSLT members present

⁴ LD diagnosis based on LDAO definition of LD

	<ul style="list-style-type: none"> • Psychological assessment results are shared with the receiving classroom teacher, Special Education Teacher • Other assessments may be considered and shared with the receiving classroom teacher and Special Education Teacher as appropriate • Parental consent is required • Parent input is invited • Student input is invited as appropriate 	<p>assessment</p> <ul style="list-style-type: none"> • Regular Classroom Teacher • Special Education Teacher • Parent/Guardian • Student, if older than 16 years of age
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required; they may be waived by parents/guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> • Principal chairs • Parent/Guardian • Special Education Teacher, • Regular Classroom Teacher(s) • Student, if older than 16 years of age
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • An IEP is developed for an identified student to outline accommodations, modifications and alternative curriculum expectations, as appropriate • IEPs are updated at every reporting period as needed 	<ul style="list-style-type: none"> • Principal • Teachers • Consultation from the SBSLT as appropriate • With input from parents and students 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 TCDSB Curriculum Leadership & Innovation, appropriate to grade level • Other standardized assessments as applicable (e.g., EQAO, CAT4) • Assessment of individual expectations, as outlined in the IEP 	<ul style="list-style-type: none"> • Principal • Special Education Teacher, regular class Teacher • Resource staff (Curriculum Leadership & Innovation) • Consultation with SBSLT members as appropriate

Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> Psychological assessment that indicates an LD diagnosis⁵, includes the student's learning profile (strengths/needs) and programming recommendations Assessments by other disciplines may be required (Speech-Language, Social Work, Occupational Therapy, Audiology) Assessment results are discussed with <ul style="list-style-type: none"> Parent and student Special education and classroom teacher(s) (with parental consent) Assessment report included in the Ontario Student Record – OSR (with parental consent) 	<ul style="list-style-type: none"> Psychology staff Other SBSLT/Joint Team members as appropriate School Principal
---	---	---

Components	Description	Responsibility
Transition Process:		
Demission /Change of placement	<ul style="list-style-type: none"> For exceptional students who were formally identified, demission and change of placement can only be determined by the IPRC Decision to demit from withdrawal support may be based on: <ul style="list-style-type: none"> Classroom based assessment data Additional assessment data (e.g., data integration platform) New formal assessment data, where available SBSLT recommendation Parental input/request Student request, if appropriate For students not formally identified, demission is by SBSLT recommendation 	<ul style="list-style-type: none"> School Principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Participation of SBSLT members as appropriate Parent participation Student participation as appropriate
Transition	<ul style="list-style-type: none"> Transition planning as per PPM 156 as documented in the IEP for both identified and non-identified students Exchange of information meetings; Grade 8 to Grade 9, as per board policy Consideration is given to transition to post-secondary 	<ul style="list-style-type: none"> School Principal Classroom Teacher, Special Education Teacher Parent

⁵ LD diagnosis based on LDAO definition of LD

		<ul style="list-style-type: none"> • Student if 16 years or older or younger if appropriate • SBSLT • Other elementary and secondary school staff as appropriate
--	--	---

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 	<ul style="list-style-type: none"> • School Principal • Area Superintendent • Teacher
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> • IEP training and updates • Training in Assistive Technology use • Training in Data Integration Platform (DIP) use • PD opportunities offered by TCDSB Special Services, Curriculum Leadership & Innovation and Student Success central teams • PD opportunities offered at the local school level by members of the SBSLT • SBSLT to provide support and mentoring as needed • Other PD opportunities outside of TCDSB 	<ul style="list-style-type: none"> • Chief Psychologist • LD PR team • School Principal • Teacher • TCDSB Special Services, Curriculum & Accountability, Student Success central teams • SBSLT
Reflective practice: tools to inform teacher learning and	<ul style="list-style-type: none"> • May be used periodically by school teams, and groups of regular classroom and Special Education teachers to guide practice, with participation of the Educational Research Department 	<ul style="list-style-type: none"> • School Principal • Teachers • Educational Research Department

practice		
Staff Appraisal	<ul style="list-style-type: none"> ○ Teacher Performance Appraisal (TPA) ○ EA and CYW Appraisal, if appropriate 	<ul style="list-style-type: none"> • School Principal

Components	Description	Responsibility
Resources		
Classroom resources/materials	<ul style="list-style-type: none"> • School block and Special Services funding • Elementary and secondary curricular resources (literacy, numeracy) • Ministry of Education documents: Learning for All: http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf • Education for All: http://www.edu.gov.on.ca/eng/document/reports/speced/panel/spec.ed.pdf • Caring and Safe Schools: http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf • Shared Solutions: http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf • INTEGRA- https://www.childdevelop.ca/programs/integra-program • Learning Disabilities Association of Ontario: http://www.ldao.ca • Learning Disabilities Association of Toronto District http://www.ldatd.on.ca • LD@School: www.ldatschool.ca 	<ul style="list-style-type: none"> • School Principal • Teachers • Area Superintendent • Chief Psychologist • LD PR Team • Consultation with SBSLT

	<ul style="list-style-type: none"> Trillium Demonstration School for Students with Learning Disabilities http://www.psbnet.ca/eng/schools/trillium/index.html TCDSB LD Electronic resources, SharePoint and website TCDSB LD program resources for teachers (Literacy, Numeracy, Alternate) 	
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"> SEA Team Teachers School Principal Superintendent, Special Services SBSLT staff Information Technology staff, as required
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 	<ul style="list-style-type: none"> School Principal Teacher Superintendent, Special Services Area Superintendent Support by SBSLT and special services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> Ongoing program and student support is provided by SBSLT members Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum Leadership & Innovation, Student Success) Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements LD related community agencies (Integra, LD Association of Toronto Region, LD Association of Ontario, etc.) 	<ul style="list-style-type: none"> School Principal Teacher SBSLT staff as appropriate Special Services, Curriculum Leadership & Innovation, Student Success central teams
Support documents	<ul style="list-style-type: none"> Learning for All (Ministry of Education, 2011) Education for All (Ministry of Education, 2005) Student Success High Yield Strategies (TCDSB, 2010) 	<ul style="list-style-type: none"> Special Services Department and Superintendent Curriculum Leadership & Innovation

	<ul style="list-style-type: none"> Supporting Student Success in Literacy (TCDSB, 2009) Differentiated Instruction Resources and kits from Ministry of Education Special Education Guide for Educators (Ministry of Education, 2001) Transition Resource Guide (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. LDAO documents (Definition of LD, other resource documents) TCDSB LD Program brochures TCDSB LD program resources for teachers 	<ul style="list-style-type: none"> Department Student Success
--	--	---

4. PARENTS

Components	Description	Responsibility
Home School Communication	<ul style="list-style-type: none"> Ongoing communication between Regular Class Teacher, Special Education Teacher and parent/guardian Parent-teacher interviews IPRC's and Annual Reviews 	<ul style="list-style-type: none"> Regular Class Teacher Special Education Teacher School Principal Parent
Shared Solutions	<ul style="list-style-type: none"> Follow process outlined in Shared Solutions (Ministry of Education) 	<ul style="list-style-type: none"> Teacher Special Education Teacher Parent Principal Superintendent of Special Services Area Superintendent
Parent Guide	<ul style="list-style-type: none"> TCDSB Special Education Parent Guide 	<ul style="list-style-type: none"> School Principal Superintendent, Special Services
Parent Involvement	<ul style="list-style-type: none"> Ongoing communication Parent evening sessions – curriculum nights Individual Education Plan (IEP) 	<ul style="list-style-type: none"> School Principal Teachers

	<ul style="list-style-type: none"> • Parents participate in Identification Placement Review Committee (IPRC) meetings • Parent Teacher Interviews • School and School Board Information Fairs 	
--	--	--

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 Special Services Parent Guide • LD, Empower brochures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department • Chief Psychologist
Internal	<ul style="list-style-type: none"> • TCDSB Website/Portal • Email • Director's Bulletin • TCDSB Policy and Procedures • Share Point Websites (for Empower teachers; Principals and educators) 	<ul style="list-style-type: none"> • Superintendent of Special Services • Principal • Communication Department • Chief Psychologist

Special Education Program Overview and Improvement Planning

Exceptionality: Learning Disability AF 4 LD

Placement: Special Education Class with Partial Integration – Intensive Support Program K-8



A. Definition: Learning Disability (LD)

The Ministry of Education defines *learning disability* as one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- results in (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support;
- results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- may typically be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making);
- may be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities;
- is *not* the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction. (Policy and Program Memorandum 8, Ontario Ministry of Education, 2014)

At TCDSB, the diagnosis of Learning Disability is used to describe the LD learning profile, which is based on the LD definition by the LDAO¹.

B. Placement options:

- ☐ Regular Class with Indirect Support
- ☐ Regular Class with Resource Support
- ☐ Regular Class with Withdrawal Support
- ☒ **Special Education Placement with Partial Integration–Intensive Support Program (ISP)²**

¹ Learning Disabilities Association of Ontario <http://www.ldao.ca/introduction-to-ldsadhd/introduction-to-ldsadhd/what-are-lds/official-definition-of-lds/>

² The student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to regulation 298, section 31, for at least 50% of the school day, but is integrated with a regular class for at least one instructional period per day. (Ministry of Education)

☐ Full-Time Special Education Placement
C. Description: LD/ISP

The goal is to provide intensive, individualized education programming 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 in elementary school. Instruction also focuses on helping students understand their strengths and needs as learners, advocate for themselves and take responsibility for their own learning.

Instruction is delivered by a Special Education teacher in a self-contained special education LD classroom for a minimum of 50 percent of the school day. For the balance of the school day depending on their skill levels and needs, each student receives instruction within the regular classroom, prepared and monitored jointly by both the regular classroom teacher and the LD ISP special education teacher.

Instructional components of programming include: Ontario curriculum and alternative program to address specific needs, as well as assistive technology skills, social skills, self-advocacy and organizational/study skills, as documented in the IEP.

D. Planning Components:

Key Contact(s): System Design - Chief Psychologist Program Operation – Area Superintendent; Chief Psychologist; Designated Psychology staff in each region		
1. PROGRAM DESIGN AND ADMINISTRATION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> 3-6 (current Grade 7-8 students in the program are being grandfathered) 	<ul style="list-style-type: none"> School Principal
Group size	<ul style="list-style-type: none"> In the special education class the student-teacher ratio conforms to regulation 298, section 31, for at least 50% of the school day (Ministry of Education) 	<ul style="list-style-type: none"> School Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Students attend the ISP daily, for a minimum of 50% of the day All students are integrated into the regular class for at least 1 period per 	<ul style="list-style-type: none"> Principal Regular Classroom and Special

	day <ul style="list-style-type: none"> Integration is scheduled based on student strengths, needs and interests, and classroom timetables 	Education Teacher <ul style="list-style-type: none"> SBSLT (SBS + JT) ³
Facility Requirements	<ul style="list-style-type: none"> Regular size classroom Access to networked computers Access to network for each student receiving SEA 	<ul style="list-style-type: none"> School 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"> N/A 	
Locations/schools involved	<ul style="list-style-type: none"> Programs are located across the system, with consideration given to geographic location and school space availability A dedicated regular size classroom 	<ul style="list-style-type: none"> Principal
Accountability Framework	<ul style="list-style-type: none"> Across the system, in each superintendency 	<ul style="list-style-type: none"> Special Education Framework Accountability Framework Committee
2. STUDENTS		
Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> P/PM 11, Early Identification of Children's Learning Needs Strategy According to TCDSB Early Identification of Children's Learning Needs Strategy for Kindergarten, Year 1 to Gr.1 Intake meetings, case conferences, consultations School-Based Support Learning Team meetings (SBSLT) Early Identification conferences with Kindergarten, Year 1, to Gr.1 teachers Kindergarten Language Program (KLP), as appropriate 	<ul style="list-style-type: none"> Superintendent, Special Services Chief Speech-Language Pathologist Principal Classroom teacher SBST SBSLT Speech-Language Pathologist
Referral criteria	<ul style="list-style-type: none"> Elementary students in Grade 3-5 with moderate/severe LD, who require 	<ul style="list-style-type: none"> School Principal

