

Model for Special Education

Provision of Special Education Programs and Services within Toronto Catholic District School Board

Philosophy of Special Services

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

-Reach Every Student: Energizing Ontario Education, 2008

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

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

In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, withdrawal, intensive support programs, itinerant services and alternative curriculum where required.

"...The integrity of Catholic education does not and cannot rest solely on the shoulders of a few individuals or belong only to certain groups of people..."

"We are bound together by a common faith and in common service."

-Fulfilling the Promise (Pp. 6-7)

"Only by helping every student reach his or her potential can we hope to close the achievement gap between groups of students."

-Learning for All, 2013 (p.12)

Inclusion of students with special educational needs in our schools can be summed up in the following quote:

"We invite you to become active participants in the process of Catholic Education. We urge you to bring your energy, enthusiasm and generosity to the task of building a Catholic community within your school and to shaping the vision of Catholic education."

-This Moment of Promise (P. 22)

Parental Involvement in Education within the Toronto Catholic District School Board

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

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

They are encouraged to share information, voice their opinions, express concerns and are recognized as valued partners in the education of each child to his/her full potential.

Identification, placement and Review Committee (IPRC) Process

Identification Placement and Review Committee (IPRC)

Regulation

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

Ministry of Education and Training Categories of Exceptionality and Definitions

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

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

Composition of Function of Identification, Placement & Review Committee *Composition:*

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

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

- parents are entitled to participate in all discussions from SBST level to IPRC;
- parents are invited to have an advocate (or representative) present to speak on their behalf;
- interpreter/translators should be arranged by principal as required.

Timeline

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

Attendance at an IPRC

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

Function of IPRC

Function:

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- to determine the strengths and needs of students
- to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education and Training
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan

IPRC must:

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

IPRC documentation must:

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

A written statement must be provided to the parent outlining the above.

Placement:

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

Referral to IPRC Committee:

The principal of the school at which a pupil is enrolled:

- may on written notice (10 days) to a parent of the pupil; and
- shall at the written request of a parent of a pupil
- refer the pupil to a committee established by the board.

Individual Education Plan

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

Parent Guide for Special Education

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

Identification, Placement Committee Reviews

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

IPRC review committee composition for which no issues have been raised and the recommendation is for a continued identification and placement, pending consultation with parents be:

- principal or vice-principal will chair the committee
- special education teacher;
- regular classroom teacher.
- IPRC reviews will be chaired by an outside chair (another Principal) under the following circumstances:
- for students requiring a regional classroom (Intensive Support Programs – ISP)

Accountability Framework for Special Education 2017-18**Exceptionality:**

Autism

Number of students (K-12) with this exceptionality: 1852

K – 12 Regular Class: 1287

K – 12 Special Education Class: 565

Focus Subgroup: Students in Year 1 of the Program to Assist Social Thinking (PAST)**Goal(s) (2017-18):**

The self-regulation of students in the PAST program will be tracked. By the end of the school year, more students in the PAST program will be able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion.

The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies used to teach this curriculum where students are successful will be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.

Goal Timeline:

2017/18- Targeted students in year 1 of the PAST Program and tracking students

2018/19- Targeted students in year 2 of the PAST Program and tracking students

2019/2020- Targeted students in year 3 of the PAST Program and tracking students

Instructional Strategy:

The first year curriculum in the PAST program focuses on the emotion family. The main emotions taught include happy, sad, angry, surprised, excited, afraid, worried. Resources used include the books My Feelings, Awesome and In Control and Zones of Regulation with an emphasis on the 3-point scale and size (small, medium, large) of the problem.

In teaching the students about emotions the strategies include the following:

1. Identifying feelings based on facial expression of self and others
2. Identifying feelings based on body language and gesture
3. Identifying feelings based on contextual cues
4. Identifying feelings by attending to physical sensations

In order to teach levels of the emotions and size of the problem the PAST teachers use role-play, playing games, cartoons drawing to show the emotion, showing real people expressing emotions. They also use a feelings/emotions chart throughout the day.

In year 1 the biggest and most common challenges for students are big reactions to a problem (which don't match the size of the problem) and setting up a safe spot. They work with the students to understand the problem and teach students about a safe spot and how it is accessed. Other strategies include a self-regulation jar (used as a visual)

while counting to 10 (calming the brain down), 6 sided breathing (breath in, hold, breath out, 3 times), relaxation and meditation and Model Me Kids, which is an evidence-based video modelling resources which teaches social skills. The students work on goals in the home school and at home using generalization sheets.

Data supporting Observations: (where available)

Through the use of tracking sheets, improvement from pre- to post-test period was observed by teachers in the students' abilities in understanding and sharing their emotions and students were able to problem solve and come up with strategies. The tracking sheets focused on the students' ability to identify their emotion using the emotions board in the morning and afternoon, describing why they feel that emotion and identifying at least one strategy address the emotion.

Outcomes/Observations/Learning:

- The outcomes observed were positive. Overall, students were able to independently identify their feelings, correctly describe a reason for their feelings without assistance and correctly identify one strategy to address their emotion without assistance more frequently.
- With regards to students identifying how they are feeling using the emotions board, the percentage of observations where students were able to identify their feelings independently improved from 55% in the pretest period to 82% in the post-test period.
- The percentage of observations where students were able to describe a reason why they were feeling a certain emotion without assistance improved from 41% to 66% in the same pre- to post-test period.
- The percentage of observations where students were able to identify one strategy without assistance to address the emotion improved from 35% to 53% in the same pre- to post-test period.
- Building capacity in the system through targeted Professional Development (PD) will continue in 2018/19 through the involvement of the multi-disciplinary Autism team.
- The two-year PD plan focusing on ABA principals, educational practices, communication, sensory and understanding behavior for Kindergarten and Special Education Teachers in Elementary schools was completed in 2017/18.
- PD opportunities support staff focusing on ABA Training for Students with Autism Spectrum Disorders (ASD); Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with ASD will continue in 2018/19.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre will continue in 2018/19. Interest in this certification continues to be high.
- PD for Administrators is being developed and will be delivered in 2018/19.

Accountability Framework for Special Education 2018-19

Goal for 2018-19:

The self-regulation of Year 2 students in the PAST program will continue to be tracked. Using the Zones of Regulation, by the end of the school year, more students in the PAST program will be able to identify which zone they are in independently, identify a reason why they are in that zone and identify a strategy to help move towards the green zone.

The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies will continue to be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.

Goal Timeline:

2017/18, 2018/19, 2019/20

Intended Outcomes:

If students are explicitly taught strategies to be flexible in their thinking, to understand their emotions and to play cooperatively, then there will be an improvement in their self-regulation skills. Using checklists and feedback from the teachers in the PAST program, the data will be tracked to measure success. This is the second year of a 3-year goal that will follow the group of Year 2 students. In addition, the committee's goal is to communicate with all classrooms about the effective self-regulation techniques have been found in order to assist all students with Autism to reach their full potential.

By June 2020, 80 % of targeted students in the PAST program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period.

Accountability Framework for Special Education 2017-18

Exceptionality: Behaviour

Number of Students with this exceptionality: 178

Focus Subgroup: 126 Students in ISP classes

Goal (2017-18): Increase capacity of students' social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

Goal Timeline: September 2018 – June 2019

Instructional Strategies:

- 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
- 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
- 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 for integration
- Foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Program Teacher

- 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-regulation skills
- Use JUMP Math
- Use Lexia Reading Programme
- Use Assistive technology (i.e. Smart Board & use of Chromebooks for students along with smart projector, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking)

Data supporting Observations: (where available)

- EQAO data is insufficient due to extremely low numbers of students completing the standardized tests
- All 20 Behavioural ISPs have been monitored through the support of the Behavioural ISP APT and the school social worker
- IPRC reports, IEPs and report cards have been reviewed
- Individual measurable goals were developed for each student in a Behavioural ISP. Progress is monitored with the support of the School Social Worker and the Behaviour ISP APT. Progress with the individual measurable goals is reviewed with parents/ guardians through the regular teacher and parent communication as well as the annual IPRC.

Outcomes/Observations/Learning:

- Staff who provide support in all 20 Behavioural ISPs have been trained in *Stop Now and Plan (SNAP)*. Implementation has been monitored by the Behaviour ISP Assessment and Programing teacher and supported through the Child Development Institute. CDI has indicated that the programs are operating with fidelity. Four additional trainings were provided four Behavioural ISP staff (2 for teachers and 2 for CYWs). The number of students who utilize SNAP skills has increased as indicated in report cards.
- A professional Learning Network through was established with on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Program Teacher. The majority of Behaviour ISP staff have accessed this support.
- The *Friends* program was provided in two Behaviour ISP classes. Students appear less anxious and more prepared to focus on lessons.

- JUMP Math, the Lexia Reading Programme and Assistive technology are being used in each of the 20 Behaviour ISPs. EQAO scores are insufficient to measure progress but report cards and IPRC reports indicate academic progress for most students.
- Levels of integration for students have increased which could lead to increased demission rates.

Accountability Framework for Special Education 2018-19

Goal for 2018-19: Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a “regular” elementary (or secondary) classroom setting.

Goal Timeline: September 2018 to June 2019

Intended Outcome(s): Prior to the completion of the 2018/19 school year, “regular” classroom teachers and educational assistants will have increased opportunities to obtain evidence based knowledge and to develop evidence based strategies which support the self-regulation of students. This can be accomplished by familiarization of classroom teachers with the *Zones of Regulation* program as well as with other student self-management strategies acquired during optional “lunch and learn” sessions.

Instructional Strategies:

- Within at least 30 classrooms located in various schools across the TCDSB, in both the 2017/18 and 2018/19 school years, the Student Support Response Teams, (consisting of a Behaviour Intervention Teacher and a Child & Youth Worker, will support a student who is experiencing self-regulation difficulties). Their interventions will model evidence based strategies for the classroom teacher and if applicable, education assistant.
- Further develop staff knowledge of evidence based de-escalation strategies by providing a new CPI training format to increase the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention (CPI).
- Prior to the completion of the 2018/19 school year, revise the format for Behavioural Support Plans which may be used in conjunction with Individual Education Plans (IEP)s or on their own to support, monitor and revise self-regulation strategies utilized in the “regular” classroom setting.
- The ISP Behaviour teacher and CYW will provide information to the rest of the staff on the principles and language of the SNAP program so that they can reinforce the language and strategies in the regular classes and during unstructured times.
- ISP Behaviour teachers and CYWs will share the students’ individual measurable goals and specific strategies with each of the integrated teachers.

- The ISP Behaviour teachers and CYWs work collaboratively with the integrated teachers to evaluate the students' progress on a weekly basis and revise or create new goals and strategies together for each student.
- Working collaboratively the ISP Behaviour Teacher, CYW and the integrated teachers will develop a strategy of tracking and revising of those individual measurable goals and strategies.

Accountability Framework for Special Education 2017-18**Exceptionality:** Blind and Low Vision (BLV)**Number of Students with this exceptionality:** 12**Focus Subgroup:**

Students with BLV needs who receive Tier 3 support (i.e., weekly, direct instruction from a Specialist Teacher of the Blind) from the TDSB Vision Program.

Goal(s) (2017-18):

Regular classroom teachers and other school personnel who support learners with vision loss will engage in targeted professional learning to ensure student success in the inclusive classroom.

Goal Timeline: 2017 – 2018**Instructional Strategies:**

- 1:1 professional learning provided by TDSB Vision Program staff (Itinerant Vision Teachers, Orientation & Mobility Specialists).
- Opportunities to observe specific instructional strategies employed by Vision Program personnel.
- Modelling of disability-specific teaching strategies by Vision Program personnel.
- Provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers.
- Training and support on the use of assistive technology.

Data supporting Observations: (where available)**Outcomes/Observations/Learning:**

- Classroom teachers will be able to deliver the regular curriculum with accommodations for the learner who is visually impaired.
- Classroom teachers and school personnel will feel more confident and comfortable interacting with a student who is visually impaired.
- Classroom teachers will be able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel.

Accountability Framework for Special Education 2018-19**Goal for 2018-2019:**

Classroom teachers of students who read braille who receive the most intensive support from the TDSB Vision Program will provide appropriate accommodations that enable the students to access the

Goal Timeline: 2018-19 School Year

Ontario curriculum as independently as possible.	
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Data Supporting Observations:

After receiving support from the TDSB Vision Program as outlined above in Instructional Strategies, classroom teachers will be surveyed regarding the 4 items listed below.

Intended Outcomes:

- Classroom teachers will demonstrate increased
 - (a) personal comfort level teaching a student who reads braille
 - (b) frequency of consultation with Vision Program personnel
 - (c) ability to assist students who are blind with some aspects of their assistive technology
 - (d) understanding of the learning needs and essential accommodations for a learner who is blind

Accountability Framework for Special Education 2017-18**Exceptionality:**

Deaf/Hard of Hearing

Number of Students with this exceptionality: 92

26 in ISP classes

Focus Subgroup: students with an identification of D/HH and/or those receiving Itinerant D/HH support**Goal(s) (2017-18):**

By June 2018, review and analyze results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.

Goal Timeline: 3-year plan**2017/2018** – data collection**2018/2019** – track implementation**2019-2020** - track implementation**Instructional Strategies:**

- Revised goal due to address resource allocations and staffing needs
- Reviewed survey results from 74 D/HH students exploring and examining usage of Hearing Assistance Technology
- Reviewed survey results from 53 teachers of D/HH students exploring and examining usage of Hearing Assistance Technology
- Communicated Accountability Framework for Special Education (AFSE) goals to classroom teachers of D/HH students through consultation with Itinerant D/HH teachers
- Provided appropriate professional development to parents and teachers who work with D/HH students in regular and ISP classes, and other Board staff

Data supporting Observations:

- More than 80 percent of students identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls' Talk and Boys' Club
- More than 100 students and their family members attended the annual D/HH family picnic
- Weekly newsletters were shared system-wide on supporting D/HH students in the regular class for Speech, Language and Hearing awareness month in May

Outcomes/Observations/Learning:

- 100% of all D/HH student networking events (Girls' Talk, Boys' Club, annual D/HH family picnic) included parent participation and/or attendance
- 2017-18 goal to be carried forward for 2018-19 in order to more appropriately identify school and critical resources needed to implement goal

Accountability Framework for Special Education 2018-19

Goal for 2018-19:

By June 2019, review results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.

Goal Timeline: revised 3-year plan

2017/2018 – data collection

2018/2019 – plan development

2019-2020 – plan implementation

Intended Outcomes:

Results reviewed from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) will inform implementation plan.

Accountability Framework for Special Education 2017-18				
Exceptionality: Gifted			Number of Students with this exceptionality: 2249	
Focus Subgroup: 250 students with Giftedness, 2017-18 Grade 7 cohort				
Goal for 2017-18: Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “Excellent” on their Provincial Report Card.			Goal Timeline: This is a 3-year goal: 2016-17 2017-18 2018-19	
Instructional Strategies: <ul style="list-style-type: none">• Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2018 Newsletter titled <i>Time Management Skills</i>, distributed to all TCDSB staff; presentation of <i>Supporting Minds-Anxiety Module</i> from School Mental Health Assist (December 2017).• PD presentation on <i>Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help</i> in December 2017; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.				
Data Supporting Observations:				
2017/2018 Grade 6 Cohort	Baseline: Grade 7 Term 1 Provincial Report Card		2017/2018 Term 2 Grade 7 Provincial Report Card (250)	
	Organization	Self-Regulation	Organization	Self-Regulation
Excellent	64.0 %	62.4%	68.0%	69.6%
Excellent+Good	91.6%	94.0%	90.4%	92.8%
Outcomes/Observations/Learning: <ul style="list-style-type: none">• Excellent ratings of Organization and Self-regulation skills have increased.• Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.				

Accountability Framework for Special Education 2018-19

Goal for 2018-19:

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. This will be done through teacher in-service, focusing on developing resilience strategies appropriate for this student population using evidence based programs. Measurement is focused on the 2016-17 Grade 6 cohort, using their Grade 5 Term 1 Provincial Report Card as baseline. The goal is to increase and maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

Goal Timeline:

This is a 3-year goal:
2016-17, 2017-18, 2018-19

Intended Outcomes:

To increase and maintain the improvement of organization and self-regulation skills for this cohort through Grade 7 and 8 (by the end of 2018-19 school year) as evidenced in report card ratings to ensure successful transition into secondary school.

Accountability Framework for Special Education 2017-18

Exceptionality
Language Impairment

Number of Students with this exceptionality:
855

Focus Subgroups:

1. students in Language Impaired – Intensive Support Programs (197 students)
2. kindergarten and primary students board-wide at risk for oral language delays

Goal(s) (2017-18):

Administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2018/2019.

Goal Timeline: 3-year goal

2017/2018 - Data collection
2018-2019 - Data collection
2019-2020 - Data Analysis

Instructional Strategies:

Facilitated early intervention processes (e.g., Speech-Language Pathologist's consultation to Kindergarten classrooms; promotion of the board-wide Early Identification Strategy). Implemented strategic roll-out of SONIC (Structured Oral Narrative Intervention for Children), FIPPA (Focused Intervention Program for Phonemic Awareness), and SKIPPA (Senior Kindergarten Intervention for Phonemic Awareness) for selected students in kindergarten and grade one.

Delivered Kindergarten Language Program to SK students at risk for oral language and literacy delays.

Collaborated with LI-ISP teachers and Accountability Framework committee to facilitate participation in survey.

Provided parents and teachers with information and professional development materials relevant for addressing oral language and literacy skills for students with LI.

Data supporting Observations:

- Speech-Language Pathologists delivered the intervention to five groups of students in four schools; FIPPA to one group of students and SONIC to a select group of students at one school.
- Two hundred and fifty-six students attended the Kindergarten Language Program. At demission, 15% of the students were recommended for an LI-ISP placement for grade one; further psychological assessment was recommended for 3% of the students; and 20% of the students were recommended for a developmental assessment.

- Nineteen LI-ISP teachers participated in the pre-survey and reported on 116 students.
- Results for seven-five students were analyzed in the pre- and post-survey.

Outcomes/Observations/Learning:

- Preliminary survey results indicate that LI-ISP teachers perceive an improvement in student performance on oral language measures between September 2017 and June 2018.
- Students improved in their phonemic awareness and oral narrative skills as a result of the SKIPPA, FIPPA and SONIC interventions.
- Students who attended the KLP on average, improved from below average performance to low average performance on oral language measures over the course of the program.
- The proportion of Gr. 3 LI students with Level 3 EQAO Reading scores has improved over the last two years.
- The modal Grade 6 reading score is Level 2. In recent years, Level 3 - 4 scores have improved to 30%.

Accountability Framework for Special Education 2018-19

Goal for 2018-19:

Administer functional speaking and listening measure in Fall 2018 and Spring of 2019 to LI- ISP teachers to further explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2019/2020.

Goal Timeline: Year 2 of 3-year goal

2018-2019 - Data collection
2019-2020 - Data Analysis

Intended Outcomes:

Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in LI-ISP classrooms.

Accountability Framework for Special Education 2017-18																							
Exceptionality Learning Disability		Number of Students with this exceptionality: 2665																					
Focus Subgroup: All students with LD identification																							
Goal for 2017-18: Math: By the end of the school year, increase teachers’ understanding of LD and its impact on teaching and learning math, and increase their use of effective teaching strategies.		Goal Timeline: September 2017-June 2018																					
Instructional Strategies: <ul style="list-style-type: none">• In-servicing of teachers to increase understanding of students with LD to increase math achievement (December 2017, February 2018). Math instructions supported by a variety of interventions (Focus on Fundamentals (formerly the Renewed Math Strategy)).• Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.• Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).• Students with LD are supported to learn self-advocacy and social-emotional skills. LD ISP teachers offered one-day training with FRIENDS Resilience classroom intervention program.																							
Data supporting Observations: <table><tr><td colspan="3">Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math</td></tr><tr><td></td><td>2016-2017</td><td>2017-2018</td></tr><tr><td>Grade 3 EQAO</td><td>31%</td><td>32%</td></tr><tr><td>Grade 6 EQAO</td><td>13%</td><td>16%</td></tr><tr><td>Grade 9 EQAO</td><td></td><td></td></tr><tr><td>• Applied</td><td>32%</td><td>33%</td></tr><tr><td>• Academic</td><td>72%</td><td>50%</td></tr></table>			Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math				2016-2017	2017-2018	Grade 3 EQAO	31%	32%	Grade 6 EQAO	13%	16%	Grade 9 EQAO			• Applied	32%	33%	• Academic	72%	50%
Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math																							
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Grade 9 EQAO																							
• Applied	32%	33%																					
• Academic	72%	50%																					
Outcomes/Observations/Learning: Some improvement in math ability in elementary grades. Continue to implement the above strategies to support students with LD.																							

Accountability Framework for Special Education 2018-19

Goal for 2018-19:

Reading and Math: By year-end, increasing teachers' understanding of LD and its impact on teaching and learning in math and reading, and their use of effective teaching strategies. In particular, teachers will have increased knowledge of how different learning challenges result from particular deficits in cognitive processes, and in how to use and interpret standardized measures of academic achievement to assess levels of ability and to monitor progress following intervention.

Goal Timeline:

September 2018-June 2018

Intended Outcome:

Special Education and Regular Classroom Teachers participating in targeted PD sessions during the school year will become more knowledgeable and more effective in the use of appropriate teaching strategies and accommodations for teaching math to students with LD, as indicated by survey results regarding their promising practices at the end of the school year.

Accountability Framework for Special Education 2017-2018**Exceptionality**

Mild Intellectual Disability

Number of students (K – 12) with this exceptionality:

353

Focus Subgroup: All students identified with the Mild Intellectual Disability exceptionality.**Goal(s) (2017-2018)**

To create a framework to support the work of schools with students with the MID identification.

Goal Timeline:

2016-2017: Creation of MID committee.

Begin work on the MID Framework

2017-2018- Continue work on MID Framework with a multidisciplinary team.

2018-2019- Completion of MID framework and establish criteria for MID ISP placement.

Instructional Strategies:

- As a committee, we began work on the development of a framework for students identified with the MID exceptionality. The framework will focus on the learning environment, profile, and identification of students.
- Psychology staff to aid in the creation of the framework and to help clarify criteria for identification and placement.

Data supporting Observations: (where available)

- Committee members reviewed various frameworks to determine what elements should be included in the MID framework.
- Committee discussed clarification of MID profile, learning strategies and pathways.

Outcomes/Observations/Learning:

- Discussion of MID learner's profile and the ME/DD learner's profile to enhance understanding.
- The need to include psychology staff was determined.
- Continued professional dialogue with a multidisciplinary team.
- Comparison of various frameworks.

Accountability Framework for Special Education 2018-2019**Goal for 2018-2019:**

By June 2019, the MID Framework will be completed and shared. The criteria for MID ISP class placement will be clearly communicated to all programming stakeholders.

Goal Timeline:

2018/2019

Intended Outcomes:

By the end of June 2020, improve student learning: by building system capacity, sharing of best practices, and providing meaningful learning experiences. In addition the various pathways for students with the MID profile will be shared to inform programing.

Accountability Framework for Special Education 2017-2018

Exceptionality: Developmental Disability (DD)/Multiple Exceptionalities (ME)	Number of students (K – 12) with this exceptionality: Developmental Disability: Regular Class-23 Special Education Class-120 Multiple Exceptionalities: Regular Class-40 Special Education Class-136
--	---

Focus Subgroup: Students identified with Developmental Disability or Multiple Exceptionalities in a DD/ME Intensive Support Programs (ISP)

Goal(s) 2017-2018: By the end of the school year, there will be increased teacher understanding and use of MEville to WEville to address the functional literacy of elementary students.	Goal Timeline: 2017/2018 – Professional development for teachers in elementary DD/ME ISPs focusing on functional literacy 2018/2019
--	--

Instructional Strategies: <ul style="list-style-type: none"> • To continue to build capacity in the system through targeted Professional Development. • Two days of professional development focusing on literacy for DD/ME ISP teachers in elementary schools took place. • Supplemental literacy resources were purchased for elementary staff. These resources were distributed to elementary staff as part of the Professional Development plan. • A webinar and a website were developed as a resource to help support the implementation of the literacy program.
--

Data supporting Observations: (where available)
 83% of the elementary schools attended the two days of professional development. All elementary schools with ISP classes have received the resource MeVile to WeVile Literacy Resource.

Outcomes/Observations/Learning: <ul style="list-style-type: none"> • Professional development occurred to help build capacity focusing on literacy for DD-ME ISP teachers in elementary • Positive feedback from participants in the professional development was received through a survey form; Appropriate resources were made available to assist in program planning in literacy; • To support the implementation of an afterschool Professional Learning Network for DD-ME ISP teachers.

Accountability Framework for Special Education 2018-2019

Goal for 2018-2019: By the end of the school year, there will be increased teacher understanding and use of	Goal Timeline: 2018/19, 2019/2020
---	---

<p>Equals to address the numeracy program for elementary students.</p> <p>By the end of the school year, there will be increased teacher understanding and use of Early Literacy Skills Builder (ELSB) for Older Students to address the functional literacy of secondary students.</p>	
<p>Intended Outcomes:</p> <p>By the end of June 2020, elementary DD/ME ISP classes will be implementing strategies from the Equals numeracy program. The goal will be measured through surveys, webinar participation and participation and sharing of best practices during professional development sessions. Student engagement will be increased in numeracy activities based on surveys and classroom observations.</p> <p>By the end of June 2020, secondary DD/ME ISP classes will be implementing the ELSB for Older Students resource. The goal will be measured through surveys and sharing of best practices during professional development sessions. Student engagement will be increased in literacy activities based on surveys and classroom observations.</p>	

Parent/Guardian/Student Role

- actively participate by sharing information about the student's approach to learning (i.e., talents, skills, interests)
- share up-to-date information as it relates to learning (i.e., recent assessment reports)
- support, reinforce, and extend the educational efforts/ activities at home
- maintain open communication with teacher and school
- acknowledge receipt of the IEP
- IEP is signed by Principal and parent
- experience has shown that educators and parents who work together in the development of the IEP share a common understanding that
- reduces potential future conflicts (Shared Solutions, Pg 14)

IEP In-services

Assessment and Programming Teachers and Programming and Assessment Teachers provide:

- annual and ongoing supports for teachers and other TCDSB staff
- individual consultation with parents/guardians as requested

Ministry of Education Resources



http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

<http://www.edu.gov.on.ca/eng/parents/speced.html>

Supports for IEP Development

In-School Supports:

Classroom/Subject Teacher
Special Education Teacher
School Principal/Vice Principal

Special Services Supports:

Assessment and Programming Teacher
Autism Support Teacher/Team
Behaviour Team
DHH Itinerant Teacher
Programming and Assessment Teacher
Psycho-Educational Consultant
Social Worker
Speech/Language Pathologist

As well as:

Curriculum Resource Teachers

Linda Maselli-Jackman,
Superintendent of Special Services

SEAC,
Special Education Advisory Committee

Rory McGuckin,
Director of Education

**TORONTO CATHOLIC
DISTRICT SCHOOL BOARD
TRUSTEES 2018-2019**

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January 2019



The Parent Guide to THE INDIVIDUAL EDUCATION PLAN IEP



Parents · Guardians · Students



Prepared by: TCDSB

**Assessment and Programming Teachers
Programming and Assessment Teachers**



Understanding the Individual Education Plan

An **IEP** is...

- a written plan/working document describing the special education program and/or services required by a particular student, based on assessments of the student's strengths and needs

An **IEP** is not . . .

- a description of everything that will be taught to the student or a list of all the teaching strategies used in regular classroom instruction
- a document that records all learning expectations including those that are not modified from the regular grade level curriculum expectations

The **IEP** timeline

- Principal ensures an **IEP** is completed within 30 school days after placement in the program / or start of a new school year/semester
- the modified and alternative learning expectations in an **IEP** must be reviewed and updated as necessary, at least once in every reporting period (Reg 181/98)

The **IEP** summarizes...