³ School Based Support Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

	<p>intensive support to access curriculum due to significant needs related to their LD may be referred for placement in ISP</p> <ul style="list-style-type: none"> Recommendation by SBSLT, based on: <ul style="list-style-type: none"> psychological assessment indicating an LD diagnosis other assessments as appropriate student's response to previous interventions parent input and student input as appropriate Individual Education Plan (IEP) required Formal identification and placement by Identification, Placement and Review Committee (IPRC) required for ISP placement referral 	<ul style="list-style-type: none"> Classroom Teacher Special Education Teacher Psychology staff and other SBSLT members present assessment findings Parent/Guardian Student, if older than 16 years of age
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> Formal identification by Identification, Placement and Review Committee (IPRC) is required for placement in ISP Psychological assessment indicating an LD diagnosis⁴ is required for identification by IPRC Parent/guardian consent Student consent, as appropriate 	<ul style="list-style-type: none"> School Principal Psychology staff and other SBSLT members present assessment findings Parent/Guardian Student, if older than 16 years
Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> Formal placement by Identification, Placement and Review Committee (IPRC) LD diagnosis is required for placement in ISP by IPRC Parent/guardian consent is required for placement Student consent, as appropriate 	<ul style="list-style-type: none"> School Principal Psychology staff and other SBSLT members present assessment findings indicating the need for placement Parent/Guardian Student, if older than 16 years
Admission	<ul style="list-style-type: none"> By IPRC decision student is considered for admission to a specific ISP based on student's age/grade and learning profile Psychological assessment results are shared with the receiving classroom and ISP LD teacher, Other assessments may be considered and shared with receiving classroom and ISP LD teacher as appropriate Parental consent is required Parent input is invited 	<ul style="list-style-type: none"> School Principal Psychology staff and other SBSLT members present assessment Regular Classroom Teacher Special Education Teacher Parent/Guardian Student, if older than 16 years of age

⁴ LD diagnosis based on LDAO definition of LD

	<ul style="list-style-type: none"> • Student input is invited as appropriate 	
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required; they may be waived by parents/guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> • Principal chairs • Parent/Guardian • Special Education Teacher, • Regular Classroom Teacher(s) • Student, if older than 16 years of age
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • An IEP is developed for an identified student to outline accommodations, modifications and alternative curriculum expectations, as appropriate • IEPs are updated at every reporting period as needed 	<ul style="list-style-type: none"> • Principal • Teachers • Consultation from the SBSLT as appropriate • With input from parents and students 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 • Other standardized assessments as applicable (e.g., EQAO, CAT4) • Assessment of individual expectations, as outlined in the IEP 	<ul style="list-style-type: none"> • Principal • Special Education Teacher, regular class Teacher • Resource staff (Curriculum Leadership & Innovation) • Consultation with SBSLT members as appropriate
Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> • Psychological assessment that indicates an LD diagnosis⁵, includes the student's learning profile (strengths/needs) and programming recommendations • Assessments by other disciplines may be required (Speech-Language, Social Work, Occupational Therapy, Audiology) • Assessment results are discussed with <ul style="list-style-type: none"> ○ Parent and student ○ Classroom and LD ISP/Special education teacher(s) (with parental consent) • Assessment report included in the Ontario Student Record – OSR (with parental consent) 	<ul style="list-style-type: none"> • Psychology staff • Other SBSLT/Joint Team members as appropriate • School Principal

⁵ LD diagnosis based on LDAO definition of LD

Components	Description	Responsibility
Transition Process:		
Demission /Change of placement	<ul style="list-style-type: none"> For exceptional students who were formally identified, demission and change of placement can only be determined by the IPRC All students are demitted at the end of Grade 6 (if not earlier)⁶ Decision to demit from ISP may be based on: <ul style="list-style-type: none"> Classroom based assessment data Additional assessment data (e.g., data integration platform) New formal assessment data, where available SBSLT recommendation Parental input/request Student request, if appropriate 	<ul style="list-style-type: none"> School Principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Participation of SBSLT members as appropriate Parent participation Student participation as appropriate
Transition	<ul style="list-style-type: none"> Transition planning as per PPM 156 as documented in the IEP for both identified and non-identified students Exchange of information meetings; Grade 8 to Grade 9, as per board policy Consideration is given to transition to post-secondary 	<ul style="list-style-type: none"> School Principal Classroom Teacher, Special Education Teacher Parent Student if 16 years or older or younger if appropriate SBSLT Other elementary and secondary school staff as appropriate

⁶ Current grade 6, 7, 8 students are grandfathered

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 	<ul style="list-style-type: none"> School Principal Area Superintendent Teacher
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> IEP training and updates Training in Assistive Technology use Training in Data Integration Platform (DIP) use PD opportunities offered by TCDSB Special Services, Curriculum Leadership & Innovation and Student Success central teams PD opportunities offered at the local school level by members of the SBSLT SBSLT to provide support and mentoring as needed Other PD opportunities outside of TCDSB 	<ul style="list-style-type: none"> Chief Psychologist LD PR team School Principal Teacher TCDSB Special Services, Curriculum & Accountability, Student Success central teams SBSLT
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 classroom and Special Education teachers to guide practice, with participation of the Educational Research Department 	<ul style="list-style-type: none"> School Principal Teachers Educational Research Department
Staff Appraisal	<ul style="list-style-type: none"> Teacher Performance Appraisal (TPA) EA and CYW Appraisal, if appropriate 	<ul style="list-style-type: none"> School Principal

Components	Description	Responsibility
Resources		
Classroom resources/materials	<ul style="list-style-type: none"> School block and Special Services funding Elementary and secondary curricular resources (literacy, numeracy) Ministry of Education documents: <i>Policy/Program Memorandum No. 8: Identification of and Program Planning for Students with Learning Disabilities</i> Learning for All: http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2011.pdf Education for All: http://www.edu.gov.on.ca/eng/document/reports/speced/panel/speced.pdf Caring and Safe Schools: http://www.edu.gov.on.ca/eng/general/elemsec/speced/Caring_Safe_School.pdf Shared Solutions: http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf EduGAINS Special Education website INTEGRA- https://www.childdevelop.ca/programs/integra-program Learning Disabilities Association of Ontario: http://www.ldao.ca Learning Disabilities Association of Toronto District http://www.ldatd.on.ca LD@School: www.ldatschool.ca Trillium Demonstration School for Students with Learning Disabilities http://www.psbnet.ca/eng/schools/trillium/index.html 	<ul style="list-style-type: none"> School Principal Teachers Area Superintendent Chief Psychologist LD PR Team Consultation with SBSLT

	<ul style="list-style-type: none"> • TCDSB LD Electronic resources, SharePoint and website • TCDSB LD program resources for teachers (Literacy, Numeracy, Alternate) 	
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"> • SEA Team • Teachers • School Principal • Superintendent, Special Services • SBSLT staff • Information Technology staff, as required
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 	<ul style="list-style-type: none"> • School Principal • Teacher • Superintendent, Special Services • Area Superintendent • Support by SBSLT and special services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> • Ongoing program and student support is provided by SBSLT members • Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT • Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum Leadership & Innovation, Student Success) • Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements • LD related community agencies (Integra, LD Association of Toronto Region, LD Association of Ontario, etc.) 	<ul style="list-style-type: none"> • School Principal • Teacher • SBSLT staff as appropriate • Special Services, Curriculum Leadership & Innovation, Student Success central teams
Support documents	<ul style="list-style-type: none"> ○ Learning for All (Ministry of Education, 2011) ○ 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, 2001) ○ Transition Resource Guide (Ministry of Education, 2002) ○ IEP Resource Guide (Ministry of Education, 2004) 	<ul style="list-style-type: none"> • Special Services Department and Superintendent • Curriculum Leadership & Innovation Department • Student Success

	<ul style="list-style-type: none"> ○ Documents on evidence-based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc. • LDAO documents (Definition of LD, other resource documents) • TCDSB LD Program brochures • TCDSB LD program resources for teachers 	
--	--	--

4. PARENTS

Components	Description	Responsibility
Home School Communication	<ul style="list-style-type: none"> • Ongoing communication between Regular Class Teacher, Special Education Teacher and parent/guardian • Parent-teacher interviews • IPRC's and Annual Reviews 	<ul style="list-style-type: none"> • Regular Class Teacher • Special Education Teacher • School Principal • Parent
Shared Solutions	<ul style="list-style-type: none"> • Follow process outlined in Shared Solutions (Ministry of Education) 	<ul style="list-style-type: none"> • Teacher • Special Education Teacher • Parent • Principal • Superintendent of Special Services • Area Superintendent
Parent Guide	<ul style="list-style-type: none"> • TCDSB Special Education Parent Guide 	<ul style="list-style-type: none"> • School Principal • 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 	<ul style="list-style-type: none"> • School Principal • Teachers

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 Special Services Parent Guide • LD, Empower brochures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department • Chief Psychologist
Internal	<ul style="list-style-type: none"> • TCDSB Website/Portal • Email • Director's Bulletin • TCDSB Policy and Procedures • Share Point Websites (for Empower teachers; Principals and educators) 	<ul style="list-style-type: none"> • Superintendent of Special Services • Principal • Communication Department • Chief Psychologist

7. Learning Disability (LD)

Goal(s) for 2015-16

- I. If there is focus on supporting the regular use of technology with ALL students and students with LD, then the regular use of assistive technology for students with LD will increase. (This is a longer term goal: 2015-16, 2016-17)
- II. **In mathematics:** If math instruction for students with LD is directly focused on computation as well as reasoning, then we can reduce the achievement gap in math. (This is a longer term goal: 2015-16, 2016-17)
- III. **In reading:** If reading instruction for students with LD is directly focused on decoding and comprehension, we can continue to reduce the achievement gap. (This is a longer term goal: 2015-16, 2016-17)

Strategies implemented

Assistive Technology

- Participating in a collaborative inquiry that is focused on the consistent use of technology for all students as part of regular classroom instruction, in order to explore enablers and barriers. (The use of assistive technology was observed to be low by TCDSB students during provincial assessments).
- Support LD Intensive Support Program teachers in facilitating use of assistive technology by their students. received professional development focused on the classroom application of Google Apps for Education (GAPE), in order to implement this technology and assistive technology in their classrooms.

Mathematics:

- Continued implementation of JUMP Math in LD ISPs.
- Provided information and professional development material to teachers, relevant for teaching math to students with LD.

Reading:

- Continued systematic and strategic implementation of all 3 components of Empower Reading intervention, i.e. Comprehension (in grades 2-5), and Decoding in grades (2-5 and 6 -8).
- Continued implementation of Lexia Reading (a web-based literacy intervention), targeting students with LD who require continued support to improve their reading.

General strategies:

- Accountability Framework for Special Education goals were communicated to LD ISP teachers, Special Education Teachers and Special Services Support Staff.
- To support educators, professional development was provided (centrally and locally) to facilitate a better understanding of the academic and social-emotional/mental health implications of LD, executive functioning and learning skills, and strategies to foster success.
- To support the LD Intensive Support Programming, program delivery and the current and historical composition of LD ISP classes were reviewed to assist in better understanding and addressing the strengths and needs of the LD Intensive Support Program.
- To support parents, information was provided on central and local in-services and resources on LD and on their role in fostering academic success, self-advocacy, resilience, and positive mental health.

Outcomes/Observations/Learning

- Assistive technology: Teachers and students from one elementary and one secondary school participated in the collaborative enquiry project aiming to increase the use of assistive technologies. Teachers from both schools participated in professional development on and hands-on application of Google Apps for Education (GAPE), and provided feedback. Based on the data collected, there seems to be a need for further exploration of the best practices in this area. It was found that students with limited experience with technology and more limited literacy skills found the added tasks involved in using the technologies taxing. Students need to be introduced to these technologies as soon as possible in their schooling careers to build familiarity and fluency.
- LD Intensive Support Program teachers received professional development focused on the classroom application of Google Apps for Education (GAPE), in order to implement this technology and assistive technology in their classrooms.
- Math: Grade 9 EQAO results indicated that 69% of students with LD in the Academic course, and 38% in the Applied course reached provincial standards. (Other EQAO data were unavailable due to the elementary teachers' job action).
- Reading: OSSLT results indicated that 56% of "first-time eligible" students with LD, and 29% of "previously eligible" students with LD were successful. (CAT4 and EQAO data were unavailable due to the elementary teachers' job

action).

- Reading: in 2015-16 there were 111 Empower Reading Programs in 83 schools. Data collected regarding implementation indicated that teaching staff in all three Empower programs generally are in agreement that students make substantial progress in Empower, both in terms of improved reading performance and in confidence and willingness to read in class and elsewhere. These results are generally supported by assessment results. While almost all students improved, teachers expressed concern that some students will continue to need support because of issues pertaining to more severe learning problems (such as severe LD, LI; MID, memory and concentration issues, student attendance; behavior). These students will continue to need support in the area of reading.
- In order to better understand and address the strengths and needs of the LD Intensive Support Program, data were collected on the composition of LD ISP. Based on the review of current scientific research on LD, as well as the data collected through this study it was determined that the current admission/demotion criteria and process for LD ISP classes need to be streamlined. Changes were proposed in alignment with current research in the field of LD.
- Presentations and professional development events on LD for :
 - Teachers on LD and Assistive Technology (February 12 PA day),
 - EAs/CYWs on LD (February 12 PA day),
 - Educators and parents on LD and executive functioning (TCDSB Special Services Fair on April 30, 2016)
 - Educators and parents on teaching self-regulation and pro-social behaviour (Psychology Symposium, February 2016)
 - Educators and parents on teaching self-regulation and pro-social behaviour (Psychology Newsletter sent out to all schools and posted on website in February 2016.)
- Sharing resources with educators, parents and support staff: Facilitated accessing free webinars and other professional on www.ldatschool.ca resources; disseminated information on Integra and other PD opportunities in the community; posted and shared internal and external resources on the TCDSB staff and public portals, offered local presentations to school by psychology staff and Assessment and Programming Teacher, etc.

Next Steps to consider

- Investigating further possible solutions for increasing the use of assistive technology for students with LD through a continued collaborative inquiry with two elementary and a secondary schools participating.

- Implementation of more consistent admission and demission criteria for students in the LD ISP classes across TCDSB, as well as moving to earlier intervention and a two-year programming in the ISP.
- Continued implementation of Empower Reading and Lexia Reading.

Goal(s) for 2016-17

- I. If there is focus on supporting the regular use of technology with ALL students and students with LD, then the regular use of assistive technology for students with LD will increase. (This was a longer term goal: 2015-16, 2016-17).
- II. **In mathematics:** If math instruction for students with LD is directly focused on computation as well as reasoning, then we can reduce the achievement gap in math. (This was a longer term goal: 2015-16, 2016-17).
- III. **In reading:** If reading instruction for students with LD is directly focused on decoding and comprehension, we can continue to reduce the achievement gap. (This was a longer term goal: 2015-16, 2016-17).

Strategies that will be implemented

Assistive Technology

- Build teachers' capacity in applying appropriate assistive technology for students with LD.
- Expanding the collaborative inquiry that is focusing on the use of the consistent use of technology for all students as part of regular classroom instruction. Two elementary and one secondary schools will be participating in this initiative in order to explore enablers and barriers.

Mathematics:

- Continue the implementation and monitoring of JUMP Math in LD ISPs. Provide information and professional development material to teachers, relevant for teaching math to students with LD.
- Support the implementation of the Ministry's Renewed Math Strategy by providing PD opportunities and disseminating resources and sharing information on evidence based best practice in teaching math to students with and without LD.

Reading:

- Continue to implement and monitor Empower Reading intervention, including the systematic and strategic implementation and monitoring of all 3 components of Empower Reading intervention, i.e. Comprehension (in grades 2-5), and Decoding in grades (2-5 and 6 -8).
- Continue to implement Lexia Reading targeting students with LD who require continued support to improve their reading.

General strategies:

- Accountability Framework for Special Education goals will be communicated to LD ISP teachers, Special Education Teachers and Special Services Support Staff.
- To support educators, professional development will be provided (centrally and locally) to facilitate a better understanding of the academic and social-emotional/mental health implications of LD, executive functioning and learning skills, and strategies to foster success.
- To support the LD Intensive Support Programming, the recommended changes in admission/demission criteria will be implemented and feedback collected.
- To support the LD Intensive Support Programming, there will be a focus on supporting social-emotional learning and the development of Learning Skills. Ways of implementing and monitoring support for social-emotional learning and well-being in the LD ISP will be explored and a plan developed.
- To support parents, information will be provided on central and local in-services and resources on LD and on their role in fostering academic success, self-advocacy, resilience, and positive mental health.

Outcomes/Observations/Learning

- Support is provided for the implementation of the Ministry's Renewed Math Strategy by including Special Education Teachers with regular classroom teachers in PD opportunities in school identified as RMS schools.
- Support is provided for the implementation of the Ministry's Renewed Math Strategy by disseminating resources and sharing information on evidence based best practice in teaching math to students with and without LD
 - Psychology Newsletter on changing children's attitude toward math sent out to all schools and posted on website in February 2017
 - Psychology Newsletter on evidence based math teaching strategies sent out to all schools and posted on website in February 2017.

- Provide professional development to teachers implementing Lexia Reading and monitor implementation. (73 teachers received formal training in using Lexia on the October 7th PA day).
- Empower Reading is being implemented in 73 schools, and the implementation is monitored through regular data collection.
- Support is provided to LD ISP teachers (orientation to teachers new to ISP – October 2016, Lexia training – October 2016, training in formal assessment measures, December 2016).
- Presentations and professional development events on LD so far for :
 - Teachers on LD and Assistive Technology (February 17 PA day),
 - EAs/CYWs on fostering student well-being (February 12 PA day),
 - Educators and parents on helping children flourish and supporting well-being (Psychology Symposium, February 2017)
- Sharing resources with educators, parents and support staff:
 - Facilitating accessing free webinars and other professional resources on www.ldatschool.ca; regularly disseminating information on Integra and other PD opportunities in the community;
 - posting and sharing internal and external resources on the TCDSB staff and public portals
 - creating a public portal on LD at TCDSB website

Amount of time (hours) dedicated to collecting information and writing the report: 8 hours

Special Education Program Overview and Improvement Planning



Exceptionality: Autism
Placement: Regular Class with Indirect Support

A. Definition:

The Ministry of Education defines Autism as:

“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/or language; or lack of the representational symbolic behaviour that precedes language. “

In the TCDSB, a diagnosis of Autism Spectrum Disorder is required for an identification of Autism. The basis of diagnosis is DSM-V, which includes the following characteristics:

- Persistent deficits in social communication and social interaction across multiple contexts
- Restricted, repetitive patterns of behaviour, interests, or activities
- Symptoms present in the early developmental period
- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning
- Symptoms are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay¹

If the assessment is from a medical or psychology practitioner from the community or other school board, a **Psychology File Note by TCDSB psychology staff may be required** indicating that the student meets TCDSB identification criteria.

If other diagnoses are also present, each exceptionality will be identified separately, as per TCDSB and Ministry of Education criteria.

If no assessment has been completed, Autism is not proposed and a referral for appropriate assessment(s) will be recommended.

¹ DSM-V

B. Placement options:

X Indirect Support

- ☐ Regular Class with Resource Assistance
- ☐ Regular Class with Withdrawal Assistance
- ☐ Special Education Placement with Partial Integration – Intensive Support Program (ISP)
- ☐ Full-Time Special Education Placement

C. Description:

For a student with a diagnosis of Autism, Indirect Support refers to a placement option which involves placement in a regular class, with support to the classroom teacher from Special Education staff in the school, members of the TCDSB School Based Support Learning Team (SBSLT) and/or Autism Programs and Services.

Individualized educational programming in elementary and secondary schools for students with a diagnosis of Autism is provided in their areas of need, and where appropriate, across the curriculum through the application of appropriate accommodations and modifications to provide access to the Ontario curriculum, as documented in the IEP. Alternative programming may also be provided in the student's areas of need that are not part of the Ontario Curriculum in areas such as social skills, self-regulation, sensory differences, life skills and communication. Instruction is delivered by a regular classroom teacher.

Program development is also consistent with PPM 140 requirements – individualization in program planning, use of positive reinforcement, data collection and analysis to inform programming, programming for generalization of skills, attention and transitions.

D. Planning Components:

Key Contact(s): System Design: Chief of Autism Programs and Services Program Operation: Chief of Autism Programs and Services		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> JK – Grade 12 plus (age 21) 	<ul style="list-style-type: none"> School Principal
Group size	<ul style="list-style-type: none"> Regular class size as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> School Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Instruction is delivered in the regular classroom Consultative service to staff as needed 	<ul style="list-style-type: none"> School Principal Regular Classroom Teacher Special Education Teacher SBSLT (School Based Support Learning Team) Staff, as required
Facility Requirements	<ul style="list-style-type: none"> A regular size classroom Access to networked computers, when needed Access to a safe spot Specialized equipment depending on student needs 	<ul style="list-style-type: none"> School Principal Superintendent of Special Services
Transportation	<ul style="list-style-type: none"> Busing, as per board policy 	<ul style="list-style-type: none"> School Principal Transportation Department
School selection criteria	<ul style="list-style-type: none"> Home School 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent
Locations/schools involved	<ul style="list-style-type: none"> Student attends home school 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent
Accountability Framework	<ul style="list-style-type: none"> Development of a framework for accountability and continuous improvement is in process 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 of Special Services Accountability Framework Committee

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • P/PM 11, Early Identification of Children's Learning Needs Strategy • According to TCDSB Early Identification of Children's Learning Needs Strategy for Kindergarten, Year 1 to Gr.1 • Intake meetings, case conferences, consultations • School-Based Support Learning Team meetings (SBSLT) • Early Identification conferences with Kindergarten, Year 1, to Gr.1 teachers • Kindergarten Language Program (KLP), as appropriate 	<ul style="list-style-type: none"> • Superintendent, Special Services • Chief Speech-Language Pathologist • Principal • Classroom teacher • Speech-Language Pathologist • SBST • SBSLT
Referral	<ul style="list-style-type: none"> • Diagnosis of Autism is required for referral for service and IPRC • Referral for support requires the school to first consult with the Autism Support Teacher to determine the appropriate level of support • Request for Identification Placement and Review Committee (IPRC) meeting based on Ministry of Education and TCDSB identification criteria, and may include <ul style="list-style-type: none"> ○ Psychological Assessment ○ Medical Assessment ○ Multi-disciplinary Assessment • Parental/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Home School Principal • SBSLT members, as appropriate
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Autism diagnosis required as documented by appropriate professional • Formal identification through Identification, Placement, Review Committee (IPRC) • School presents information 	<ul style="list-style-type: none"> • Principal or parent may request IPRC • Area Principal chairs IPRC • SBSLT member, as appropriate • Parent/Guardian • Student, if older than 16 years of age

AF1AU092016

2. STUDENTS		
Components	Description	Responsibility
	<ul style="list-style-type: none"> • Parent/guardian consent • Student consent, as appropriate 	
Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Placement decision recommended through Identification, Placement, Review Committee (IPRC) • School presents information • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Area Principal chairs IPRC • Principal • Parent/Student
Admission	<ul style="list-style-type: none"> • Through IPRC process 	<ul style="list-style-type: none"> • School Principal • SBSLT members, as appropriate
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required; they may be waived by parents/guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> • Principal chairs • Parent/guardian • Special Education Teacher, Regular Classroom Teacher(s) • SBSLT members, as appropriate
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • An IEP is developed for an identified student to outline accommodations, modifications, alternative curriculum expectations and transition plans, as appropriate • IEPs are updated at every reporting period, as needed • IEPs are required for any student who meets the exceptionality criteria 	<ul style="list-style-type: none"> • School Principal • Teachers • Consultation from the SBSLT members, as appropriate • Input from parents
Assessment to inform student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> • As outlined in Growing Success (Ministry of Education, 2010) http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf • Growing Success Kindergarten Addendum (Ministry of Education, 2016) http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf • Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level 	<ul style="list-style-type: none"> • School Principal • Special Education Teacher, Regular Class Teacher • Curriculum and Accountability resource staff, as appropriate • SBSLT members, as appropriate • Autism Team members, as appropriate