- strengths and needs
- specialized health support services
- relevant assessment data
- current level of achievement in each modified or alternative program
- annual goals and representative samples of specific expectations for each reporting period in each modified or alternative subject/course
- program modifications and accommodations
- teaching strategies and assessment methods for modified/alternative subjects and/or courses
- parent/student consultations
- a Transition Plan (if required)

Accommodations

- refer to the special teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and to demonstrate learning (e.g., extra time, scribing, assistive technology)
- do not alter the provincial curriculum expectations for the grade/course.
- can be instructional, environmental and assessment based
- unique to specific needs of the student

Annual Program Goals

- statements that describe what a student can reasonably be expected to accomplish by the end of the school year in a subject/course
- set for students who require modifications and/or alternative curriculum expectations

Modified Learning Expectations

- are curriculum changes in grade/subject expectations
- changes in number and/or complexity of grade level/course expectations
- representative samples expressed as observable and measurable outcomes

Alternative Learning Expectations

- are knowledge and skills that are not represented in the Ontario curriculum
- examples may include social skills, self-advocacy skills, organizational skills, life skills, orientation/mobility training, personal care, non-credit courses, interpersonal skills etc.



Teaching Strategies

- are instructional accommodations and teaching strategies that differ from the strategies used with other students
- support the student in achieving his/her learning expectations with a focus on the student's strengths and learning style—visual, auditory, kinesthetic

Assessment Methods

- on-going assessment of expectations using range of methods and techniques and incorporating assessment accommodations identified in the **IEP**

Evaluation and Reporting

Provincial Report Card:

- The **IEP** and the Provincial Report Card are interrelated documents
- Student progress is evaluated at least once every reporting period on the Provincial Report and/or an Alternative Report Card using the statements :

IEP with Modified Curriculum Expectations:

*"This (letter grade/percentage mark) is based on expectations in the **IEP** that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."*

IEP with Alternative Learning Expectations:

*"This (letter grade/percentage mark) is based on alternative learning expectations in the **IEP**, which are not based on the Ontario curriculum."*

Transition Plan

- **Policy and Program Memorandum 156 (PPM 156): Supporting Transitions for Students with Special Needs** states that "A transition plan must be considered for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the **IEP**".

Special Education Staff

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

Support Personnel – Central

Program Responsibility

1	Superintendent of Special Services	all exceptionalities
1	Chief of Autism Spectrum Disorders	Autism Spectrum Disorders
1	Chief of IPRC and Assessment	all exceptionalities
1	Chief Mental Health Strategy and Staff Well-Being	Mental Health Strategy (Staff, Students)
1	Chief Psychologist	all exceptionalities
1	Chief Social Worker	all exceptionalities
1	Chief Speech-Language Pathologist	all exceptionalities
1	Mental Health Leader	Mental Health Strategy (Students)
1	Principal Care and Treatment	Section 23 Programs
1	Attendance Counselor	all exceptionalities
1	PAT/SEA Assistive Technology Teacher	all exceptionalities

Support Service for Students with Autism

12	Autism Support Teachers	Autism Spectrum Disorders
6	Education Assistants	Autism Spectrum Disorders
2.7	Psychology staff	Autism Spectrum Disorders
2	Social Worker	Autism Spectrum Disorders
2.5	Speech-Language Pathologists	Autism Spectrum Disorders
2	ABA Expertise/Connections for Students (Ministry funded project)	Autism Spectrum Disorders

Deaf/Hard of Hearing

0.5	Social Worker	Deaf & Hard of Hearing
1	Speech-Language Pathologist	Deaf & Hard of Hearing
1	Audiologist	Deaf & Hard of Hearing
14.6	Itinerant Teachers	Deaf & Hard of Hearing

Visually Impaired/Blind/Deaf Blind

Overseen by Principal, Care and Treatment, Special Services

Student Support Response Team

1	Assessment Programming Teacher (Behaviour)
4	Teachers
4	Child and Youth Workers

Support Personnel

26	Assessment & Programming Teachers, Elementary	All exceptionalities
4	Programming & Assessment Teachers, Secondary	All exceptionalities
4	Mental Health Professional Workers	Mental Health
60.5	Social Workers, including members from Safe Schools Transitional Integrate Program for Suspended Students, Autism, Supervised Alternative Learning, Urban Priority Grant, Attendance Counsellor, Deaf & Hard of Hearing	All exceptionalities
48.5	Psychology Staff (including Autism Team Members)	All exceptionalities
37.5	Speech-Language Pathologists including Autism Team Members and Deaf & Hard of Hearing Members	All exceptionalities
23	Education Assistants	Autism Classrooms
22	Care and Treatment Teachers	Care & Treatment
3	Care and Treatment Educations Assistants	Care & Treatment
6	Assistive Technology Teachers	All exceptionalities

SUPPORT PERSONNEL

The Special Services Department deploys a range of support personnel both at the school level and at a system level as follows:

System Level

- Audiologist
- Deaf/Hard of Hearing – Itinerant Teachers
- Assessment and Programming Teachers
- Psychologists/Psychological Associates/Psycho Educational Consultants
- Social Workers
- Speech/Language Pathologists
- Autism Support Teachers
- ABA Expertise/Connections for Students Staff
- Empower Reading Mentors
- Assessment & Programming Teacher for the Gifted Programs

School Level

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

Assessment and Programming Teachers (elementary)/Programming and Assessment Teachers (secondary)

- 26 elementary and 5 secondary positions
- members of the College of Teachers with expertise in the areas of assessment, learning profiles, curriculum expectations, accommodations and modifications
- assigned to work in the School Based Support Units under the jurisdiction of the area Supervisory Officer and Chief of IPRC
- family of school responsibilities as members of an Interdisciplinary School Based Student Learning Team (SBSLT)
- perform a collaborative and interactive role with school personnel to provide direct and indirect services to teachers, students and parents
- active member of the SBSLT
- mentor teachers new to special education
- provide effective programming suggestions
- design and development of the Individual Education Plan database and special services forms
- liaison with community agencies and conduct intakes and home visits to ease with transition to school
- facilitate inservices and staff development for teachers
- Work collaboratively with curriculum resource staff

Audiologist

- works directly in the school to serve the needs of Deaf & Hard of Hearing students, their teachers and parents.
- refers to the appropriate community agencies for diagnostic services.
- member of the Interdisciplinary Team for Deaf & Hard of Hearing.
- provides services including: management of the acoustic environment; aural rehabilitation and training assessment of auditory skills; recommends, fits and teaches management skills with respect to assistive listening devices; monitor amplification.
- provides inservices for staff and parents.
- reports to the Chief Speech-Language Pathologist

Autism Support Teacher

- 12 Teachers
- Consultation and direct intensive teaching of students with significant needs. This service is provided on a short term, itinerant basis for students with Autism Spectrum Disorder (ASD)
- Support teachers and schools with transitions for students with ASD, which can include entry to school, day to day and yearly transitions, transition to secondary school and transition from school to community/post-secondary
- assessment of learning style, academic level, motivators for students receiving Direct Intensive Teaching
- assistance to schools in the development of suitable programming for referred students
- participation in inservice/professional development provided by the Support Service for Students with ASD
- Development of accommodated, modified and adapted curriculum resource materials for students with ASD

Applied Behaviour Analysis (ABA) Expertise/Connections for Students Staff

- 2 staff
- Collaborate and participate in joint planning with Surrey Place School Support Program staff
- Collaborate and participate at school level transition team meetings with Surrey Place School Support Program staff
- Participate in joint visits to see student at Autism Intervention Program. This includes participating with Autism Intervention Program clinical staff in the initial transition planning meeting to initiate discussions with the family regarding the child's transition from the Autism Intervention Program to school
- Arrange and participate in school visits to observe the student
- Be the key resource and contact regarding the student's progress and program at school. This includes supporting the preparation of the student's transition plan and IEP.
- Consult with appropriate school board staff
- Contact school principal about plan for discharge from Autism Intervention Program
- Offer/provide resources and transition support for receiving school staff
- Provide support to school staff as required, including coaching on ABA-based teaching strategies during the child's transition

Psychologists/Psychological Associates/ Psycho-Educational Consultants

- 48.5 FTE staff
- provide consultative service to students, their families and school staff
- provide **assessments** that address the emotional, social, intellectual, academic and spiritual development of students
- provide **prevention and intervention** that address the emotional, social, intellectual and spiritual development of students
- provide professional development to teachers and other board staff
- contribute meaningfully and collaboratively as members of the SBSLT, through services including consultation, prevention, assessment and intervention
- psychologists on the Autism team support students with ASD and their families and school staff
- the minimum requirements are a master's degree in psychology, and membership or eligibility for membership in the College of Psychologists
- psychology staff perform their duties under the direction of the Chief Psychologist

Mental Health Professional Workers

- 6 FTE currently on-contract
- Regulated mental-health clinicians, either with the College of Psychologists of Ontario or the Ontario College of Social Workers and Social Service Workers;
- direct mental health support services to students in **secondary schools** (e.g., tier 2 supports such as Brief Intervention for School Clinicians, BRISC) and connect with families as appropriate;
- support students through small groups (e.g., Supporting Transition Resilience Of Newcomer Groups (STRONG), Friends for Life or Stress Lessons);
- work with the school teams alongside school-based social work and psychology service providers to coordinate mental health initiatives;
- deliver professional development workshops to teachers or other board staff in coordination with social work and psychology service providers;
- coordinate services with community mental health and social services professionals and agencies;
- Work as a member of a multidisciplinary team under the administrative supervision of the Chief of Mental Health Strategy and Staff Well-Being;
- Work under the professional supervision of the respective Chief of Social Work or Psychology.

Social Workers

- 64 Social Workers, 1 Attendance Counsellor and 1 Chief
- Minimum academic qualification is a Master of Social Work degree and membership in the Ontario College of Social Workers and Social Service Workers
- Assist students with personal issues, school stress, attendance related issues, family dynamics and other relationships, mental health and well-being, etc.
- Assist parents with understanding their children's social emotional needs, family issues, school and community resources and other school related issues

Social Workers *continued*

- Assist schools to more fully utilize their resources in meeting the educational, social and emotional needs of students, understand the psychosocial and familial factors which optimize a student's learning, facilitate programs that prevent or alleviate social problems
- Some of the day to day responsibilities include assessment of risk and threat, counseling, consultation, advocacy, crisis intervention, linkage to community support, prevention and early intervention programs and transitional intervention program for suspended students (TIPSS)
- Areas with specific social workers include attendance, autism, deaf & hard of hearing, learning opportunity grants, safe schools, supervised alternative learning and
- A school principal may refer to a school social worker or in some situations a parent and/or student can contact the social work department directly at 416-222-8282 ext. 2569

Speech and Language Department

- 37.5 Speech-Language Pathologists
- Provides a range of services for students with oral communication needs and language disorders which impact on academic and social development
- Consultation services to teachers, parents regarding language and literacy development.
- Contribute meaningfully as a member of the School Based Student Learning Team
- Support learning within the Kindergarten Language Programs throughout the board
- Conduct assessments for Identification, Placement and Review Committee (IPRC) purposes
- Speech and Language Pathologists must have a Master's degree or equivalent and are registered with the College of Audiologists and Speech Language Pathologists of Ontario (CASLPO)
- Staff carry out their duties under the supervision of the Chief Speech-Language Pathologist

Child and Youth Care Workers

- the primary function of a Child and Youth Care Worker under the direction of the teacher who is responsible for the educational program of the student is to provide support and guidance to students with problems such as severe social, emotional and/or behavioural disorders, autism and intellectual disability
- they hold a three-year college diploma in Childcare Work

Educational Assistants

- The primary role of the Educational Assistant is to provide assistance within classrooms to support students in the areas of toileting, safety, self-help, assisting with physical challenges, feeding, etc.
- Educational Assistants work under the direction of the classroom teachers and perform duties as assigned by the classroom teacher/principal
- Educational background includes a grade 12 diploma, preference is given to new hires who have community college training, an Early Childhood Education diploma or additional qualifications or work experience with previous work with students with high needs
- All educational assistant staff are encouraged to upgrade skills and participate in courses developed internally

Health Care Assistants

- The primary purpose of Health Care Assistant is to monitor and assist with the medical requirements of special needs students
- This may entail acting as a liaison with outside agencies, group homes and parents regarding medical matters
- As well as monitoring G-tube feeding, severity of seizures and establishing emergency procedures etc.
- A minimum requirement of one year Registered Nursing Assistant Diploma with Grade 12 and appropriate medical certification such as C.P.R. is required.

Sign Language Facilitators:

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

Communication Facilitator:

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

American Sign Language:

American Sign Language – a sign language for the deaf in which meaning is conveyed by a system of articulated hand gestures and their placement relative to the upper body.

Oral Interpreter:

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

Deaf Blind Interveners:

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

SPECIALIZED EQUIPMENT

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

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

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

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

Equipment orders through Special Equipment Amount are based on a Ministry funding formula. The type of equipment purchased:

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

Transportation for Students with Special Education Needs

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

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

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

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

The chart below outlines the 2018-2019 transportation budget for the TCDSB in regards to Special Education:

Account Name	Budget
Vision, Hearing & Speech	\$2,209,047
Medical & Handicapped	\$7,894,396
Special Education	\$4,110,227
Section 23	\$ 1,059,173
Remedial Language	\$105,224
Special Transit Fares (Scholars)	\$213,345
Special Transit Fares (Children)	\$0
Special Education Transit Fares (Adults)	\$ 4,044
Developmentally Disabled	\$ 571,122
Ontario Schools Deaf & Blind	\$44,519
KLP	\$478,350
PAST	\$205,929
Co-op Education	\$262,527

If the student's needs are such that he/she needs to be transported separately, then those decisions are made. As a specific example one student required transportation with the assistance of a health care attendant. These accommodations were provided. Process for deciding whether a student will be transported with other children or transported separately:

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

How Transportation Is Provided For Students in Care, Treatment and Correctional Facilities

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

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

Transportation to Demonstration Schools:

Students who attend are provided transportation. Ministry does refund boards for 100% of the costs of transportation to the Demonstration Schools. There are currently four (4) TCDSB students attending Provincial Schools at this time.