2. STUDENTS		
Components	Description	Responsibility
	<ul style="list-style-type: none"> Other standardized assessments as applicable (e.g., EQAO, CAT4) Assessment of individual expectations, as outlined in the IEP Specific assessments or accommodations suitable for students with this exceptionality 	
Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> Medical and/or Multi-Disciplinary may include: Psychological assessments, specific diagnosis, learning profile (strengths/needs) and programming recommendations With parental consent, assessments by other disciplines may be required (SLP,OT, Audiology, PT) Assessments are discussed with parent and school staff, when appropriate Functional behaviour assessments, as needed 	<ul style="list-style-type: none"> School Principal SBSLT members, as appropriate Professionals from outside agencies, as appropriate Parent consent is required
Transition Process		
Demission /Change of Placement	<ul style="list-style-type: none"> For exceptional students, demission and change of placement can only be determined by the IPRC Decision to demit/change placement may be based on: <ul style="list-style-type: none"> Student needs Classroom based assessment data Additional assessment data (e.g., data integration platform) New formal assessment data, where available SBSLT recommendation Parental input/request Student request, if appropriate 	<ul style="list-style-type: none"> Area Principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Participation of SBSLT members, as appropriate Parent participation
Transition	<ul style="list-style-type: none"> Transition planning is required for all students with Autism (PPM 140) and all students with an IEP (PPM 156) 	<ul style="list-style-type: none"> School Principal Teacher Parent

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none">• Support provided for entry to school transition (Connections for Students)• Exchange of information meetings; Grade 8 to Grade 9, as per board policy• Transition to Secondary service available for students going from Grade 8 to Grade 9• Transition to post-secondary planning	<ul style="list-style-type: none">• SBSLT members• Other elementary and secondary school staff, as appropriate• Autism Programs and Services staff, on request

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 Autism Support Teacher has Special Education qualifications and experience with students with Autism 	<ul style="list-style-type: none"> School Principal Area Superintendent Teacher Chief of Autism Programs and Services
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> IEP training and updates Training in Assistive Technology Training in Data Integration Platform (DIP) PD opportunities offered by TCDSB Special Services, Curriculum and Accountability, and Student Success central staff PD opportunities offered at the local school level by members of the SBSLT SBSLT to provide support and mentoring, as needed Other PD opportunities outside of TCDSB CPI Training 	<ul style="list-style-type: none"> School Principal Teacher TCDSB Special Services, Curriculum & Accountability, Student Success central staff SBSLT members Chief of Autism Programs and Services
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 classroom and Special Education teachers to guide practice, with participation of the Educational Research Department 	<ul style="list-style-type: none"> School Principal Teacher Special Services central staff Educational Research Department
Staff Appraisal	<ul style="list-style-type: none"> Teacher Performance Appraisal (TPA) 	<ul style="list-style-type: none"> School Principal
Resources		
Components	Description	Responsibility
Classroom resources/materials	<p>Resource materials may include:</p> <ul style="list-style-type: none"> School block budget and Special Services funding 	<ul style="list-style-type: none"> School Principal Teachers Area Superintendent

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> Elementary and secondary curricular resources (literacy, numeracy) Ministry of Education documents individualized materials recommended or provided by Autism Programs and Services Ministry and Board documents re: education of students with ASD 	<ul style="list-style-type: none"> Consultation with SBSLT Autism Programs and Services Department Staff
Special Equipment 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) As per Ministry of Education Guidelines 	<ul style="list-style-type: none"> Teachers School Principal Superintendent, Special Services SBSLT staff Information Technology staff, as required Ministry of Education
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 	<ul style="list-style-type: none"> School Principal Teacher Superintendent, Special Services Support by SBSLT and Special Services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> Ongoing program and student support is provided by SBSLT members Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT Autism Programs and Services staff The focus of the support is on differentiating instruction and enhancing learning and social opportunities in the classroom Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements 	<ul style="list-style-type: none"> School Principal Teacher SBSLT staff as appropriate Special Services, Curriculum and Accountability, Student Success central staff Autism Programs and Services staff

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Support documentation	<ul style="list-style-type: none"> Effective Education Practices for Students with Autism Spectrum Disorders (Ministry of Education, 2007) http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.pdf Supporting Students with Autism Spectrum Disorders: A Resource Guide (TCDSB, 2012) Policy/Program Memorandum 140 Planning Entry to School, A Resource Guide (Ministry of Education, 2005) http://www.edu.gov.on.ca/eng/parents/planningentry.pdf Learning for All (Ministry of Education, 2009) http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf Student Success High Yield Strategies (TCDSB, 2010) https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/ESL/EL%20Documents/FINAL%202010%20HIGH%20YIELD%20SUPPORTING%20STUDENTS%20BOOK1.pdf Supporting Student Success in Literacy Grades 7 - 12 (Ministry of Education, 2004) http://edu.gov.on.ca/eng/document/brochure/literacy/literacy.pdf Differentiated Instruction Resources and kits from Ministry of Education Special Education Guide for Educators (Ministry of Education, 2001) http://www.tncdsb.on.ca/new/resources/SPED%20A%20Guide%20for%20Educators%2001.pdf Transition Resource Guide (Ministry of Education, 2002) http://www.oafccd.com/documents/transitionguide.pdf IEP Resource Guide (Ministry of Education, 2004) http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf 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 Curriculum & Accountability Department Student Success

4. PARENTS

Components	Description	Responsibility
Home/School Communication	<ul style="list-style-type: none"> Ongoing communication between classroom teacher and parent/guardian Parent-teacher interviews IPRCs and Annual Reviews 	<ul style="list-style-type: none"> Classroom teacher School Principal Parent
Shared Solutions	<ul style="list-style-type: none"> Follow process outlined in Shared Solutions (Ministry of Education, 2007) http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf 	<ul style="list-style-type: none"> Teacher Special Education Teacher Parent School Principal Superintendent of Special Services Area Superintendent
Parent Guide	<ul style="list-style-type: none"> TCDSB Parent Guide to Special Education https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Documents/Parent%20Guide%20-%20December%202015.pdf Autism Programs and Services brochures https://www.tcdsb.org/ProgramsServices/SpecialEducation/Autism/ProgramsServices/Pages/default.aspx 	<ul style="list-style-type: none"> School Principal Superintendent of Special Services
Parent Involvement	<ul style="list-style-type: none"> Ongoing communication Parent evening sessions such as curriculum nights Individual Education Plan (IEP) Participate in Identification Placement Review Committee (IPRC) meetings Participate in school based meetings Parent Teacher Interviews School and School Board Information Fairs Behaviour Support/Safety Plan development 	<ul style="list-style-type: none"> School Principal Teachers Parents Autism Department support

5. COMMUNICATION

Components	Description	Responsibility
External	<ul style="list-style-type: none"> • TCDSB Website/Portal • Special Education Advisory Committee (SEAC) • TCDSB Department Brochures • Information Fair • TCDSB Special Services Parent Guide 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department
Internal	<ul style="list-style-type: none"> • TCDSB Website/Portal • Email • Director's Bulletin • Autism Programs and Services SharePoint site • TCDSB Policy and Procedures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Principal • Communication Department

Special Education Program Overview and Improvement Planning



Exceptionality: Autism
Placement: Regular Class with Resource Assistance

A. Definition:

The Ministry of Education defines Autism as:

“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/or language; or lack of the representational symbolic behaviour that precedes language. “

In the TCDSB, a diagnosis of Autism Spectrum Disorder is required for an identification of Autism. The basis of diagnosis is DSM-V, which includes the following characteristics:

- Persistent deficits in social communication and social interaction across multiple contexts
- Restricted, repetitive patterns of behaviour, interests, or activities
- Symptoms present in the early developmental period
- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning
- Symptoms are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay¹

If the assessment is from a medical or psychology practitioner from the community or other school board, a **Psychology File Note by TCDSB psychology staff may be required** indicating that the student meets TCDSB identification criteria.

If other diagnoses are also present, each exceptionality will be identified separately, as per TCDSB and Ministry of Education criteria.

If no assessment has been completed, Autism is not proposed and a referral for appropriate assessment(s) will be recommended.

¹ DSM-V

B. Placement options:

- ☐ Indirect Support
- ☒ **Regular Class with Resource Assistance**
- ☐ Regular Class with Withdrawal Assistance
- ☐ Special Education Placement with Partial Integration – Intensive Support Program (ISP)
- ☐ Full-Time Special Education Placement

B. Description:

For a student with a diagnosis of Autism, Regular Class Placement with Resource Assistance refers to placement in a regular class for most or all of the day and s/he receives specialized instruction, individually or in a small group, within the regular classroom, from a qualified Special Education teacher.

Individualized educational programming in elementary and secondary schools for students with a diagnosis of Autism is provided in their areas of need, and where appropriate, across the curriculum through the application of appropriate accommodations and modifications to provide access to the Ontario curriculum, as documented in the IEP. Alternative programming may also be provided in the student's areas of need that are not part of the Ontario Curriculum in areas such as social skills, self-regulation, sensory differences, life skills and communication.

Program development is also consistent with PPM 140 requirements – individualization in program planning, use of positive reinforcement, data collection and analysis to inform programming, programming for generalization of skills, attention and transitions.

D. Planning Components:

Key Contact(s): System Design: Chief of Autism Programs and Services Program Operation: Chief of Autism Programs and Services		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> JK – Grade 12 plus (age 21) 	<ul style="list-style-type: none"> School Principal
Group size	<ul style="list-style-type: none"> Regular class size as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> School Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Student attends their regular class Direct support from a qualified Special Education teacher, as needed 	<ul style="list-style-type: none"> School Principal Regular Classroom Teacher Special Education Teacher SBSLT (School Based Support Learning Team) Staff, as required
Facility Requirements	<ul style="list-style-type: none"> A regular size classroom Access to networked computers, when needed Access to a safe spot Specialized equipment depending on student needs 	<ul style="list-style-type: none"> School Principal Superintendent of Special Services
Transportation	<ul style="list-style-type: none"> Busing, as per board policy 	<ul style="list-style-type: none"> School Principal Transportation Department
School selection criteria	<ul style="list-style-type: none"> Home School 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent
Locations/schools involved	<ul style="list-style-type: none"> Student attends home school 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent
Accountability Framework	<ul style="list-style-type: none"> Development of a framework for accountability and continuous improvement is in process 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 of Special Services Accountability Framework Committee

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • P/PM 11, Early Identification of Children's Learning Needs Strategy • According to TCDSB Early Identification of Children's Learning Needs Strategy for Kindergarten, Year 1 to Gr.1 • Intake meetings, case conferences, consultations • School-Based Support Learning Team meetings (SBSLT) • Early Identification conferences with Kindergarten, Year 1, to Gr.1 teachers • Kindergarten Language Program (KLP), as appropriate 	<ul style="list-style-type: none"> • Superintendent, Special Services • Chief Speech-Language Pathologist • Principal • Classroom teacher • Speech-Language Pathologist • SBST • SBSLT
Referral	<ul style="list-style-type: none"> • Diagnosis of Autism is required for referral for service and IPRC • Referral for support requires the school to first consult with the Autism Support Teacher to determine the appropriate level of support • Request for Identification Placement and Review Committee (IPRC) meeting based on Ministry of Education and TCDSB identification criteria, and may include <ul style="list-style-type: none"> ○ *Psychological Assessment ○ *Medical Assessment ○ *Multi-disciplinary Assessment • Parental/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Home School Principal • SBSLT members, as appropriate
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Autism diagnosis required as documented by appropriate professional • Formal identification through Identification, Placement, Review Committee (IPRC) • School presents information 	<ul style="list-style-type: none"> • Principal or parent may request IPRC • Area Principal chairs IPRC • SBSLT member, as appropriate • Parent/Guardian • Student, if older than 16 years of age

AF2AU092016

2. STUDENTS		
Components	Description	Responsibility
	<ul style="list-style-type: none"> • Parent/guardian consent • Student consent, as appropriate 	
Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Placement decision recommended through Identification, Placement, Review Committee (IPRC) • School presents information • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Area Principal chairs IPRC • Principal • Parent/Student
Admission	<ul style="list-style-type: none"> • Through IPRC process 	<ul style="list-style-type: none"> • School Principal • SBSLT members, as appropriate
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required; they may be waived by parents/guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> • Principal chairs • Parent/guardian • Special Education Teacher, Regular Classroom Teacher(s) • SBSLT members, as appropriate
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • An IEP is developed for an identified student to outline accommodations, modifications, alternative curriculum expectations and transition plans, as appropriate • IEPs are updated at every reporting period, as needed • IEPs are required for any student who meets the exceptionality criteria 	<ul style="list-style-type: none"> • School Principal • Teachers • Consultation from the SBSLT members, as appropriate • Input from parents
Assessment to inform student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> • As outlined in Growing Success (Ministry of Education, 2010) http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf • Growing Success Kindergarten Addendum (Ministry of Education, 2016) http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf • Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level 	<ul style="list-style-type: none"> • School Principal • Special Education Teacher, Regular Class Teacher • Curriculum and Accountability resource staff, as appropriate • SBSLT members, as appropriate • Autism Team members, as appropriate

2. STUDENTS		
Components	Description	Responsibility
	<ul style="list-style-type: none"> Other standardized assessments as applicable (e.g., EQAO, CAT4) Assessment of individual expectations, as outlined in the IEP Specific assessments or accommodations suitable for students with this exceptionality 	
Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> Medical and/or Multi-Disciplinary may include: Psychological assessments, specific diagnosis, learning profile (strengths/needs) and programming recommendations With parental consent, assessments by other disciplines may be required (SLP,OT, Audiology, PT) Assessments are discussed with parent and school staff, when appropriate Functional behaviour assessments, as needed 	<ul style="list-style-type: none"> School Principal SBSLT members, as appropriate Professionals from outside agencies, as appropriate Parent consent is required
Transition Process		
Demission /Change of Placement	<ul style="list-style-type: none"> For exceptional students, demission and change of placement can only be determined by the IPRC Decision to demit/change placement may be based on: <ul style="list-style-type: none"> Student needs Classroom based assessment data Additional assessment data (e.g., data integration platform) New formal assessment data, where available SBSLT recommendation Parental input/request Student request, if appropriate 	<ul style="list-style-type: none"> Area Principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Participation of SBSLT members, as appropriate Parent participation
Transition	<ul style="list-style-type: none"> Transition planning is required for all students with Autism (PPM 140) and all students with an IEP (PPM 156) 	<ul style="list-style-type: none"> School Principal Teacher Parent

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none">• Support provided for entry to school transition (Connections for Students)• Exchange of information meetings; Grade 8 to Grade 9, as per board policy• Transition to Secondary service available for students going from Grade 8 to Grade 9• Transition to post-secondary planning	<ul style="list-style-type: none">• SBSLT members• Other elementary and secondary school staff, as appropriate• Autism Programs and Services staff, on request

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 Autism Support Teacher has Special Education qualifications and experience with students with Autism 	<ul style="list-style-type: none"> School Principal Area Superintendent Teacher Chief of Autism Programs and Services
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> IEP training and updates Training in Assistive Technology Training in Data Integration Platform (DIP) PD opportunities offered by TCDSB Special Services, Curriculum and Accountability, and Student Success central staff PD opportunities offered at the local school level by members of the SBSLT SBSLT to provide support and mentoring, as needed Other PD opportunities outside of TCDSB CPI Training 	<ul style="list-style-type: none"> School Principal Teacher TCDSB Special Services, Curriculum & Accountability, Student Success central staff SBSLT members Chief of Autism Programs and Services
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 classroom and Special Education teachers to guide practice, with participation of the Educational Research Department 	<ul style="list-style-type: none"> School Principal Teacher Special Services central staff Educational Research Department
Staff Appraisal	<ul style="list-style-type: none"> Teacher Performance Appraisal (TPA) 	<ul style="list-style-type: none"> School Principal
Resources		
Components	Description	Responsibility
Classroom resources/materials	<p>Resource materials may include:</p> <ul style="list-style-type: none"> School block budget and Special Services funding 	<ul style="list-style-type: none"> School Principal Teachers Area Superintendent

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> Elementary and secondary curricular resources (literacy, numeracy) Ministry of Education documents individualized materials recommended or provided by Autism Programs and Services Ministry and Board documents re: education of students with ASD 	<ul style="list-style-type: none"> Consultation with SBSLT Autism Programs and Services Department Staff
Special Equipment 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) As per Ministry of Education Guidelines 	<ul style="list-style-type: none"> Teachers School Principal Superintendent, Special Services SBSLT staff Information Technology staff, as required Ministry of Education
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 	<ul style="list-style-type: none"> School Principal Teacher Superintendent, Special Services Support by SBSLT and Special Services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> Ongoing program and student support is provided by SBSLT members Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT Autism Programs and Services staff The focus of the support is on differentiating instruction and enhancing learning and social opportunities in the classroom Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements 	<ul style="list-style-type: none"> School Principal Teacher SBSLT staff as appropriate Special Services, Curriculum and Accountability, Student Success central staff Autism Programs and Services staff

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Support documentation	<ul style="list-style-type: none"> Effective Education Practices for Students with Autism Spectrum Disorders (Ministry of Education, 2007) http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.pdf Supporting Students with Autism Spectrum Disorders: A Resource Guide (TCDSB, 2012) Policy/Program Memorandum 140 Planning Entry to School, A Resource Guide (Ministry of Education, 2005) http://www.edu.gov.on.ca/eng/parents/planningentry.pdf Learning for All (Ministry of Education, 2009) http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf Student Success High Yield Strategies (TCDSB, 2010) https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/ESL/ELL%20Documents/FINAL%202010%20HIGH%20YIELD%20SUPPORTING%20STUDENTS%20BOOK1.pdf Supporting Student Success in Literacy Grades 7 - 12 (Ministry of Education, 2004) http://edu.gov.on.ca/eng/document/brochure/literacy/literacy.pdf Differentiated Instruction Resources and kits from Ministry of Education Special Education Guide for Educators (Ministry of Education, 2001) http://www.tncdsb.on.ca/new/resources/SPED%20A%20Guide%20for%20Educators%2001.pdf Transition Resource Guide (Ministry of Education, 2002) http://www.oafccd.com/documents/transitionguide.pdf IEP Resource Guide (Ministry of Education, 2004) http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf 	<ul style="list-style-type: none"> Special Services Department and Superintendent Curriculum & Accountability Department Student Success

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none">Documents on evidence-based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.	

4. PARENTS

Components	Description	Responsibility
Home/School Communication	<ul style="list-style-type: none"> Ongoing communication between classroom teacher and parent/guardian Parent-teacher interviews IPRCs and Annual Reviews 	<ul style="list-style-type: none"> Classroom teacher School Principal Parent
Shared Solutions	<ul style="list-style-type: none"> Follow process outlined in Shared Solutions (Ministry of Education, 2007) http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf 	<ul style="list-style-type: none"> Teacher Special Education Teacher Parent School Principal Superintendent of Special Services Area Superintendent
Parent Guide	<ul style="list-style-type: none"> TCDSB Parent Guide to Special Education https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Documents/Parent%20Guide%20-%20December%202015.pdf Autism Programs and Services brochures https://www.tcdsb.org/ProgramsServices/SpecialEducation/Autism/ProgramsServices/Pages/default.aspx 	<ul style="list-style-type: none"> School Principal Superintendent of Special Services
Parent Involvement	<ul style="list-style-type: none"> Ongoing communication Parent evening sessions such as curriculum nights Individual Education Plan (IEP) Participate in Identification Placement Review Committee (IPRC) meetings Participate in school based meetings Parent Teacher Interviews School and School Board Information Fairs Behaviour Support/Safety Plan development 	<ul style="list-style-type: none"> School Principal Teachers Parents Autism Department support

5. COMMUNICATION

Components	Description	Responsibility
External	<ul style="list-style-type: none">• TCDSB Website/Portal• Special Education Advisory Committee (SEAC)• TCDSB Department Brochures• Information Fair• TCDSB Special Services Parent Guide	<ul style="list-style-type: none">• Superintendent of Special Services• Communication Department
Internal	<ul style="list-style-type: none">• TCDSB Website/Portal• Email• Director's Bulletin• Autism Programs and Services SharePoint site• TCDSB Policy and Procedures	<ul style="list-style-type: none">• Superintendent of Special Services• Principal• Communication Department

Special Education Program Overview and Improvement Planning



Exceptionality: Autism
Placement: Regular Class with Withdrawal Assistance

A. Definition:

The Ministry of Education defines Autism as:

“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/or language; or lack of the representational symbolic behaviour that precedes language. “

In the TCDSB, a diagnosis of Autism Spectrum Disorder is required for an identification of Autism. The basis of diagnosis is DSM-V, which includes the following characteristics:

- Persistent deficits in social communication and social interaction across multiple contexts
- Restricted, repetitive patterns of behaviour, interests, or activities
- Symptoms present in the early developmental period
- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning
- Symptoms are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay¹

If the assessment is from a medical or psychology practitioner from the community or other school board, a **Psychology File Note by TCDSB psychology staff may be required** indicating that the student meets TCDSB identification criteria.

If other diagnoses are also present, each exceptionality will be identified separately, as per TCDSB and Ministry of Education criteria.

If no assessment has been completed, Autism is not proposed and a referral for appropriate assessment(s) will be recommended.

¹ DSM-V

B. Placement options:

- ☐ Indirect Support
- ☐ Regular Class with Resource Assistance
- X Regular Class with Withdrawal Assistance**
- ☐ Special Education Placement with Partial Integration – Intensive Support Program (ISP)
- ☐ Full-Time Special Education Placement

C. Description:

For a student with a diagnosis of Autism, Regular Class Placement with Withdrawal Assistance refers to placement in a regular class for most of the day and s/he receives instruction outside of the class for less than 50% of the day, from a qualified Special Education teacher.

Individualized educational programming in elementary and secondary schools for students with a diagnosis of Autism is provided in their areas of need, and where appropriate, across the curriculum through the application of appropriate accommodations and modifications to provide access to the Ontario curriculum, as documented in the IEP. Alternative programming may also be provided in the student's areas of need that are not part of the Ontario Curriculum in areas such as social skills, self-regulation, sensory differences, life skills and communication.

For students with a diagnosis of Asperger's syndrome or high functioning Autism or Autism Level 1² indicating average cognitive functioning, they may fit criteria for the following withdrawal program. The Program to Assist Social Thinking (PAST) uses a cognitive behaviour approach that provides intensive support to students with a diagnosis of Asperger's syndrome or high functioning Autism or Autism Level 1. These students do not automatically assimilate the unwritten rules of social interaction. Students with high functioning Autism must be directly taught how to have successful interactions at home, school and in the community. The PAST program focus is on the enhancement of perspective taking ability of students. Skills areas addressed include the understanding of emotions of self and others, communication, cooperative play, development of relationships, understanding of diagnosis, problem solving and self-advocacy. An alternative curriculum has been developed to address these areas. Students attend the PAST program one day per week. The program is delivered by a qualified Special Education teacher and Child and Youth Worker. Support Staff from the student's home school is involved with the program to ensure

² DSM-5 criteria

generalization of skills. In addition, staff work with parents and home school staff to ensure that skills taught in the PAST program are generalized to other settings.