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

How TCDSB Provides Transportation to Children Who Attend Provincial Schools

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

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

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

1. Vehicles – General Requirements Regular Transportation

- (a) All vehicles used by the Bidder in the provision of Services under the Contract (including spare vehicles) shall be properly licensed, equipped, maintained and inspected with the applicable provisions of the Highway Traffic Act of Ontario, the Public Vehicles Act of Ontario and the Regulations made thereunder and all other applicable statutes, by-laws, regulations and orders from all authorities and governments having jurisdiction over the transportation of students, as amended from time to time.
- (b) Wheelchair vehicles must meet safety standards as required under the Highway Traffic Act under Vehicles for the Transportation of Physically Disabled Passengers and as amended and conform to C.S.A. D409 Standards.
- (c) All such vehicles must be manufactured to the most current C.S.A. D250 Standards for “School Buses”, or with the CAN3-D409 C.S.A. Standards “Motor Vehicles for the Transportation of Physically Disabled Persons”. A certificate of compliance with the standards shall be supplied to the Board(s) for its inspection for each of the vehicles to be utilized in the provision of the Services.
- (d) Vehicles used in the provision of the Services shall be a maximum of twelve (12) years old during the Term and average age of seven (7) years.
- (e) Where cars, or mini-vans are used, the passenger doors shall be equipped with child-proof locks which would prohibit the doors from being opened from the inside of the vehicle but would allow the doors to be opened from the outside of the vehicle. All vehicles shall be equipped with a back-up alarm.
- (f) The ambulatory, service and emergency doors on the vehicles shall be padded at the top edge.
- (g) All vehicles are to have their Event Data Recorders associated with the vehicle’s engine enabled.
- (h) The Bidder shall provide the most efficient vehicles available in order to perform the Services as economically as possible. Vehicles as large as eighty-four (84) seats or as small as four (4) seats may be used. Vehicle loading shall conform to the following seating capacity:
 - (i) Mini-Vans – five (5) passengers;
 - (j) Vans – fourteen (14) to twenty-four (24) passengers; a thirty (30) inch seat length is required to fit two (2) individuals per seat. Thirty (30%) percent of vehicles this size must hold eighteen (18) students.
 - (k) Large Bus seventy (70) to eighty-four (84) passengers.
 - (l) The Bidder shall, at the time of submitting the Proposal, provide the Board(s) with the complete specifications of all vehicles that the Bidder proposes to use in the provision of the Services and yearly thereafter.
- (m) The Board(s) shall be entitled, at any time during the Term, to require delivery of a current, valid mechanical fitness certificate on any vehicle(s) at its sole discretion and at no cost to the Board(s).
- (n) The interior of all vehicles is to be maintained at all times in a clean and sanitary condition, acceptable to the Board(s). The exterior of the vehicles will be washed as needed to ensure a clean and professional appearance.

- (o) All vehicles shall be owned by the Bidder or shall be vehicles to which the Bidder shall be entitled to exclusive use and possession under chattel leases or conditional sales agreements from either the manufacturer thereof or a financial organization or institution involved in the financing thereof.
- (p) All vehicles in use to transport Board students that have GPS/AVL and/or video recording devices will be required to display a sign provided by the Consortium so that passengers are aware of their use on those vehicles.
- (q) The Bidder is encouraged to use fuel conservation and anti-idling technology wherever possible and feasible. The Boards' may implement an incentive program as a means to help the Bidder realize greater environmental efficiencies.
- (r) The Bidder will be required to adopt the Boards' 'Healthy School Bus Plan' as a means to minimize environmental damage.
- (s) If in the future the Ministry mandates the use of child seats on school buses the Bidder will purchase integrated seats where necessary and legislated by law. Older vehicles not equipped with integrated seats will require car seats to be installed. The Bidder will purchase the car seats and bill the appropriate Board for the cost of the seat. All labour costs for the installation of the car seats shall be borne by the Bidder.

2. Vehicles – Wheelchair Requirements

- (a) Wheelchair vehicles must have a minimum rated capacity of three (3) electric wheelchairs and two (2) ambulatory passengers. All wheelchairs in the vehicle shall be secured facing forward.
- (b) For every one hundred fifty (150) buses a Bidder operates as part of this Contract (am/pm count) they shall make available a large seventy-two (72) passenger integrated wheelchair bus with a minimum of two (2) wheelchair spaces for use by schools on charter trips.

All Wheelchair vehicles must be able to accept a variety of wheelchair configurations including, but not limited to, manual, electric, high back, reclining, and any combination of these types.

3. Drivers' Qualifications and Responsibilities

- (a) Drivers shall have and maintain in good standing at all times an Ontario Class B or Class E School Purpose Vehicle driver's license and any additional licenses required by the Public Vehicle Act, the Highway Traffic Act (Ontario) and/or the Toronto Licensing Commission By-Laws. Drivers shall satisfy all governmental requirements, and be trained according to the Ministry of Transportation and Communications "Training Guidelines for Drivers of Transportation Services for Physically Disabled Persons". A clear vulnerable sector search must be completed prior to transporting students.
- (b) All drivers must be trained in School Bus Safety Programs and Orientation/Evacuation Drills. New drivers shall be given a two week period to obtain this training.
- (c) All drivers must comply with the Toronto Municipal Code Chapter 545, Licensing Article XV Chapter 545-208.

The Bidder shall provide each driver with a wallet-sized identification card bearing a photograph of the employee, suitable identification, and the employer's name and address. This identification shall be visible to students and parents as they enter the vehicle.

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

Drivers must not smoke at any time during their route. Smoking on any vehicle, at any time, is not permitted even when passengers are not present. Smoking is not allowed on any school or Board property.

Drivers must not eat or drink on the bus while loading, unloading, or driving.

Drivers will under no circumstances strike or use undue physical force on any student.

Drivers shall report any student conduct problem immediately to the School Principal. Recurring problems will be reported to dispatch to be relayed to the Transportation Supervisor at the Consortium.

Drivers shall not give students any food, beverages, or toys. Drivers are not to take pictures or videos of the students.

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

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

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

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

All drivers shall maintain listening radio contact with central dispatch at all times during the trip. The idling of school bus motors while waiting to pick up or drop-off students outside schools is prohibited except in those cases where the medical conditions of the students or the extreme temperatures require that the vehicle remain idling.

Buses must use the designated bus loading zones marked at each school unless otherwise specified. Vehicles must not be driven in excess of eight (8) kilometres per hour when on the school property.

Driving is totally prohibited while the children are at play in the school yard.

At no time may the number of students in any vehicle exceed the manufacturer's specifications.

Under no circumstances shall students be required to stand on the vehicle.

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

Students identified with a purple tag must be met by a child recognized adult or older sibling/student that will be responsible for the student.

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

Bus supplies (i.e. windshield washer fluid, oil, power steering fluid etc.) shall not be stored near the driver or inside the passenger compartment of school busses.

Seat belt cutters for all buses shall be located within reach of the driver's seat.

Busses to be kept clutter free. The dash, front steps, areas near the emergency equipment and all emergency exits must be kept clear. No loose boxes or other items to be kept inside the bus.

The Bidder is required to have the driver perform a dry run of their routes in the week prior to the commencement of each school term, preferably the last Wednesday prior to the start of the school year.

The Bidder must provide confirmation that the dry run took place. Failure to provide supporting documentation will be subject to penalties as outlined in Section 22 of the RFP.

Drivers should be provided the Ontario Ministry of Transportation's Fleet Smart training or equivalent in order to reduce driving habits that are not conducive to fuel conservation. The Bidder must provide confirmation that the training took place. Failure to provide supporting documentation will be subject to penalties as outlined in Section 22 of the RFP

The Bidder shall ensure that every driver is provided with a copy of Performance Requirements.

4. WHEELCHAIR SERVICE

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

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

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

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

5. Students with Special Needs

- (a) The Bidder shall safely transport those students with developmental handicaps, designated for transportation from time to time by the Board, from the nearest curb side in front of their residences to their respective schools and return to the nearest curb side in front of their residences at the time designated for each student in accordance with the terms and conditions of the Contract.
- (b) Parents/guardians are responsible for their students to and from said curb side and are instructed to have students ready at the time designated for pick-up so that no vehicle shall be required to wait longer than two (2) minutes on average to pick-up a student after the regular pick-up time.
- (c) For student(s) designated as being medically at risk, the Bidder will transport safely and securely any necessary equipment or apparatus (e.g. a ventilator, oxygen supply, suctioning device, etc.) for such students, as required when directed by a Board.
- (d) **Booster Seats** – Are the responsibility of the parent/guardian to provide a Government approved booster seat that conforms to current safety guidelines. The seats must be inspected by the safety Supervisor of the Bidder and the drivers are to be instructed as to how to properly install the seat. If a second seat is required the carrier is to purchase an approved unit and bill the Board for the seat. The carrier is to maintain a record of all Booster seats that are in use and those paid for by the Board.
- (e) **Car Seats** – Are the responsibility of the parent/guardian to provide a Government approved car seat that conforms to current safety guidelines. Car seats are to be inspected by the safety Supervisor of the Bidder and the drivers are to be instructed as to how to properly install the seat. If a second seat is required the carrier is to purchase an approved unit and bill the Board for the seat. The carrier is to maintain a record of all Booster seats that are in use and those paid for by the Board. Car seats are not to be installed in any seat adjacent to an emergency exit or emergency exit window.
- (f) **Harnesses** – Where required and approved by the parent/guardian and medical practitioner, the Board will provide harnesses. Drivers will be instructed as to how to properly install them by the Bidder. Students in vests/harnesses shall not be located in any seat adjacent to an emergency exit or emergency exit window.

6. School Bus Safety Programs and Orientation/Evacuation Drills

The Bidder must provide safety orientation and evacuation drills for all drivers, permanent or temporary, a minimum of once annually. The Bidder must provide the Board with the date(s) and agenda for any such orientation or drills and the Board shall have the option to attend such orientation or drills. All such orientation or drills shall include a reference to the evacuation signs posted in the

vehicle. The Bidder is required to keep accurate records of all employees training and make them available to the Board when requested. Board staff will be available to assist in the delivery of programming around the evacuation drill and item listed below.

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

he programs shall consist of at least the following:

INITIAL TRAINING

- Awareness of sensitivity for Special Needs Students & AODA Requirements 4 hrs.
- Awareness of racial and Ethnocultural Issues (Human Rights) 2 hrs.
- First Aid, Epipen 6 hrs.
- Bus Evacuation, Accident Procedures, Fire Extinguisher 3 hrs.
- Student Management, Maintaining Bus Discipline (Conflict Management) 4 hrs.
- Lost Child, Late Bus, Late Parent, Child Check, and Ride Refusals Procedures, and Ride Refusals Procedures, Authorized Stops 2 hrs.
- Defensive Driving 6 hrs.
- Dealing with Street Cars and Traffic Management 30min
- Restraint Systems – How to secure and release students in restraints 30min
- Purple Equals Parent Program 30min

ANNUAL REFRESHERS

- Student Management, Bus Discipline 2 hrs.
- Human Rights and Racial Ethno Cultural Issues 1 hr.
- Bus Evacuation, Accident Procedures 1 hr.
- Epipen 1 hr.
- Lost Child, Late Bus, Late Parent, Ride Refusals, Child Check, and Authorized Stops 1 hr.

EVERY THREE YEARS

- Defensive Driving 6 hrs.
- First Aid 6 hrs.

Transition Planning

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

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

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

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

Entry to school:

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

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

Transition from elementary to secondary school:

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

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

Exceptionality Specific Transition Planning:

Autism Spectrum Disorders:

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

Learning Disabilities:

Successful transition of students with learning disabilities to secondary school has been facilitated by:

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

Transition from School to Work or Further education

Planning for exceptional students takes place at the school level through co-op placements, involvement of the Guidance Department. The system level supports are provided through the support of the Post Secondary Transition Service.

Post Secondary Transitional Services:

Service is provided to parents and teachers of special needs students in collaboration with any existing community support services which might be in place. The purpose of the service is:

- to ensure that each student accesses appropriate government funding sources;
- to build a lifetime community support network for each student;
- to ensure each student has appropriate, quality post-21 programming in place upon
- graduation.

a) *Government Funding Sources:*

- SSAH to enhance skills development using the community as an extension of the classroom;
- ODSP to ensure a lifetime quality standard of living

b) *Community Support Network:*

- families are assisted with access to community based Social Workers and appropriate services to prepare for and assure the continuation of quality living after their child has graduated from the school system;
- families are assisted with access to appropriate recreation and leisure activities within their child's home community for an ongoing healthy lifestyle.

Post 21 programming:

- while in school, all students are encouraged to participate in Co-operative Education or work experience commensurate with their individual abilities in order to determine the most appropriate post-21 setting;
- students demonstrating skills for the workforce are introduced to Employment Training programs
- students requiring a more sheltered and protective environments are introduced to life skills and in-house training programs.
- Coordination also takes place with the adult service system, Developmental Services Toronto (DST), to ensure that students and families are connected with appropriate supports.

Roles and Responsibilities

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

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

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

The Ministry of Education:

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

The Toronto Catholic District School Board:

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

The Special Education Advisory Committee: (SEAC)

- makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board;
- opportunities for discussion and dialogue regarding these recommendations will be provided;
- participates in the board's annual review of its special education plan;
- participates in the board's annual budget process as it relates to special education within the time constraints provided;
- reviews the financial statements of the board as they relate to special education;
- invites ongoing information/presentation regarding new initiatives within the TCDSB and partnerships;

- advocates for needs of exceptional students including sufficient resources for equipment, transportation and staff to enable the delivery of service;
- shares information with respect to the Associations represented;
- **The school principal:**
 - promotes the education of the whole child within the context of a Catholic community rooted in Gospel values;
 - carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through board policies;
 - communicates Ministry of Education and school board expectations to staff;
 - strives to provide that appropriately qualified staff are assigned to teach special education classes;
 - communicates board policies and procedures about special education to staff, students; and parents;
 - ensures that appropriate assessments are requested if necessary and that parental consent is obtained. Utilizes interpreters as required;
 - ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations and board policies;
 - consults with parents and with school board staff to determine the most appropriate program for exceptional pupils;
 - ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
 - ensures that parents and students 16 and older are consulted in the development of the IEP and that they are provided with a copy of the IEP;
 - ensures the delivery of the program set out in the IEP.