Program development is also consistent with PPM 140 requirements – individualization in program planning, use of positive reinforcement, data collection and analysis to inform programming, programming for generalization of skills, attention and transitions.

DRAFT

D. Planning Components:

Key Contact(s): System Design: Chief of Autism Programs and Services Program Operation: Chief of Autism Programs and Services		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> JK – Grade 12 plus (age 21) 	<ul style="list-style-type: none"> School Principal
Group size	<ul style="list-style-type: none"> Regular class size as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> School Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Depending on the needs of the student and school 	<ul style="list-style-type: none"> School Principal Regular Classroom Teacher Special Education Teacher SBSLT (School Based Support Learning Team) Staff, as required
Facility Requirements	<ul style="list-style-type: none"> Depending on student need Less than 50% withdrawal from regular class Secondary student may attend the resource period designated on their timetable or during other periods on their timetable Students enrolled in the PAST program attend one day per week 	<ul style="list-style-type: none"> School Principal Superintendent of Special Services
Transportation	<ul style="list-style-type: none"> Busing, as per board policy 	<ul style="list-style-type: none"> School Principal Transportation Department
School selection criteria	<ul style="list-style-type: none"> Home School 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent
Locations/schools involved	<ul style="list-style-type: none"> Student attends home school 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent
Accountability Framework	<ul style="list-style-type: none"> Development of a framework for accountability and continuous improvement is in process 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 of Special Services Accountability Framework Committee

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • P/PM 11, Early Identification of Children's Learning Needs Strategy • According to TCDSB Early Identification of Children's Learning Needs Strategy for Kindergarten, Year 1 to Gr.1 • Intake meetings, case conferences, consultations • School-Based Support Learning Team meetings (SBSLT) • Early Identification conferences with Kindergarten, Year 1, to Gr.1 teachers • Kindergarten Language Program (KLP), as appropriate 	<ul style="list-style-type: none"> • Superintendent, Special Services • Chief Speech-Language Pathologist • Principal • Classroom teacher • Speech-Language Pathologist • SBST • SBSLT
Referral	<ul style="list-style-type: none"> • Diagnosis of Autism is required for referral for service and IPRC • Referral for support requires the school to first consult with the Autism Support Teacher to determine the appropriate level of support • Request for Identification Placement and Review Committee (IPRC) meeting based on Ministry of Education and TCDSB identification criteria, and may include <ul style="list-style-type: none"> ○ *Psychological Assessment ○ *Medical Assessment ○ *Multi-disciplinary Assessment • Parental/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Home School Principal • SBSLT members, as appropriate
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Autism diagnosis required as documented by appropriate professional • Formal identification through Identification, Placement, Review Committee (IPRC) • School presents information 	<ul style="list-style-type: none"> • Principal or parent may request IPRC • Area Principal chairs IPRC • SBSLT member, as appropriate • Parent/Guardian • Student, if older than 16 years of age

AF3AU092016

2. STUDENTS		
Components	Description	Responsibility
	<ul style="list-style-type: none"> • Parent/guardian consent • Student consent, as appropriate 	
Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Placement decision recommended through Identification, Placement, Review Committee (IPRC) • School presents information • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Area Principal chairs IPRC • Principal • Parent/Student
Admission	<ul style="list-style-type: none"> • Through IPRC process 	<ul style="list-style-type: none"> • School Principal • SBSLT members, as appropriate
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required; they may be waived by parents/guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> • Principal chairs • Parent/guardian • Special Education Teacher, Regular Classroom Teacher(s) • SBSLT members, as appropriate
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • An IEP is developed for an identified student to outline accommodations, modifications, alternative curriculum expectations and transition plans, as appropriate • IEPs are updated at every reporting period, as needed • IEPs are required for any student who meets the exceptionality criteria 	<ul style="list-style-type: none"> • School Principal • Teachers • Consultation from the SBSLT members, as appropriate • Input from parents
Assessment to inform student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> • As outlined in Growing Success (Ministry of Education, 2010) http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf • Growing Success Kindergarten Addendum (Ministry of Education, 2016) http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf • Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level 	<ul style="list-style-type: none"> • School Principal • Special Education Teacher, Regular Class Teacher • Curriculum and Accountability resource staff, as appropriate • SBSLT members, as appropriate • Autism Team members, as appropriate

2. STUDENTS		
Components	Description	Responsibility
	<ul style="list-style-type: none"> Other standardized assessments as applicable (e.g., EQAO, CAT4) Assessment of individual expectations, as outlined in the IEP Specific assessments or accommodations suitable for students with this exceptionality 	
Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> Medical and/or Multi-Disciplinary may include: Psychological assessments, specific diagnosis, learning profile (strengths/needs) and programming recommendations With parental consent, assessments by other disciplines may be required (SLP,OT, Audiology, PT) Assessments are discussed with parent and school staff, when appropriate Functional behaviour assessments, as needed 	<ul style="list-style-type: none"> School Principal SBSLT members, as appropriate Professionals from outside agencies, as appropriate Parent consent is required
Transition Process		
Demission /Change of Placement	<ul style="list-style-type: none"> For exceptional students, demission and change of placement can only be determined by the IPRC Decision to demit/change placement may be based on: <ul style="list-style-type: none"> Student needs Classroom based assessment data Additional assessment data (e.g., data integration platform) New formal assessment data, where available SBSLT recommendation Parental input/request Student request, if appropriate 	<ul style="list-style-type: none"> Area Principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Participation of SBSLT members, as appropriate Parent participation
Transition	<ul style="list-style-type: none"> Transition planning is required for all students with Autism (PPM 140) and all students with an IEP (PPM 156) 	<ul style="list-style-type: none"> School Principal Teacher Parent

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none">• Support provided for entry to school transition (Connections for Students)• Exchange of information meetings; Grade 8 to Grade 9, as per board policy• Transition to Secondary service available for students going from Grade 8 to Grade 9• Transition to post-secondary planning	<ul style="list-style-type: none">• SBSLT members• Other elementary and secondary school staff, as appropriate• Autism Programs and Services staff, on request

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 Autism Support Teacher has Special Education qualifications and experience with students with Autism 	<ul style="list-style-type: none"> School Principal Area Superintendent Teacher Chief of Autism Programs and Services
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> IEP training and updates Training in Assistive Technology Training in Data Integration Platform (DIP) PD opportunities offered by TCDSB Special Services, Curriculum and Accountability, and Student Success central staff PD opportunities offered at the local school level by members of the SBSLT SBSLT to provide support and mentoring, as needed Other PD opportunities outside of TCDSB CPI Training 	<ul style="list-style-type: none"> School Principal Teacher TCDSB Special Services, Curriculum & Accountability, Student Success central staff SBSLT members Chief of Autism Programs and Services
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 classroom and Special Education teachers to guide practice, with participation of the Educational Research Department 	<ul style="list-style-type: none"> School Principal Teacher Special Services central staff Educational Research Department
Staff Appraisal	<ul style="list-style-type: none"> Teacher Performance Appraisal (TPA) 	<ul style="list-style-type: none"> School Principal
Resources		
Components	Description	Responsibility
Classroom resources/materials	<p>Resource materials may include:</p> <ul style="list-style-type: none"> School block budget and Special Services funding 	<ul style="list-style-type: none"> School Principal Teachers Area Superintendent

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> Elementary and secondary curricular resources (literacy, numeracy) Ministry of Education documents individualized materials recommended or provided by Autism Programs and Services Ministry and Board documents re: education of students with ASD 	<ul style="list-style-type: none"> Consultation with SBSLT Autism Programs and Services Department Staff
Special Equipment 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) As per Ministry of Education Guidelines 	<ul style="list-style-type: none"> Teachers School Principal Superintendent, Special Services SBSLT staff Information Technology staff, as required Ministry of Education
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 	<ul style="list-style-type: none"> School Principal Teacher Superintendent, Special Services Support by SBSLT and Special Services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> Ongoing program and student support is provided by SBSLT members Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT Autism Programs and Services staff The focus of the support is on differentiating instruction and enhancing learning and social opportunities in the classroom Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements 	<ul style="list-style-type: none"> School Principal Teacher SBSLT staff as appropriate Special Services, Curriculum and Accountability, Student Success central staff Autism Programs and Services staff

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Support documentation	<ul style="list-style-type: none"> Effective Education Practices for Students with Autism Spectrum Disorders (Ministry of Education, 2007) http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.pdf Supporting Students with Autism Spectrum Disorders: A Resource Guide (TCDSB, 2012) Policy/Program Memorandum 140 Planning Entry to School, A Resource Guide (Ministry of Education, 2005) http://www.edu.gov.on.ca/eng/parents/planningentry.pdf Learning for All (Ministry of Education, 2009) http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf Student Success High Yield Strategies (TCDSB, 2010) https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/ESL/ELL%20Documents/FINAL%202010%20HIGH%20YIELD%20SUPPORTING%20STUDENTS%20BOOK1.pdf Supporting Student Success in Literacy Grades 7 - 12 (Ministry of Education, 2004) http://edu.gov.on.ca/eng/document/brochure/literacy/literacy.pdf Differentiated Instruction Resources and kits from Ministry of Education Special Education Guide for Educators (Ministry of Education, 2001) http://www.tncdsb.on.ca/new/resources/SPED%20A%20Guide%20for%20Educators%2001.pdf Transition Resource Guide (Ministry of Education, 2002) http://www.oafccd.com/documents/transitionguide.pdf IEP Resource Guide (Ministry of Education, 2004) http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf 	<ul style="list-style-type: none"> Special Services Department and Superintendent Curriculum & Accountability Department Student Success

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none">Documents on evidence-based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.	

4. PARENTS

Components	Description	Responsibility
Home/School Communication	<ul style="list-style-type: none"> Ongoing communication between classroom teacher and parent/guardian Parent-teacher interviews IPRCs and Annual Reviews 	<ul style="list-style-type: none"> Classroom teacher School Principal Parent
Shared Solutions	<ul style="list-style-type: none"> Follow process outlined in Shared Solutions (Ministry of Education, 2007) http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf 	<ul style="list-style-type: none"> Teacher Special Education Teacher Parent School Principal Superintendent of Special Services Area Superintendent
Parent Guide	<ul style="list-style-type: none"> TCDSB Parent Guide to Special Education https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Documents/Parent%20Guide%20-%20December%202015.pdf Autism Programs and Services brochures https://www.tcdsb.org/ProgramsServices/SpecialEducation/Autism/ProgramsServices/Pages/default.aspx 	<ul style="list-style-type: none"> School Principal Superintendent of Special Services
Parent Involvement	<ul style="list-style-type: none"> Ongoing communication Parent evening sessions such as curriculum nights Individual Education Plan (IEP) Participate in Identification Placement Review Committee (IPRC) meetings Participate in school based meetings Parent Teacher Interviews School and School Board Information Fairs Behaviour Support/Safety Plan development 	<ul style="list-style-type: none"> School Principal Teachers Parents Autism Department support

5. COMMUNICATION

Components	Description	Responsibility
External	<ul style="list-style-type: none">• TCDSB Website/Portal• Special Education Advisory Committee (SEAC)• TCDSB Department Brochures• Information Fair• TCDSB Special Services Parent Guide	<ul style="list-style-type: none">• Superintendent of Special Services• Communication Department
Internal	<ul style="list-style-type: none">• TCDSB Website/Portal• Email• Director's Bulletin• Autism Programs and Services SharePoint site• TCDSB Policy and Procedures	<ul style="list-style-type: none">• Superintendent of Special Services• Principal• Communication Department

Special Education Program Overview and Improvement Planning



Exceptionality: Autism

Placement: Special Education Class with Partial Integration

A. Definition:

The Ministry of Education defines Autism as:

“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/or language; or lack of the representational symbolic behaviour that precedes language. “

In the TCDSB, a diagnosis of Autism Spectrum Disorder is required for an identification of Autism. The basis of diagnosis is DSM-V, which includes the following characteristics:

- Persistent deficits in social communication and social interaction across multiple contexts
- Restricted, repetitive patterns of behaviour, interests, or activities
- Symptoms present in the early developmental period
- Symptoms cause clinically significant impairment in social, occupational, or other important areas of current functioning
- Symptoms are not better explained by intellectual disability (intellectual developmental disorder) or global developmental delay¹

If the assessment is from a medical or psychology practitioner from the community or other school board, a **Psychology File Note by TCDSB psychology staff may be required** indicating that the student meets TCDSB identification criteria.