The teacher:

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

The special education teacher, in addition to the responsibilities listed above under "the teacher":

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

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

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

Within the TCDSB our vision of students are students who:

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

In addition exceptional students within the TCDSB:

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

Categories of exceptionalities in Ontario

The following are the five categories of exceptionality recognized by the province of Ontario and used in Identification Placement and Review Committees. There may be some flexibility within the categories for the purposes of identifying a student as “exceptional” under the Ministry definition.

1. behaviour
2. communication
3. intellectual
4. physical
5. multiple

These broad categories include the following definitions:

1. Behaviour

A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- an inability to build or to maintain interpersonal relationships;
- excessive fears or anxieties;
- a tendency to compulsive reaction;
- an inability to learn that cannot be traced to intellectual, sensory, or
- other health factors, or any combination thereof.

2. Communication

Autism

A severe learning disorder that is characterized by:

- disturbances in:
 - rate of educational development;
 - ability to relate to the environment;
 - mobility;
 - perception, speech, and language; lack of the representational symbolic
- behaviour that precedes language.

Deaf and Hard-of-Hearing

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

Language Impairment

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- involve one or more of the form, content, and function of language in communication; and
- include one or more of:
 - language delay;
 - dysfluency;
 - voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

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

Learning Disability

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

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

3. Intellectual

Giftedness

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

Mild Intellectual Disability

A learning disorder characterized by:

- an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- an inability to profit educationally within a regular class because of slow intellectual development;
- a potential for academic learning, independent social adjustment, and economic self-support.

Developmental Disability

A severe learning disorder characterized by:

- an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- a limited potential for academic learning, independent social adjustment, and economic self-support.

4. Physical

Physical Disability

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

Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

5. Multiple

Multiple Exceptionalities

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

Provincial and Demonstration Schools in Ontario

Provincial Schools and provincial Demonstration Schools:

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

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

W. Ross Macdonald School is located in Brantford and provides education for students who are blind, visually impaired, or deaf-blind. The school provides:

- a provincial resource center for the visually impaired and deaf-blind;
- support to local school boards through consultation and the provision of special learning materials, such as Braille materials, audiotapes, and large-print textbooks;
- professional services and guidance to ministries of education on an interprovincial, cooperative basis;

Programs are tailored to the needs of the individual student and:

- are designed to help these students learn to live independently in a non-sheltered environment;
- are delivered by specially trained teachers;
- follow the Ontario curriculum developed for all students in the province;
- offer a full range of courses at the secondary level;
- offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training;
- are individualized, to offer a comprehensive “life “skills” program;
- provide through home visiting for parents and families of preschool deaf-blind children to assist in preparing these children for future education.

PROVINCIAL SCHOOL CONTACTS: teacher may obtain additional information from the Resource Services Departments of the Provincial Schools and the groups listed below:

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

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

**SCHOOLS FOR THE DEAF
The Ernest C Drury School for the Deaf**
255 Ontario Street South
Milton, Ontario L9T 2M5
Tel: (905) 878-2851
Fax: (905) 8978-1354

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

The Robarts School for the Deaf
1090 Highbury Avenue
London, Ontario
N5Y 4V9
Tel: (519) 453-4400
Fax: (519) 453-7943

Amethyst School
1090 Highbury Avenue
London, Ontario
N5Y 4V9
Tel: (519) 453-4408
Fax: (519) 453-2160

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

Centre Jules Leger
281 rue Lanark
Ottawa, Ontario
K1Z 6R8
Tel: (613) 761-9300 Fax (613) 761-9301
TTY (613) 761-9302 and 761-9304

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

Sagonaska School
350 Dundas Street West
Belleville, Ontario
K8) 1B2
Tel: (613) 967-2830
Fax: (613) 967-2482

Trillium School
347 Ontario Street South
Milton, Ontario L9T 3X9
Tel: (905) 878-8428
Fax: (905) 878-7540

Provincial Schools for the Deaf:

The following Provincial Schools offer services for deaf and hard of hearing students:

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

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

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The curriculum follows the Ontario curriculum and parallels courses and programs provided in school boards. Each student has his or her special needs met as set out in his or her Individual Education Plan (IEP). Schools for the deaf:

- provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
- Operate primarily as day schools;
- provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school.

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

Each school has a Resource Services Department which provides:

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

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

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

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

The Demonstration Schools were established to:

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

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

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

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

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

Residential Demonstration Schools For Students with Learning Disabilities:

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

The program objectives of the demonstration schools are as follows:

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

Admission Procedures:

In order to be eligible for admission to a demonstration school, a candidate must satisfy the following criteria:

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

Referrals:

Special Services Coordinators oversee the referral process to demonstration schools. School boards may make referral to the demonstration schools, upon the recommendation of an Identification, Placement and Review Committee. Such referrals shall be directed to the appropriate regional office of the Ministry of Education. The school board should ensure that the following are submitted to the regional office:

- assessment information;
- school history;
- personal and family data;
- a list of alternative placements in order of priority by the IPRC.

Revised application requirements have been provided by the Ministry of Education for use beginning in September 2003.

The Provincial Committee On Learning Disabilities:

Decisions regarding admission to demonstration schools will be made by the Provincial Committee on Learning Disabilities, which consists of:

- an official from the Special Education and Provincial Schools Branch, who will call and chair meetings;
- the demonstration school program directors;
- one representative of the Children's Division of the Ministry of Community and Social Services;
- a registered psychologist;
- one or more additional representatives.

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

Residential Schools for Students Who Are Deaf or Hard of Hearing:

The Ministry of Education provides the services of two Provincial Schools for the Deaf. E.C. Drury School in Milton is the residential school for the Deaf for students in the Toronto area.

The program objectives of the Schools for the Deaf are as follows:

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

Admission Procedures:

In order to be eligible for admission to a school for the Deaf, a candidate must satisfy the following criteria:

- the applicant must qualify as a resident student of the school board (as in Section 32 of the Education Act);
- the applicant must be five years of age on or before the 31st of December of the year of admission;
- the applicant or parents must submit evidence satisfactory to the Provincial Superintendent (Schools for the Deaf) that, because of a severe or profound hearing loss, the applicant is in need of a Special Education Program;

- an Identification, Placement and review Committee (IPRC) must have recommended to the school board that the applicant be placed in the School the Blind or Deaf (a letter supporting the application must be submitted).

Referrals:

The Coordinator of TCDSB Programs for Deaf and Hard of Hearing oversees the referrals to the residential school. Boards may make referrals to Provincial Schools for the Deaf upon the recommendation of an Identification, Placement and Review Committee. Such referrals are made directly to the Superintendent, Provincial Schools for the Deaf.

The school board should ensure that the following are submitted to the Superintendent:

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

The Provincial Admission Committee for Schools for the Deaf

Decisions regarding admission to Schools for the Deaf will be made by a Provincial Admissions Committee. The Admissions Committee consists of:

- an official from the Special Education and Provincial Schools Branch who will call and chair meetings;
- school principal and vice-principal;
- Resource Services, Program Director;
- a registered psychologist;
- a social worker;
- a residence representative.

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

Residential Schools for Students Who Are Blind or Deaf Blind

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

The program objectives of the School for the Blind and Deaf-Blind are as follows:

- To provide residential education programs for students who are blind or deaf blind;
- To assist enrolled students to develop personal life and learning strategies;
- To provide in-service teacher and related support staff education;
- To provide resource services to school boards which have established alternative educational programs for the blind and deaf-blind under Ministry policy/program Memorandum 76C.

Criteria for Admission

In order to be eligible for admission to a school for the blind and deaf-blind, a candidate must satisfy the following criteria:

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

Referrals:

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

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

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

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

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

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

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

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

TRANSPORTATION:

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

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

How TCDSB provides transportation to children who attend Provincial Schools.

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

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

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



The Board's Consultation Process

When developing and updating the TCDSB Special Education Plan, many sources of stakeholder input are taken into consideration. Feedback is provided at various times throughout the school year by members of the TCDSB community including students, parents/guardians, teachers, members of Catholic School Parent Councils (CSPCs), community organizations, the Special Education Advisory Committee (SEAC), and Student/Adult Trustees. Parents/Guardians and other TCDSB community stakeholders are always welcome to provide input about Special Education programs and services and can do so through contact with the Superintendent of Special Services or any other member of the TCDSB Special Services team.

The SEAC committee, in particular, monitors the Special Education Plan and has the opportunity, several times a year, to provide feedback. Other annual sources of stakeholder input are found in the student voice through CSLIT - the Catholic School Leadership Impact Team and E-CSLIT; the Elementary Catholic School Leadership Impact Team; individual expressions of parent/guardian concern regarding Board procedures and/or policies; parent/community involvement in the annual Special Education Information Fair; CSPC parent input regarding local and system Special Education programs/services; input from SEAC Organization and Community Reps (Members-at-Large); by members of other Board statutory committees such as CPIC (Catholic Parent Involvement Committee); and both Elementary and Secondary school staff through ongoing engagement with schools regarding Special Education programs and services being delivered at those sites. These collective sources of input help to inform updates and changes to the delivery of TCDSB Special Education programs and services where practical throughout the school year.

The Accountability Framework Committees for Special Education (representing the various Ministry Exceptionalities) meet several times a year to review the implementation of TCDSB Special Education programs and services as well as their impact on student achievement. Student achievement measures related to both Ministry curriculum expectations as well as Individual Education Plan goals are reviewed and analysed in order to continually improve the efficacy of TCDSB Special Education programs and services.

With the help of the TCDSB Research Department student, staff, and parent/guardian input about TCDSB programs/services, including Special Education, is garnered through a variety of surveys such as the: Administrator Voice , My School My Voice, Parent Voice, Safe and Caring Catholic School Climate, Safe Schools, Teacher Voice, and Transitions.

Planned for the 2019-2020 school year are the creation of a SEAC sub-committee for the development of a unique parent voice survey for parents/guardians of students who are served by TCDSB Special Education programs and services, and the implementation of focused monthly engagement opportunities for SEAC members regarding the various components of the Special Education Plan.

Special Education Advisory Committee

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

LEGISLATIVE REQUIREMENTS

Purpose of a SEAC

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

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

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

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

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

Composition of a SEAC

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

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

The number of school board representatives is equal to either 25% of the total number of board members (rounded down) or 3, whichever is less.

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

Local Associations

A "local association" is defined as:

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

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

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

Eligibility for Nomination

To be eligible, a nominee must be qualified to vote for members of the board, which means that he or she must be:

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

A member or alternate will automatically lose his or her seat if he or she:

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

When a vacancy occurs, a replacement member will be appointed in accordance with the general regulations. The replacement will be drawn from the same category or member as the person he or she is replacing. Until a replacement has been appointed, the alternate is required to attend the meetings.

Term of Appointment

A SEAC is appointed for the same duration as the board. Each member who remains eligible for membership retains his or her position until a new board is organized.

Meetings of the SEAC

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

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

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

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

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

Assistance of the Board

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

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

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

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

The SEAC of the TCDSB willingly shares with interested parties information about upcoming conferences and workshops.

The memberships is also keenly interested and promotes new partnerships and initiatives. Presentations at the monthly meetings are a means of information.

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



SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) MEMBERSHIP 2019-2020

Linda Maselli-Jackman <i>Lead Superintendent</i>	Email: linda.maselli-jackman@tcdsb.org	Superintendent of Education – Special Services (416) 222-8282 ext. 2486
Sandra Mastronardi <i>Vice Chair</i>	Email: Sandra.Mastronardi@tcdsb.org	Autism Ontario 1-866-925-9969
Melanie Battaglia	Email: Melanie.Battaglia@tcdsb.org	Community Representative
Lori Ciccolini	Email: Lori.Ciccolini@tcdsb.org	Community Representative
Lori Mastrogiuseppe	Email : Lori.Mastrogiuseppe@tcdsb.org	FASworld Toronto 250 Scarborough Golf Club Rd. Toronto, M1J 3G8
Tyler Munro	Email: Tyler.Munro@tcdsb.org	Integrated Action for Inclusion http://www.integration-inclusion.com/
Gizelle Paine	Email: Gizelle.Paine@tcdsb.org	Learning Disabilities Association of Toronto District
Mary Pugh	Email: Mary.Pugh@tcdsb.org	VOICE for Hearing Impaired Children (416) 487-7719 Email: info@voicefordeafkids.com www.voicefordeafkids.com
Glenn Webster	Email : Glenn.Webster@tcdsb.org	Ontario Association For Families of Children With Communication Disorders Phone: (519) 290-1763 Fax : (416) 249-6455
George Wedge	Email: George.Wedge@tcdsb.org	Easter Seals Ontario
Trustee Angela Kennedy <i>Chair</i>	Email: Angela.Kennedy@tcdsb.org	(416) 512-3411
Trustee Nancy Crawford	Email: Nancy.Crawford@tcdsb.org	(416) 512-3412
Trustee Daniel Di Giorgio	Email: Daniel.DiGiorgio@tcdsb.org	(416) 512-3410

TCDSB EARLY IDENTIFICATION OF CHILDREN'S LEARNING NEEDS STRATEGY FOR JK TO GRADE 1

Early identification is a process through which educators, in conjunction with parents and community partners, identify the needs and abilities of early learners. The purpose is to help students succeed in school by providing early assessment, monitoring, instruction, intervention and community support as needed. In the Province of Ontario, documented early identification procedures are a requirement of each school board, as described in PPM 11.

The learning needs of all children should be identified initially through the Board's early identification procedures. These procedures, which are part of a continuous assessment and program planning process, are in place to ensure the educational programs are designed to accommodate each child's learning needs and to facilitate his or her growth and development (Ontario Ministry of Education, Kindergarten Program, 1998).

WHAT IS THE TCDSB EARLY IDENTIFICATION OF CHILDREN'S LEARNING NEEDS STRATEGY?

The Toronto Catholic District School Board welcomes children with diverse learning needs. Our staff is dedicated to nurturing each child's spiritual, academic, physical, social and emotional growth in a caring Catholic environment.

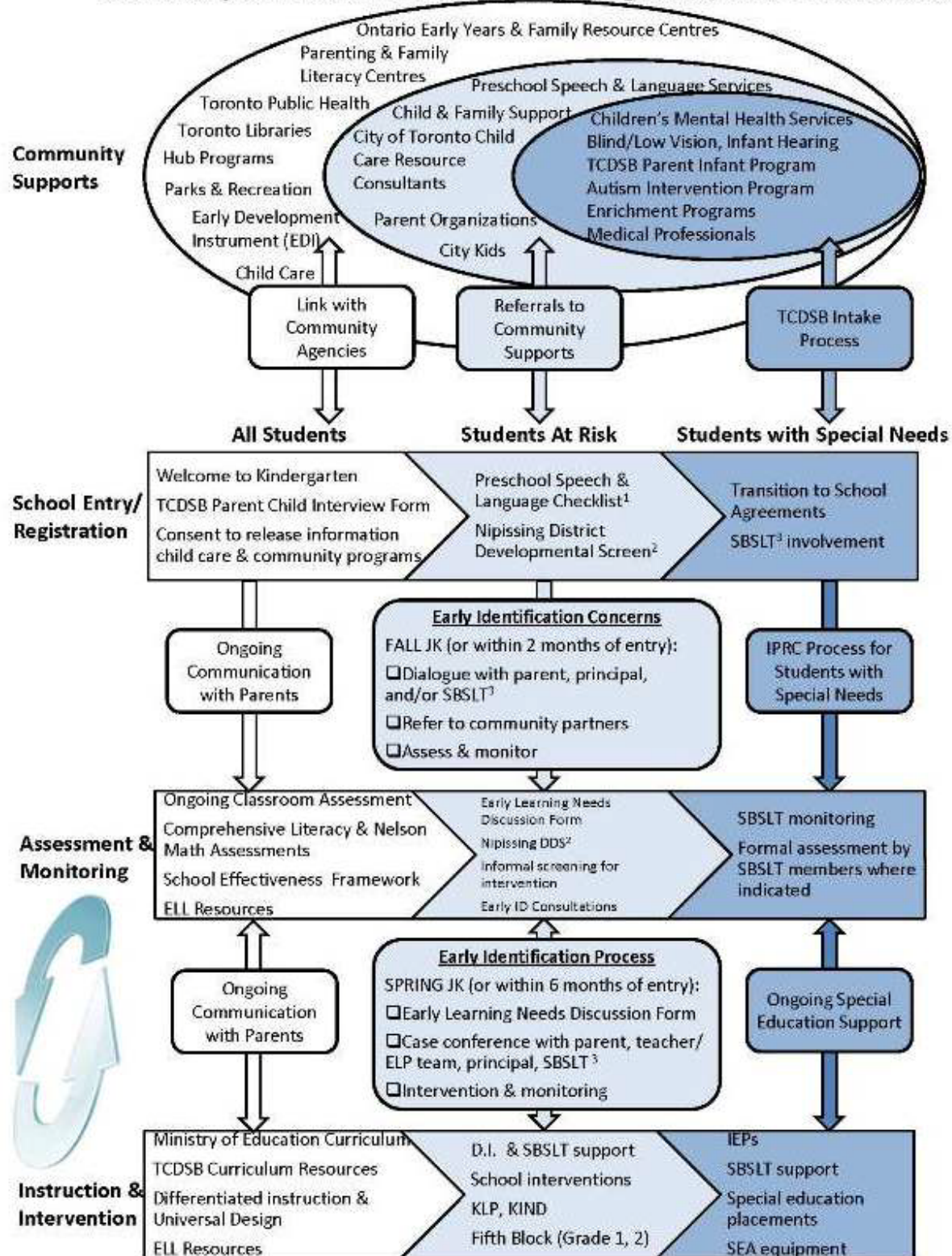
The procedural model attached illustrates the TCDSB early identification strategy for JK to Grade 1. The strategy builds upon key content from Learning for All, K to 12 (2009) and the Full-Day Early Learning Kindergarten Program Draft version (2010).

The TCDSB strategy is one that includes **all** students from Junior Kindergarten to Grade 1, including those who are experiencing school success, those at risk for social or academic difficulties, and those who have special needs that are formally identified or diagnosed.

Four components for early identification are outlined: community supports, school registration and entry, assessment and monitoring, and instruction and intervention. Available tools, resources and supports are listed **within** each component. Recommended processes and timelines are documented **between** the components and show the flow from one component to the next (e.g., from assessment and monitoring to instruction and intervention).

Tools, resources and supports for students at risk and students with special needs are cumulative. Early identification tools and resources for students at risk include those listed for all students as well as those listed for students at risk. The intensity of supports provided as part of each early intervention component is reflected in the intensity of colour used in shading the boxes. White shading is used for all students, light blue shading for students at risk, and dark blue shading for students with special needs.

TCDSB Early Identification of Children's Learning Needs, JK to Grade 1 revised MAY 2013



¹ and ² are optional at school entry and may be completed with the parents of children at risk for social or academic difficulties. Translations are available. ² is recommended within 6 months of entry for students at risk.

³ SBSLT includes the school-based support team *and* the multidisciplinary team (i.e., Joint Team)

Below is a list of early intervention initiatives that are currently underway in the TCDSB:

1. Early Identification Consultations
2. Full Day Kindergarten
3. Kindergarten Language Program
4. Kindergarten Intervention and Needs Development Program
5. Autism Services
6. Programs for Social-Emotional Needs

Kindergarten Intervention & Needs Development Program (K.I.N.D.)

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

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

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

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

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

Transportation is provided from home to centre.

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

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

Transportation is provided from home to each Kindergarten Language Program Centre.

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

Practical Applied Living Skills: Social Skills Development for MID students

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

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

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

Autism Team staff participate in the 'intake' of new students with ASD and work in partnership with Special Services staff to plan for a smooth entry to school. The Support Service for Students with Autism also provides a course to Kindergarten Teachers who have a new student with ASD in their class. In addition, a kindergarten kit has been distributed to all schools to support students with ASD.

Prevention/early intervention programs to address social-emotional needs

A variety of different prevention/intervention programs are offered by psychology and social work staff.

The following types of programs have been offered:

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

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

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

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

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

Educational and Other Assessments

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

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

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

Assessment:

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

Intakes and Transition Supports:

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

Programming:

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

SEA

1. Support schools in the preparation of an individual student's Specialized Equipment Amount (SEA) claim

SIP

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

Professional Development:

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

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

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

DEAF AND HARD OF HEARING is a centralized interdisciplinary team providing services and programs for students with varying degrees of hearing loss. Every new case is reviewed by the school board's Audiologist and Deaf and Hard of Hearing Intake Team. Depending on student need various formal and informal assessments are carried out by the Audiologist, Deaf and Hard of Hearing Teachers, Psychoeducational Consultant, Speech and Language Pathologist and Social Worker in the Deaf and Hard of Hearing Department.

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

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

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

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

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

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

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

Social / emotional development: Conducted by psychologists, psychological associates and psychoeducational consultants who are governed by the Regulated Health Professions Act.

Speech and Language: Conducted by speech-language pathologists, who are governed by the Regulated Health Professions Act.

Social work assessments: Assessments by school social workers include a study of factors that interfere with students' adjustment to and performance in school. More specifically it may involve, with appropriate consents, assessing the following:

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

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

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

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

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

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

The Data Integration Platform development and inservice in the use of the collection of assessment for learning information on behalf of students will assist in the area of referrals. As schools embrace the philosophy and impact of the professional learning community concept to improve student learning staff within Special Services can address the social emotional, linguistic and mental health issues that impede learning.

Parent consent: Referrals for educational, psychology and speech-language assessments are accompanied by permission forms signed by the parent. Services offered by psychology and speech-language pathology staff requires informed consent under the Health Care Consent Act and Personal Health Information Protection Act. To insure that the parents are fully informed of the service to be provided to their child, the parent is contacted prior to the initiation of service. It is the general practice for the parent to be contacted at the initiation of educational assessment as well. For social work intervention, the principal obtains written consent of the parent. If abuse is suspected the Child Abuse Protocol with regard to consent is followed. Social work staff follow up with the parent to clarify the service that can be offered. The Parent Guide to Special Education is given at this time.

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

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

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

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

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

ASSESSMENTS

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

SPEECH-LANGUAGE PATHOLOGY ASSESSMENT TOOLS

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

ASSESSMENT TOOLS USED BY PSYCHOLOGY STAFF

Cognitive

Wechsler Preschool and Primary Test of Intelligence: Third edition
Wechsler Intelligence Scale for Children: Fourth edition
Wechsler Intelligence Scale for Children: Fourth edition – integrated
Wechsler Nonverbal Scale of Ability
Wechsler Adult Intelligence Scale: Fourth edition
Stanford-Binet Fifth Edition
Woodcock-Johnson III Tests of Cognitive Abilities
Universal Nonverbal Intelligence Test
Leiter International Performance Scale: Revised

Psychological processing

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

Academic Functioning

Wechsler Individual Achievement Test- second edition (Effective, January 2012, the fourth edition will be used)
Woodcock-Johnson III Tests of Academic Achievement
Test of Reading Comprehension
Wide Range Achievement Test: Fourth Edition
Test of Written Language - Fourth edition

Social, Emotional and Behavioural

Conners: Third Edition
Piers-Harris Children's Self-Concept Scale: Second Edition
Sentence Completion
Children's Depression Inventory
Child Behaviour Checklist
Behaviour Assessment System for Children: Second Edition
Schedule for Affective Disorders for School Aged Children (Semi-structured interview to screen for social, emotional and behaviour concerns)
Vineland Adaptive Behaviour Scales: Second Edition

Support Service for Students with Autism (SSSA)

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

3. Academic skills
4. Social skills
5. Communication skills
6. Behaviour and self-regulation
7. Sensory needs

EDUCATIONAL ASSESSMENTS

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

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

Standard Assessment Tools used by all APTs/PATs

8. WIAT-III - achievement test
9. PPVT-4 - measure of receptive vocabulary
10. NNAT - non-verbal test of general ability

Additional assessments that can be used

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

Coordination of services with Other Ministries or Agencies

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

1. Entry To School Planning:

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

TRANSITION/INTAKE PROCESS FOR TCDSB STUDENTS

January prior to school entry:

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

Spring prior to School entry:

Home School Principal contacts the Special Education Coordinator for their area, or for specialty services/teams (Physical, Vision, Deaf and Hard of Hearing, Autism) and completes intake consent forms to initiate staff involvement

An intake visit is carried out by a member of the interdisciplinary team to the preschool setting or home, to identify programming needs and supports required

Interdisciplinary staff review existing reports/documentation and then discuss program and placement options with parents and Special

An IPRC is held, and placement is determined for the following school year

School entry:

Special Education programs and services are put in place, with parental input and consent.

2. Transition From Preschool Programs:

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

- **Deaf and Hard of Hearing Programs:** TCDSB has itinerant teachers with specific responsibilities for intake of students from preschool programs as well as provincial schools. In addition, a member of the interdisciplinary team along with the teacher of the deaf and hard of hearing working with the student, investigates alternative programs and supports students in their transition. Coordination with the Infant Hearing Program is maintained on an ongoing basis.
- **Speech and Language Programs:** Ongoing communication takes place with Toronto Preschool Speech and Language Services regarding coordination of services, including transition to school. A transition to school brochure has been developed for parents. A transition to school agreement has been developed between local school boards and Preschool Speech and Language Services. Services are also coordinated with other community agencies providing speech and language services and programs. Transition strategies include exchange of reports, telephone conversations and case conferences, when needed.
- **Intensive Early Intervention Programs for Children with Autism:** A transition protocol has been developed with Toronto Preschool Autism Service. Ongoing communication takes place between Transition Coordinators for this program and TCDSB staff. Regular meetings take place between the Toronto Preschool Autism Program and TCDSB staff. TCDSB Autism Team staff have also developed a protocol for entry to school planning for students with Autism/PDD.

1. Coordination with Other Ministries regarding New Initiatives

Autism Initiatives:

TCDSB works in collaboration with Surrey Place Centre's School Support program to support students with ASD transitioning from elementary to secondary school. In the spring of 2009, TCDSB was selected as one of sixteen school boards to participate in a ministry demonstration project. The collaborative demonstration project has a focus on ensuring a smooth transition to full time school for students being discharged from the Ministry of Children and Youth Services intensive behaviour intervention (IBI) services. TCDSB is working in collaboration with the Toronto Partnership Autism Service (TPAS) on this initiative.

Mental Health Planning: In the Toronto Catholic District School Board, the mental health of students is supported through the efforts of educational staff such as classroom teachers, social workers, psychology staff, guidance staff, child and youth workers and chaplaincy. In addition, TCDSB still will facilitate referrals to community resources such as children's mental health agencies or hospitals to provide more specific mental health support such as family counseling or psychiatric intervention. Also, TCDSB supports in-school partnerships that are consistent with its vision and mission as found on the TCDSB website, existing policies and procedures and Catholic gospel values. The intent of these partnerships is to enhance or expand opportunities for student success by collaborating with agencies, professionals and paraprofessionals who share values, objectives, resources and responsibilities to achieve desired learning outcomes. In response to PPM 149, the Toronto Catholic District School Board has developed a procedure for establishing and reviewing mental health partnerships.

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

4. Care & Treatment Programs (Section 23) – Re-Admission Process

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

1. Principal on assignment for Care & Treatment Programs will arrange update meetings with regard to the students who have received the necessary amount of intervention in November and February of each school year.
2. In order to locate the best program for Care & Treatment students, the agency will inform the Care & Treatment principal immediately after a determination is made that the student will be demitted. The Care & Treatment teacher will forward the TCDSB Care & Treatment Demission Form and a package of information regarding the student to the Care & Treatment principal.
3. The Care & Treatment principal will contact the appropriate contact to facilitate the reintegration of the student within the TCDSB. This would be a member of the Behavioural team, JTM or Program Coordinator.