If other diagnoses are also present, each exceptionality will be identified separately, as per TCDSB and Ministry of Education criteria.

If no assessment has been completed, Autism is not proposed and a referral for appropriate assessment(s) will be recommended.

¹ DSM-V

B. Placement options:

- ☐ Indirect Support
- ☐ Regular Class with Resource Assistance
- ☐ Regular Class with Withdrawal Assistance
- ☒ **Special Education Placement with Partial Integration – Intensive Support Program (ISP)**
- ☐ Full-Time Special Education Placement

C. Description:

For a student with a diagnosis of Autism, Special Education Class Placement with Partial Integration refers to placement in an Intensive Support Program (ISP) class for at least 50% or more of the day and s/he receives instruction from a qualified Special Education teacher. This placement may have students with other exceptionalities including multiple exceptionalities, developmental disabilities or language impairments. These placements meet the needs of students with a diagnosis of Autism who may also have another exceptionality and/or learning needs.

Individualized educational programming in elementary and secondary schools for students with a diagnosis of Autism is provided in their areas of need, and where appropriate, across the curriculum through the application of appropriate accommodations and modifications to provide access to the Ontario curriculum, as documented in the IEP. Alternative programming may also be provided in the student's areas of need that are not part of the Ontario Curriculum in areas such as social skills, self-regulation, sensory differences, life skills and communication.

Program development is also consistent with PPM 140 requirements – individualization in program planning, use of positive reinforcement, data collection and analysis to inform programming, programming for generalization of skills, attention and transitions.

D. Planning Components:

Key Contact(s): System Design: Chief of Autism Programs and Services Program Operation: Chief of Autism Programs and Services		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> JK – Grade 12 plus (age 21) 	<ul style="list-style-type: none"> School Principal
Group size	<ul style="list-style-type: none"> Regular class size as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> School Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Instruction is delivered in the intense support program classroom for a minimum of 50% of the day Students are integrated into a regular class for at least one period per day, as appropriate Integration is scheduled based on student strengths, needs, interests and classroom timetables 	<ul style="list-style-type: none"> School Principal Regular Classroom Teacher Special Education Teacher SBSLT (School Based Support Learning Team) Staff, as required
Facility Requirements	<ul style="list-style-type: none"> A regular size classroom, and if possible, access or close proximity to accessible washroom Access to networked computers, when needed Access to a quiet space Specialized equipment depending on student needs 	<ul style="list-style-type: none"> School Principal Superintendent of Special Services
Transportation	<ul style="list-style-type: none"> Busing, as per board policy 	<ul style="list-style-type: none"> School Principal Transportation Department
School selection criteria	<ul style="list-style-type: none"> Home School 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent
Locations/schools involved	<ul style="list-style-type: none"> Student attends home school 	<ul style="list-style-type: none"> Area and/or Special Services Superintendent
Accountability Framework	<ul style="list-style-type: none"> Development of a framework for accountability and continuous improvement is in process 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 of Special Services Accountability Framework Committee

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • P/PM 11, Early Identification of Children's Learning Needs Strategy • According to TCDSB Early Identification of Children's Learning Needs Strategy for Kindergarten, Year 1 to Gr.1 • Intake meetings, case conferences, consultations • School-Based Support Learning Team meetings (SBSLT) • Early Identification conferences with Kindergarten, Year 1, to Gr.1 teachers • Kindergarten Language Program (KLP), as appropriate 	<ul style="list-style-type: none"> • Superintendent, Special Services • Chief Speech-Language Pathologist • Principal • Classroom teacher • Speech-Language Pathologist • SBST • SBSLT
Referral	<ul style="list-style-type: none"> • Diagnosis of Autism is required for referral for service and IPRC • Referral for support requires the school to first consult with the Autism Support Teacher to determine the appropriate level of support • Request for Identification Placement and Review Committee (IPRC) meeting based on Ministry of Education and TCDSB identification criteria, and may include <ul style="list-style-type: none"> ○ *Psychological Assessment ○ *Medical Assessment ○ *Multi-disciplinary Assessment • Parental/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Home School Principal • SBSLT members, as appropriate
Identification by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Autism diagnosis required as documented by appropriate professional • Formal identification through Identification, Placement, Review Committee (IPRC) • School presents information 	<ul style="list-style-type: none"> • Principal or parent may request IPRC • Area Principal chairs IPRC • SBSLT member, as appropriate • Parent/Guardian • Student, if older than 16 years of age

AF4AU092016

2. STUDENTS		
Components	Description	Responsibility
	<ul style="list-style-type: none"> • Parent/guardian consent • Student consent, as appropriate 	
Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Placement decision recommended through Identification, Placement, Review Committee (IPRC) • School presents information • Parent/guardian consent • Student consent, as appropriate 	<ul style="list-style-type: none"> • Area Principal chairs IPRC • Principal • Parent/Student
Admission	<ul style="list-style-type: none"> • Through IPRC process 	<ul style="list-style-type: none"> • School Principal • SBSLT members, as appropriate
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required; they may be waived by parents/guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> • Principal chairs • Parent/guardian • Special Education Teacher, Regular Classroom Teacher(s) • SBSLT members, as appropriate
Individual Education Plan (IEP)	<ul style="list-style-type: none"> • An IEP is developed for an identified student to outline accommodations, modifications, alternative curriculum expectations and transition plans, as appropriate • IEPs are updated at every reporting period, as needed • IEPs are required for any student who meets the exceptionality criteria 	<ul style="list-style-type: none"> • School Principal • Teachers • Consultation from the SBSLT members, as appropriate • Input from parents
Assessment to inform student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> • As outlined in Growing Success (Ministry of Education, 2010) http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf • Growing Success Kindergarten Addendum (Ministry of Education, 2016) http://www.edu.gov.on.ca/eng/policyfunding/growingSuccessAddendum.pdf • Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level 	<ul style="list-style-type: none"> • School Principal • Special Education Teacher, Regular Class Teacher • Curriculum and Accountability resource staff, as appropriate • SBSLT members, as appropriate • Autism Team members, as appropriate

2. STUDENTS		
Components	Description	Responsibility
	<ul style="list-style-type: none"> Other standardized assessments as applicable (e.g., EQAO, CAT4) Assessment of individual expectations, as outlined in the IEP Specific assessments or accommodations suitable for students with this exceptionality 	
Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> Medical and/or Multi-Disciplinary may include: Psychological assessments, specific diagnosis, learning profile (strengths/needs) and programming recommendations With parental consent, assessments by other disciplines may be required (SLP,OT, Audiology, PT) Assessments are discussed with parent and school staff, when appropriate Functional behaviour assessments, as needed 	<ul style="list-style-type: none"> School Principal SBSLT members, as appropriate Professionals from outside agencies, as appropriate Parent consent is required
Transition Process		
Demission /Change of Placement	<ul style="list-style-type: none"> For exceptional students, demission and change of placement can only be determined by the IPRC Decision to demit/change placement may be based on: <ul style="list-style-type: none"> Student needs Classroom based assessment data Additional assessment data (e.g., data integration platform) New formal assessment data, where available SBSLT recommendation Parental input/request Student request, if appropriate 	<ul style="list-style-type: none"> Area Principal chairs the review IPRC meeting School Principal chairs the SBSLT meeting Classroom teacher; Special Education Teacher Participation of SBSLT members, as appropriate Parent participation
Transition	<ul style="list-style-type: none"> Transition planning is required for all students with Autism (PPM 140) and all students with an IEP (PPM 156) 	<ul style="list-style-type: none"> School Principal Teacher Parent

2. STUDENTS

Components	Description	Responsibility
	<ul style="list-style-type: none">• Support provided for entry to school transition (Connections for Students)• Exchange of information meetings; Grade 8 to Grade 9, as per board policy• Transition to Secondary service available for students going from Grade 8 to Grade 9• Transition to post-secondary planning	<ul style="list-style-type: none">• SBSLT members• Other elementary and secondary school staff, as appropriate• Autism Programs and Services staff, on request

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 Autism Support Teacher has Special Education qualifications and experience with students with Autism 	<ul style="list-style-type: none"> School Principal Area Superintendent Teacher Chief of Autism Programs and Services
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> IEP training and updates Training in Assistive Technology Training in Data Integration Platform (DIP) PD opportunities offered by TCDSB Special Services, Curriculum and Accountability, and Student Success central staff PD opportunities offered at the local school level by members of the SBSLT SBSLT to provide support and mentoring, as needed Other PD opportunities outside of TCDSB CPI Training 	<ul style="list-style-type: none"> School Principal Teacher TCDSB Special Services, Curriculum & Accountability, Student Success central staff SBSLT members Chief of Autism Programs and Services
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 classroom and Special Education teachers to guide practice, with participation of the Educational Research Department 	<ul style="list-style-type: none"> School Principal Teacher Special Services central staff Educational Research Department
Staff Appraisal	<ul style="list-style-type: none"> Teacher Performance Appraisal (TPA) 	<ul style="list-style-type: none"> School Principal
Resources		
Components	Description	Responsibility
Classroom resources/materials	<p>Resource materials may include:</p> <ul style="list-style-type: none"> School block budget and Special Services funding 	<ul style="list-style-type: none"> School Principal Teachers Regional Program Coordinator

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none"> Elementary and secondary curricular resources (literacy, numeracy) Ministry of Education documents individualized materials recommended or provided by Autism Programs and Services Ministry and Board documents re: education of students with ASD 	<ul style="list-style-type: none"> Area Superintendent Consultation with SBSLT Autism Programs and Services Department Staff
Special Equipment 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) As per Ministry of Education Guidelines 	<ul style="list-style-type: none"> Teachers School Principal Superintendent, Special Services SBSLT staff Information Technology staff, as required Ministry of Education
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 	<ul style="list-style-type: none"> School Principal Teacher Superintendent, Special Services Support by SBSLT and Special Services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> Ongoing program and student support is provided by SBSLT members Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT Autism Programs and Services staff The focus of the support is on differentiating instruction and enhancing learning and social opportunities in the classroom Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements 	<ul style="list-style-type: none"> School Principal Teacher SBSLT staff as appropriate Special Services, Curriculum and Accountability, Student Success central staff Autism Programs and Services staff

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Support documentation	<ul style="list-style-type: none"> Effective Education Practices for Students with Autism Spectrum Disorders (Ministry of Education, 2007) http://www.edu.gov.on.ca/eng/general/elemsec/speced/autismSpecDis.pdf Supporting Students with Autism Spectrum Disorders: A Resource Guide (TCDSB, 2012) Policy/Program Memorandum 140 Planning Entry to School, A Resource Guide (Ministry of Education, 2005) http://www.edu.gov.on.ca/eng/parents/planningentry.pdf Learning for All (Ministry of Education, 2009) http://www.edu.gov.on.ca/eng/general/elemsec/speced/LearningforAll2013.pdf Student Success High Yield Strategies (TCDSB, 2010) https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/ESL/ELL%20Documents/FINAL%202010%20HIGH%20YIELD%20SUPPORTING%20STUDENTS%20BOOK1.pdf Supporting Student Success in Literacy Grades 7 - 12 (Ministry of Education, 2004) http://edu.gov.on.ca/eng/document/brochure/literacy/literacy.pdf Differentiated Instruction Resources and kits from Ministry of Education Special Education Guide for Educators (Ministry of Education, 2001) http://www.tncdsb.on.ca/new/resources/SPED%20A%20Guide%20for%20Educators%2001.pdf Transition Resource Guide (Ministry of Education, 2002) http://www.oafccd.com/documents/transitionguide.pdf IEP Resource Guide (Ministry of Education, 2004) http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf 	<ul style="list-style-type: none"> Special Services Department and Superintendent Curriculum & Accountability Department Student Success

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
	<ul style="list-style-type: none">Documents on evidence-based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.	