4. An observation/case conference will be set up while the student is in the therapeutic setting to facilitate the re-entry.
5. After this case conference has occurred the lead person will contact the appropriate Program Coordinator, Behavioural team member or Care & Treatment liaison staff who will explore the options of regular class, special education class or behavioural class. If another Care & Treatment day treatment program or residential setting is recommended, the agency will keep the lead person informed and seek assistance from the lead person as required.
6. A timeline for reintegration will be established and communicated back to the agency by the Care & Treatment principal.
7. A transition plan including support from the agency for a week or two will be requested. Possible placements include home school, regional classes or a “fresh start” in a new school.
8. The principal of the receiving school will be involved in the transition and will be invited to attend the IPRC and/or case conference.

Specialized Health Support Services in School Settings

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

Special Services Professional Learning 2019-20 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Autism	Introduction to Autism and ABA Strategies	This hands-on workshop focuses on understanding the characteristics of Autism and implementing ABA strategies to support students.	Nov 15, 2019 and Jan 17, 2020	Elementary/Secondary Support Staff	Elem/Sec
Autism	Promoting Communication in Students with ASD	This workshop will focus on strategies to support communication with students within the classroom using practical hands on activities.	Dec 6, 2019 and Feb 14, 2020	Elementary/Secondary Support Staff	Elem/Sec
Autism	Understanding Challenging Behaviours for Students with Autism Spectrum Disorders	This workshop will identify underlying causes of behaviour difficulties as they relate to student with ASD.	Dec 6, 2019 and Feb 14, 2020	Elementary/Secondary Support Staff	Elem/Sec
Autism	Supporting Administrators in Supporting Students with Autism	This workshop will focus on how schools can be supported through the Autism Department and sharing resources that can help support students with Autism.	Fall 2019	Elementary/Secondary Principals	Elem/Sec
Autism	Introduction to Autism, PPM 140, ABA Strategies	Each AST will target their assigned schools to deliver a PPT focusing on PPM 140 and ABA Strategies and lead a discussion with staff. The flexibility is how each school would like the PD delivered i.e. lunch and learn, at staff meeting, with a family of schools, during a PA day, etc. What works best at the local level	This is a multi-year plan to support elementary schools.	Elementary School Staff	Elem
Autism	Educational Practices – geared to the local needs of the school	Each AST will speak with the department head to determine the focus of the PD and the target group i.e. resource dept., new staff, etc. This could take place during late start days, through a lunch and learn, department meeting, etc.	This is a multi-year strategy to support secondary schools.	Secondary Staff	Sec

Autism/ME/DD	Transition to Secondary School Service for Students ME/DD	1 day workshop focusing on elementary and secondary ME/DD ISP teachers working together on the transition plan for students entering into Gr. 9 complying with PPM 140	TBD in the Spring	Elementary/Secondary ME/DD ISP teachers with students in Grade 8	Elem/Sec
Autism	Half day in-service for teachers with students attending the PAST program	The purpose is to review the PAST program and the goals with the home school teacher in order to build capacity in supporting students with high functioning Autism.	Sept./Oct. 2019	Elementary teachers	Elem
Autism	Half-day visits with the Connections For Students staff to meet the IBI providers in the IBI settings and to view the transitioning student in this setting.	The purpose is to plan for the students transitioning from the treatment setting into the school setting complying with PPM 140	Throughout the year	Elementary teachers	Elem
Autism	Introduction to Autism and ABA Strategies	Training provided to all new staff hired by HR which is offered on a monthly basis (EAs, CYWs, teachers, custodians, secretaries)	Monthly throughout the year	Teachers, support staff, custodians, secretaries	Elem/Sec
ME/DD	MEVile to WEVile Follow Up Workshop	1 Day Workshop for teachers to review the MEVile/WEVile literacy program and share promising practices.	Oct-19	Elementary ME/DD ISP teachers	Elem/Sec
ME/DD	EQUALS Follow Up Workshop	1 Day Workshop for teachers to review the EQUALS numeracy program and share promising practices.	January , 2020	Elementary ME/DD ISP teachers	Elem
ME/DD	Supporting students in the ME/DD ISP	1 Day Workshop focusing on classroom set up, differentiated learning strategies, programing, and recources.	Oct-19	Teachers	Sec
Speech and Language	Kindergarten Teams - Interactive In-service	Interactive workshop for 12 Kindergarten Teams at 4 locations	October 8, 10, 24, 25, 2019	48 Kindergarten Teams (Teachers)	Elementary
Speech and Language	Conversations in the Classroom	Workshop for 40 EAs and 40 CYWs (No code days required.)	October 5, 2019 and February 15, 2020	EAs and CYWs who work with i	Elem/Sec
Speech and Language	1 day inservice for KLP Teachers	Workshop for KLP teams	March, 2019	8 program teachers	Elementary

Speech and Language	ABC and Beyond- 3 day workshop	Enhancing communication skills in the classroom	Nov/Dec/Jan and Feb/March/April 2020	8 Kindergarten teams	Elementary
Speech and Language	Professional Learning Series for LI-I	Math and IT Focus for LI ISP Teachers, 2 day inservice	February 25, 2019 and TBD	LI-ISP Teachers	Elementary
Deaf/Hard of Hearing	Two Day Training Workshop	Regular classroom teachers with D/HH students	September 30, 2019 and January 2020	Regular classroom teachers with D/HH students	Elementary
Deaf/Hard of Hearing	In-service for D/HH ISP teachers	One day Workshop for D/HH ISP teachers with Itinerant teachers	1-Apr-20	D/HH ISP Teachers	Elem/Sec
Deaf/Hard of Hearing	D/HH PD for Secondary	Workshop for 20 teachers on hearing loss awareness. (No code days required.)	Feb-20	20 Secondary Teachers	secondary
Mental Health	ASIST	2-day Suicide intervention training	Sept 4-5, 2019	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	ASIST	2-day Suicide intervention for Psychology/SW/Guidance Counselors/Administrators	Sept 11-12, 2019	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	ASIST	2-day Suicide intervention for Psychology/SW/Guidance Counselors/Administrators	Sept 24-25, 2019	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	ASIST	2-day Suicide intervention for Psychology/SW/Guidance Counselors/Administrators	Oct 2-3, 2019	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	ASIST	2-day Suicide intervention for Psychology/SW/Guidance Counselors/Administrators	April 1-2, 2020	Psychology/SW/Guidance Counselors, Administrators	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	14-Feb-20	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	14-Feb-20	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	14-Feb-20	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	11-Oct-19	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	15-Nov-19	all staff	ES, SS
Mental Health	SafeTalk	Suicide Awareness training for all staff	6-Dec-19	all staff	ES, SS
Mental Health	Anxiety	From Supporting Minds module.	TBD	Guidance Counselors	ES, SS
Mental Health	Anxiety	From Supporting Minds module.	TBD	Autism Team	ES, SS
Mental Health	Anxiety	From Supporting Minds module.	PA days in Oct, Nov, Dec & Feb	all staff	ES, SS
Mental Health	Mood Disorders	From Supporting Minds module.	PA days in Oct, Nov, Dec & Feb	all staff	ES, SS
Mental Health	Mentally-Healthy Classroom	From Supporting Minds module.	PA days in Oct, Nov, Dec & Feb	all staff	ES, SS
Mental Health	ADHD	From Supporting Minds module. effective strategies for students	PA days in Oct, Nov, Dec & Feb	all staff	ES

Mental Health	ADHD	From Supporting Minds modules: effective strategies for students who suffer from Attention Deficit Disorder.	PA day for Psychology	Social Work service providers	ES, SS
Mental Health	ADHD	From Supporting Minds modules: effective strategies for students who suffer from Attention Deficit Disorder.	PA day for Social Work	Psychology service providers	ES, SS
Social Work	Miscellaneous	SW PD offered throughout year on clinically relevant information and best practices	1/2 day sessions on monthly basis	Social Work Department	ele and sec.
Behavior	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs	TBD	20 Behaviour Program Teachers	Elementary
Behavior/SSRT	SNAP	Refresher/Certification of new staff in SNAP model through Child Development Institute	TBD - Currently being organized through CDI	20 Behaviour Program Teachers, CYWs and 8 SSRT members	Elementary

Behavior/SSRT	Nonviolent Physical Crisis Intervention (CPI) Training or BMS Training	To develop skills managing students with challenging behaviours	September 19 & 20-New to CPI or expired past 3 years; September 18 - Refresher course (1 day) expred within 2 years; October 10 & 11-New to CPI or expired past 3 years; October 11-Refresher course (1 day) expired within 2 years; November 14 & 15-New to CPI or expired past 3 years; November 15 - Refresher course (1 day) expred within 2 yearsusually elementary PA days and one code day (mandatory 2-day training required); December 6-Refresher course (1 day) expired within 2 years; January 16 & 16- New to CPI or expired past 3 years; January 17 - Refresher course (1 day) expred within 2 years; February 14-Refresher course (1 day) expired within 2 years; June 5-Refresher course (1 day) expired within 2 years; plus 3-4 trainers need recertification in September at a cost of \$1,200 pp & supplies of \$500 and trainer membership fee of \$175 x 6 for the year	Two-day training for certifications to all employees of TCDSB who deal with students presenting challenging or disruptive behaviours	Elementary and Secondary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	September-October 2019	Elementary Special Education Teachers and Special Education Teachers New to Special Education	Elementary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	September-October 2019	Secondary Special Education Teachers	Secondary
Special Services	The Alternative Report Card; Transition Planning	Introduction to the Alternative Report Card	Nov-19	Secondary Special Education Teachers New to Special Education	Secondary

Special Services	Legalities Around Chairing An IPRC	Review the IPRC process and the importance of understanding the legal implications of the IPRC.	October, 2019 (Multi Half Days-On PAL)	Elementary and Secondary Principals.	Elem/Sec
Special Services	Individual Education Plans; Special Services Forms; GAPE	Review of Special Services Forms and IEPs	Oct-19	Vice Principals and Principals New to the Role	Elementary and Secondary
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Sept., 2019	LD ISP, Empower Hub and SE Teachers	ES
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Nov., 2019	18 LD ISP, Empower Hub and SE Teachers	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Sept., 2019	LD ISP Teachers	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Nov., 2019	6 LD ISP Teachers	ES
Psychology/LD	Empower Vocabulary/Reading Comprehension 2-5	1/2 day Training for teachers new to Empower V/C 2-5	Sept , 2019	LD ISP and Hub Teachers	ES
Psychology/LD	Lexia	Training for 70 teachers in using Lexia Reading	Oct. , 2019	LD ISP and SE Teachers	ES
Psychology/LD	How to teach/support and monitor students with LD who are struggling in Math and literacy	Teacher (70) administered assessments to monitor and facilitate progress in Math and Literacy	Dec., 2019	LD ISP and SE Teachers	ES
Psychology/LD	Fundamentals for Teaching an LD ISP class	PD for teachers new to LD ISP	Nov., 2019	LD ISP Teachers	ES
Psychology/LD	Assessment of Academic Achievement using the KTEA3 (Kaufman Test of Educational Achievement Third Edition)	Using the KTEAs to evaluate student academic progress. Using QGlobal online resource to summarize and analyse results.	Full day session, October 2019	LD ISP Teachers	ES
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Nov., 2019	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Jan, February, April, June	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	Update on LD to Principals	Assessment, diagnosis, identification and programming for students with LD	Jan.,, 2020	School administrators	ES, SS

Psychology/LD	Understanding the learning profile of students with LD to increase math achievement	How to teach/support students with LD who are struggling in Math	Feb., 2020	SS teachers	SS
Psychology	Understanding challenging behaviours in children and adolescents and how to help manage them	Strategies for the classroom	PA Day -November 2020	Eas and CYWs	ES, SS
Psychology	Supporting our children's emotional health	Psychology Month Symposium for educators and parents (after hours)	PA Day February	Teachers, EAs, CYWs, Parents, other staff	ES, SS
Psychology/Gifted	Supporting the emotional health of students with Giftedness	How to recognize depression/anxiety and how to help. Strategies for the classroom.	PA Day -December	Gifted ISP and Withdrawal teachers	ES
Psychology/Gifted	Gifted PR Committee meeting	1/2 day Participation as a member of the committee	Three sessions	Gifted ISP Teacher, SS teacher	ES, SS



MULTI-YEAR ACCESSIBILITY PLAN

TORONTO CATHOLIC DISTRICT SCHOOL BOARD December 2017–December 2022

Prepared by

**Accessibility Working Group
In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

December 2017

- This publication is available through the Toronto Catholic District School Board's:
 - [website](http://www.tcdsb.org) (www.tcdsb.org → FOR COMMUNITY → Accessibility Policy & Multi-Year Plan)
 - Catholic Education Centre/Head Office (Communications Department- 80 Sheppard Avenue East)
- Hard copies will be made available to all departments, schools and the Catholic School Parent Councils upon request.
- Accessible formats of the plan are available from the Communications Department upon request.



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1.0 **Aim**

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Toronto Catholic District School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement.

Objectives

This Plan:

- 1.1 Describes the process by which the Toronto Catholic District School Board will identify, remove and prevent barriers;
- 1.2 Reviews recent efforts of the Toronto Catholic District School Board to remove and prevent barriers;
- 1.3 Describes the measures the Toronto Catholic District School Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 1.4 Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6 Describes how the Toronto Catholic District School Board will make this accessibility plan available to the public.



2.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee and Accessibility Working Group. It will be presented to the Board for approval. The Toronto Catholic District School Board is committed to:

- 2.1** Maintaining an Accessibility Working Group;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Working Group will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access including, but not limited to, facilities, IT services, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working Group to review and update the Multi-Year Accessibility Plan that will enable the Toronto Catholic District School Board to meet these commitments.



3.0 Description of the Toronto Catholic District School Board

The Toronto Catholic District School Board is a publicly funded Catholic school board for Toronto, Ontario. It is one of the two English boards of education in the City of Toronto.