4. PARENTS

Components	Description	Responsibility
Home/School Communication	<ul style="list-style-type: none"> Ongoing communication between classroom teacher and parent/guardian Parent-teacher interviews IPRCs and Annual Reviews 	<ul style="list-style-type: none"> Classroom teacher School Principal Parent
Shared Solutions	<ul style="list-style-type: none"> Follow process outlined in Shared Solutions (Ministry of Education, 2007) http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf 	<ul style="list-style-type: none"> Teacher Special Education Teacher Parent School Principal Superintendent of Special Services Area Superintendent
Parent Guide	<ul style="list-style-type: none"> TCDSB Parent Guide to Special Education https://www.tcdsb.org/ProgramsServices/SpecialEducation/ParentsGuide/Documents/Parent%20Guide%20-%20December%202015.pdf Autism Programs and Services brochures https://www.tcdsb.org/ProgramsServices/SpecialEducation/Autism/ProgramsServices/Pages/default.aspx 	<ul style="list-style-type: none"> School Principal Superintendent of Special Services
Parent Involvement	<ul style="list-style-type: none"> Ongoing communication Parent evening sessions such as curriculum nights Individual Education Plan (IEP) Participate in Identification Placement Review Committee (IPRC) meetings Participate in school based meetings Parent Teacher Interviews School and School Board Information Fairs Behaviour Support/Safety Plan development 	<ul style="list-style-type: none"> School Principal Teachers Parents Autism Department support

5. COMMUNICATION

Components	Description	Responsibility
External	<ul style="list-style-type: none">• TCDSB Website/Portal• Special Education Advisory Committee (SEAC)• TCDSB Department Brochures• Information Fair• TCDSB Special Services Parent Guide	<ul style="list-style-type: none">• Superintendent of Special Services• Communication Department
Internal	<ul style="list-style-type: none">• TCDSB Website/Portal• Email• Director's Bulletin• Autism Programs and Services SharePoint site• TCDSB Policy and Procedures	<ul style="list-style-type: none">• Superintendent of Special Services• Principal• Communication Department



Invitation to Consultation Draft Parent Charter of Rights Draft Student Charter of Rights

Through 2014 and 2015 a special ad-hoc committee of parents, students and other Toronto Catholic District School Board stakeholders worked to produce a Draft Parent Charter of Rights and a Draft Student Charter of Rights which has been approved by the Board of Trustees for public consultation.

We are pleased to invite you to participate in a comprehensive community consultation process regarding the draft Charter of Rights. This process includes a confidential online survey which is accessible directly from the Board's web page (www.tcdsb.org). The web site also contains additional background information which you may find useful. *(All material can be provided in a variety of languages using the "google translate" feature on the website)*

Printed copies of the Draft Parent and Student Charter of Rights, and the survey are available from the school office.

The deadline for responding to this survey is March 31, 2017.

In addition to the online survey, parents, students and all interested TCDSB school community members and Catholic ratepayers are invited to attend two (2) facilitated, face-to-face community consultation and information sessions designed to gather feedback. To ensure easy access to public transportation, both meetings are being held at schools located on the Bloor-Danforth TTC Subway line.

MONDAY, MARCH 27, 2017

WEST LOCATION:

Bishop Marrocco/Thomas Merton Catholic Secondary School and Regional Arts Centre

1515 Bloor Street West
(Dundas West TTC Subway Station)
Library/Learning Commons
7:00 – 9:00 pm

TUESDAY, MARCH 28

EAST LOCATION:

St. Patrick Catholic Secondary School
49 Felstead Avenue
(Greenwood TTC Subway Station)
Library
7:00 – 9:00 pm

All information, comments and feedback gathered as part of these consultations will be presented in a report to the Board of Trustees.

Thank you for your participation in this important process.

The Toronto Catholic District School Board does not send unsolicited email messages. You have received this message because either you or someone else using this email address has subscribed to our service. To remove your subscription, simply click [here](#) or log-on to [unsubscribe](#). To request our other subscriptions or to change your e-mail address, please click [here](#).

Meeting Highlights
Minister's Advisory Council on Special Education (MACSE)
February 8 & 9, 2017

February 8, 2017

- Marion Macdonald, vice-chair, welcomed members and acknowledged that MACSE is meeting on the traditional territory of the Mississaugas of the Credit. She reminded members of the *Conflict of Interest* rules and the requirement to declare any potential conflict at each meeting.
- Bruce Rodrigues, the Deputy Minister of Education, delivered brief remarks and invited comments. He began by thanking members of MACSE for their diligence in supporting the ministry to ensure that all students are considered in its work. Within the four major goals that guide the ministry's work (achieving excellence, ensuring equity, promoting well-being, and enhancing public confidence), he noted that current areas of focus include:
 - the government's commitment to add 100,000 new child care spaces,
 - the renewed mathematics strategy,
 - preparing students for a highly skilled work force, and
 - well-being.
- The Deputy added that the lenses for all of this work include equity, Indigenous education, and collaborative professionalism. He also noted that transitions between academic and applied levels of study, and an achievement gap between the two levels, are areas where more work need to be done.
- Council member comments:
 - Curriculum should be more broadly accessible by using all of the senses, not just sight.
 - There is a connection between difficulties in learning math and anxiety. The Toronto Catholic DSB delivered a very successful professional development day activity during which a mental health model was presented to all secondary school staff with the support of Student Mental Health ASSIST.
 - Public confidence suffered when EQAO testing was disrupted by a cyber-attack in October. The introduction of on-line testing by EQAO without full availability of accommodations for students with special education needs was very disappointing.
 - It is not clear how the well-being strategy is being monitored and measured so as to hold school boards accountable.
 - Well-being and mental health should not be viewed as separate strategies. They are linked in both identifying areas of difficulty and deploying interventions.
 - All students deserved to be recognized for achieving at their own level.
- Louise Sirisko, Director of the Special Education Policy and Programs Branch (SEPPB), advised that the *Special Education Update* would be circulated to the members and posted on the web site in a few weeks. She provided an update on the ministry's work reviewing three of the exceptionality definitions (Gifted, Mild Intellectual Disability/Developmental Disability, and Behaviour). Stakeholders are being consulted on draft revised definitions and it is hoped they will be released in 2017.

- Staff from SEPPB provided an update and sought feedback on the Provincial Framework for Alternative Programs and Courses, for students who do not access the provincial curriculum.
 - MACSE noted that the starting point should be the provincial curriculum. Some students will access some, but not all of it.
- Representatives from four other ministries provided updates on their initiatives (details are provided in the *Special Education Update*):
 - Ministry of Advanced Education and Skills Development (MAESD)
 - Ministry of Children and Youth Services (MCYS)
 - Ministry of Health and Long-Term Care (MOHLTC), and
 - Ministry of Community and Social Services (MCSS)
- Staff from the Education Quality and Accountability Office (EQAO) provided an update on standardized testing.
 - EQAO remains committed to moving from paper to computer-based assessments, but in light of the cyber-attack that disrupted the October 2016 OSSLT assessment, it has been decided to administer the March 2017 OSSLT on paper.
 - EQAO is committed to addressing special education needs.
 - MASCE members suggested that EQAO communications to school boards be copied to SEACs and School Council chairs.
- Staff from SEPPB provided an update on the Renewed Mathematics Strategy (RMS).
 - One key priority of the RMS is to focus on support for students with special education needs, with deliberate attention to the learners with learning disabilities and leading to improve mathematics learning for all.
 - The ministry continues working together with school boards to provide differentiated and responsive support. During the fall 2016 professional learning sessions, some focused areas of learning included:
 - Using comprehensive assessment data to inform a rich and inclusive student profile
 - Understanding and using individual education plans to support learning in math
 - Understanding learning disabilities and how processing affects learning for all learners.
- Staff from SEPPB provided an update on initiatives related to provincial and demonstration schools.
 - Highlights of last year's public consultation on provincial and demonstration schools were reviewed.
 - Information on next steps was provided, including the three-year intensive reading intervention pilots and establishment of a supporting reference group.
 - A reference group has also been established to provide input on strengthening programs and outcomes for students who are Deaf or hard of hearing.
 - A working group is providing advice on a new governance model for Centre Jules-Léger. The proposed transfer of governance to the 12 French-language school boards is subject to legislative approval.

February 9, 2017

- The Honourable Mitzie Hunter, Minister of Education, made brief remarks noting the importance she places on the work of MACSE to inform both the work of the ministry and her own consideration of issues.
- Members of Council offered a number of comments, including:
 - When considering diversity, persons with disabilities should be a lens.
 - Equity does not apply to students alone; it should also be a feature of human resources policies, including accommodations in hiring practices.
 - There can be an eligibility gap for accommodations between high school and post-secondary institutions.
 - Some school boards are not prepared to deliver educational programs to students who are blind or have low vision. W. Ross Macdonald School for the Blind in Brantford should not be a parent's only option.
 - Well-being is essential for all students. Development of resiliency skills aligned with working skills and habits results in higher academic performance and lessens the potential for future mental health issues.
- The Minister recognized three retiring members of MACSE: Marcia Brown (Educational Assistants), Dawn Clelland (Blind and Low Vision), and Braxton Hartman (Students and Youth).
- Staff from the Leadership Development and School Board Governance Branch provided an update on school board leadership and related initiatives.
 - There has been significant turnover in school board leaders (directors, supervisory officers, principals) over the last three years.
 - School leadership is second only to classroom teaching in its impact on student achievement and well-being. It is important to develop strong leadership at all levels to support student success inside and outside the classroom.
 - Key documents guiding the ministry and sector's approach to leadership include:
 - [The Ontario Leadership Framework](#)
 - [The Ontario Leadership Strategy](#)
 - [Policy/Program Memorandum 159 – Collaborative Professionalism](#)
 - An article, [Setting the Table for Collaborative Professionalism](#) (from *Principal Connections*, Vol. 20, Issue 1, Fall 2016, p. 34-37) was shared with Council.
- Staff from SEPPB and the Safe Schools and Student Well-Being Branch (SSWB) provided an update on well-being and mental health initiatives.
 - Stakeholder engagement includes an engagement paper, regional sessions, a web site (www.ontario.ca/studentwellbeing), and social media.
 - Online input, through the web site, is being sought until March 19, 2017.
- Staff from SEPPB and the SSWB provided an update on suspension and expulsion data.
 - Since 2005, the ministry has posted annual suspension and expulsion data on its website: <http://www.edu.gov.on.ca/eng/safeschools/statistics.html>
 - The method of reporting has been refined to use student enrolment data from the full year, rather than only as of October.
 - Previously only students with an IPRC or an IEP were included. Going forward, all students receiving special education supports and services will be included.
 - Data for 2014-2015 will be posted on the EDU web site in winter 2017.

- Community collaboration reports were shared with ministry staff and council members.
- Members thanked Mike Gildea, Secretary of MACSE, for his support of the Council's work. He is being succeeded by David Moore.
- Members were reminded that all meeting materials are confidential unless otherwise stated.
- MACSE's next meeting is scheduled for June 7 & 8, 2017.

SEAC PENDING LIST AS AT MARCH 22, 2017

1. SEAC recommend to the Board of Trustees that they examine the Safe Arrival Policy to see how it can protect Special Needs students up to the age of 21 or until graduation. (requested February 2017)
2. Staff to provide SEAC with Interim Budget within the same timeline as the Board of Trustees so that they may provide recommendations to the Board on how best to serve special needs students. (requested January 2017)
3. SEAC recommends to the Board to expand the Gifted Program as and additional program enhancement across the School Board (requested January 2017)
4. SEAC requested that the Board to seek a representation of indigenous persons from various organizations at SEAC. (November 2016)
5. Staff to update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information. (requested September 2016)
6. Changes to the Accessibility policy to be brought back to SEAC for review. (requested September 2016)
7. Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC pending balanced budget (requested in 2015)