With over 90,000 students, the TCDSB is one of the largest school boards in Canada. The TCDSB governs 201 schools in the Toronto area: 30 secondary schools, 168 elementary schools, and 3 schools that combine both secondary and elementary grades.

The TCDSB has 12 wards represented by 12 trustees and 2 student trustees. The Chair of the Board and the Vice-Chair are elected at the inaugural meeting of the Board, and serve for one year.

Our 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.

Vision of TCDSB

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

We believe...

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good
- that high standards and expectations foster greater achievement



- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person
- that teaching is responsive to individual needs
- that teaching and learning should be rooted in research and evidence
- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

"Our vision of Catholic education invites each one of us—parents, students, teachers, principals, chaplains, support staff, trustees, clergy, supervisory personnel— to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society."

([*Fulfilling the Promise*](#), Assembly of Catholic Bishops of Ontario)



4.0 Message from the Director of Education

The Toronto Catholic District School Board is an educational community that values the dignity and worth of every individual in its care. In this context, plans are developed to support the well-being of all its members. To this end, the Multi-Year Accessibility Plan has been developed to address the needs of its members who have disabilities.

Our Board currently demonstrates leadership in working with people with disabilities through its special education programs and services to students with special needs, through its accommodations for employees who are disabled and by ensuring that buildings and facilities become increasingly accessible.

It is our hope that all parents, students and employee groups become familiar with accessibility issues and work together to fulfill our mission of providing a community that is safe and welcoming and an example of a Christian community that is highly accessible.

Rory McGuckin
Director of Education



5.0 **Members of Accessibility Working Group**

The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed.

The members represent the following groups:

- Senior Staff
 - Superintendent of Human Resources
 - Superintendent of Special Services
 - Superintendent of Student Success
- Staff Representative(s)
- Student Representative(s)
- Information Technology
- Community Relations
- Human Resources
- Communications
- Facilities Services
- Transportation Services
- Parent Representative(s)

The Accessibility Working Group will meet to review progress and to respond to the requirements of the AODA. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

The Accessibility Working Group developed the Multi-Year Accessibility Plan for December 2017-December 2022.



6.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2012, the principles of inclusionary practice, freedom from barriers and accessible environments have informed Toronto Catholic District School Board policies, programs, procedures and services. The multi-year accessibility plan places particular emphasis on the provisions of the regulations made under the AODA with regard to service, information and communications, employment and school transportation.

Initiatives at the local level and system wide address accessibility issues and hence identify, remove and prevent barriers to people with disabilities.

Accessibility initiatives are addressed through the various departments, including but not limited to: Planning and Facilities, Special Services, Health and Safety, and Human Resources.

Planning & Facilities:

The TCDSB has undertaken a number of initiatives to identify, remove and prevent barriers to people with disabilities.

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards. Presently, there are four (4) new elementary school in construction – scheduled to open in late 2018 or the spring of 2019. The Board is proceeding with three (3) replacement secondary schools and four (4) replacement elementary schools. In addition, the Board has completed the construction of four (4) elementary school additions with three (3) other elementary school additions underway.



The Facilities Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. ([TCDSB Notice of Disruption Document](#)) Malfunctioning or broken accessibility components will be prioritized on work orders.

The following accessibility features have also been installed in some schools several years ago from a one-time accessibility grant:

- Washroom modifications
- Ramps
- Wheelchair Stair-Lifts
- Automatic Door Openers
- Elevator Repairs
- Lifting Devices
- Structural Wall Modifications

The Board operates a large number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells. All accommodation options will be reviewed for individuals working in a multiple-story building without an elevator.

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities Department, Special Services and the local school Superintendents.



Special Services:

Student accessibility projects and initiatives are reported to the Ministry of Education through the TCDSB's Special Education Plan. This plan is posted on the TCDSB's website www.tcdsb.org.

Through the Intensive Support Amount (ISA), the Board has been able to provide assistive technology and many more accommodations at the individual school for students in need due to a disability.

The ISA process allows for individualized equipment such as a walker, standers, sensory materials, lifts, computers and assistive software to be purchased on behalf of individual students, if it is deemed essential for them to have the equipment in order to access the curriculum.

Human Resources/Employment:

The TCDSB is an equal opportunity employer. In this regard, the Board recruits qualified staff specific to requirements of the particular job. Routine processes allow staff to be placed in facilities that accommodate their disability. The TCDSB accommodates staff with disabilities by providing necessary equipment that allows staff members to perform their duties in a barrier free workplace. The TCDSB has experienced professionals in place to assist staff members with disabilities to appropriately, safely and respectfully accommodate the employee in the workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board's Workplace Accommodation for Employees with Disabilities Policy. Itinerant employees are encouraged to contact the site/supervisor prior to or upon arrival at the worksite to discuss accessibility needs.

Customer Service:

The TCDSB updated its Accessibility Standards for Services and Facilities policy (A.36) on September 22, 2016. The TCDSB remains in compliance with the Customer Service Standard.



The TCDSB regularly solicits feedback about the manner in which it provides service and facilities to people with disabilities. Feedback processes vary including: in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.



7.0 **Barrier Identification Methodologies**

The Accessibility Working Group will use the following identification methodologies. Staff with disabilities will be consulted throughout the process.

- (1) Presentation to Senior Staff:
 - Input and feedback will be provided as the plan evolves and consultation will be on-going.
- (2) Presentation to Employee Groups:
 - Information regarding the plan will be provided and the working group will prioritize the removal of barriers.
- (3) Presentation to Trustees:
 - Providing information regarding the plan and presented prior to posting the updated annual plan.
- (4) Data Gathering:
 - Information to be gathered from all TCDSB stakeholders to identify barriers and measures that would make the TCDSB more accessible to people with disabilities.

Data will be gathered by either facilitating interviews, focus groups and/or surveys from three (3) sources: the Board's central office, schools and individuals. In addition, data will also be gathered through the review of policies. The data-gathering instruments will address all areas of accessibility barriers (physical, architectural, communication, information, attitudinal, technological, policy and practice).

Board Central Office- Department heads and other key staff will be contacted.

Schools- A representative which may include parents or members of the school community.



Individuals- Individual students, parents and staff will be invited to respond and to contribute their suggestions in the area of accessibility. Information will be gathered from individuals using surveys and/or focus groups.

While the primary focus of the surveys, focus groups or interviews is to gather data for informed decision making, it is expected that they will also serve to raise the awareness of respondents regarding the question of accessibility and accessibility planning within the TCDSB community.

In gathering the data, deliberate efforts will be made to encourage participation from people with disabilities. This will include extensive communication of the plan and widespread invitations for input and feedback.

Pamphlets will be distributed to local schools to raise awareness on accessibility. Principals are encouraged to add accessibility awareness as a topic for discussion at staff meetings.



8.0 **Recent Barrier Removal Achievements**

Between 2012-2017, the TCDSB implemented projects and programs to improve accessibility for people with disabilities and to meet requirements of the *Accessibility for Ontarians with Disabilities Act*.

This document includes a summary of the accessibility initiatives the TCDSB has completed.

Information and Communications

The TCDSB ensures it can identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (e.g. access to board meetings/school events)

The TCDSB has ensured readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.

The TCDSB has reviewed the status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline.

The TCDSB Information Technology (IT) Services has reviewed accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards.

Employment

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB.



Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

By January 1, 2014 the TCDSB was required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests an accommodation and is required to provide and arrange for the provision of suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.

Architectural & Physical Barriers

All designs of new schools and additions have building features that incorporate principles of universal and barrier-free design to meet the requirements of the Ontario Building Code and in many cases to address additional exceptional program needs.

Accessibility alterations and provisions of specialized facilities within existing schools continue where identified. Accessibility is addressed with the provision of power door operators at major interior and exterior doors, unisex barrier-free accessible washrooms, ramps at level changes, enhanced ventilation requirements, appropriate signage and audio or visual emergency alarm systems.

Policies

The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



Training

In accordance with AODA requirements the TCDSB provided interactive training on the Human Rights Code as it pertains to persons with disabilities for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training.

Link to training modules:

Accessibility Awareness:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx>

Customer Service Standards:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx>



9.0 **Barriers to be addressed under the Multi-Year Accessibility Plan**

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Toronto Catholic District School Board intends, through this Multi-year Accessibility Plan for the period 2017-2022, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

By January 1, 2020, the Board needs to:

(1) Provide accessible school library resources when asked. If available, provide accessible versions of print resources and materials such as large print, electronic or audio versions.

Exceptions

The Board does not need to provide accessible formats for:

- rare books
- special collections
- archived materials
- donated books and materials

Types of accessible formats:

- large print
- electronic versions



- CDs or other audio, including podcasts
- braille

Types of conversion-ready formats:

Electronic or digital formats that are easy to convert into accessible formats such as HTML and structured Microsoft Word files.

How to comply:

To determine what format to provide, speak with the students who will be using the content. They may already be aware of ways to access it or convert it. If it is not possible to provide information in an accessible or conversion-ready format, your library representative will need to:

- explain why it cannot provide the materials as requested
- provide a summary of the information that cannot be converted

(2) Make printed learning materials accessible

If the Board produces other printed learning materials, it must make them accessible or easy to convert into other formats like accessible Microsoft Word files.

If you are unable to provide the content in an accessible or conversion-ready format, you must:

- explain to individual why you cannot convert the information
- provide a summary of the information



By January 1, 2021, the Board needs to:

Make websites and web content accessible.

The TCDSB public website and its content must meet WCAG 2.0, as outlined in the Accessibility Standard for Information and Communications.

The TCDSB does not have to make its internal website (intranet) accessible. The Board does not have to modify content posted before 2012. If asked, the Board will need to work with individuals to make the content available to them in an alternate format such as large print or braille.

Policies:

The TCDSB's current Multi-Year Accessibility Plan will be reviewed and amended every five years. The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



10.0 Review and Monitoring Process

The Accessibility Working Group meets during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Working Group will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.



11.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier on Page 2, the Toronto Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to the Superintendent of Human Resources.



APPENDICES

- Appendix 1: Definitions
- Appendix 2: Trustees



APPENDIX 1: DEFINITIONS

BARRIER:

Anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including:

Physical barrier- Objects added to the environment, doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

Architectural barrier- inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

Communication barrier- Difficulties receiving information in person or by telephone; difficulties interacting with staff, difficulties receiving training and articulating in the recruitment and interview process.

Attitudinal barrier- Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

Technological barrier- Computers, photocopiers, fax machines, telephones and switches; inadequate or inappropriate assistive technologies.

Policy or a Practice- Rules, regulations and protocols that prevent one from performing their job satisfactorily; or from serving the public; or that restrict public participation.

DISABILITY:

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation,



lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- (d) A mental disorder, or
- (e) An injury or disability for which benefits were claimed or received under an insurance plan established under the *Workplace Safety and Insurance Act, 1997*; ("handicap")



APPENDIX 2: TRUSTEES 2017-2018

TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2017-2018

Wards

1.	Joseph Martino	416-512-3401
2.	Ann Andrachuk	416-512-3402
3.	Sal Piccininni	416-512-3403
4.	Patrizia Bottoni	416-512-3404
5.	Maria Rizzo, Vice-Chair	416-512-3405
6.	Frank D'Amico	416-512-3406
7.	Michael Del Grande	416-512-3407
8.	Garry Tanuan	416-512-3408
9.	Jo-Ann Davis	416-512-3409
10.	Barbara Poplawski, Chair	416-512-3410
11.	Angela Kennedy	416-512-3411
12.	Nancy Crawford	416-512-3412
	Rhea Carlisle	
	Student Trustees	416-512-3413
	Joel Ndongmi, Student Trustee	416-512-3417



PARENT GUIDE FOR SPECIAL EDUCATION

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

2019

OUR MISSION AND VISION

OUR 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.

OUR VISION

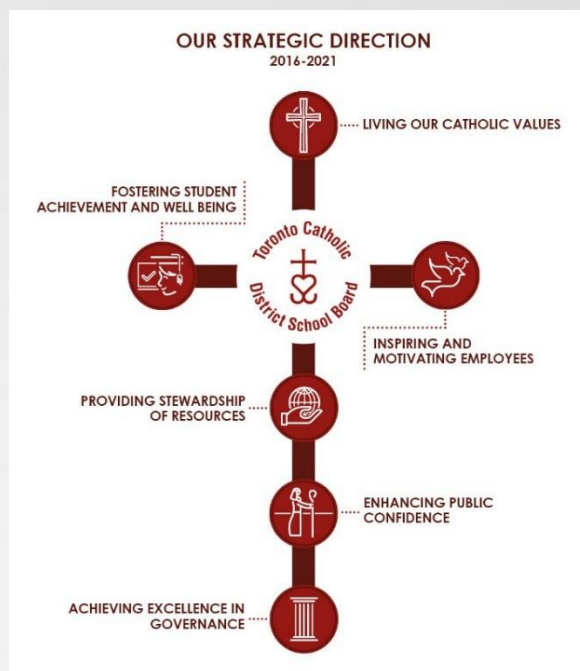
At Toronto Catholic we transform the world through witness, faith, innovation and action.

OUR CATHOLIC VALUES

We believe...

- in the worth and dignity of every person,
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human dignity, solidarity, and the common good,
- that high standards and expectations foster greater achievement,
- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person,
- that teaching is responsive to individual needs,
- that teaching and learning be rooted in research and evidence,
- that each of us shares responsibility for creating collaborative communities of learning,
- that equity, diversity, accessibility, and inclusivity are integral to the Catholic community, and,
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

MULTI-YEAR STRATEGIC PLAN 2016 – 2021



LIVING OUR VALUES.

To understand and apply Catholic Teachings to all that we do

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic Graduate School Expectations

INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources

ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders

ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance

PURPOSE

The purpose of this Parents' Guide is to provide information to parents about special programs and services provided by the Toronto Catholic District School Board (TCDSB), and the Identification, Placement, and Review Committee (IPRC). It also outlines the procedures involved in identifying a student as "exceptional", deciding the student's placement, or appealing such decisions.

It is understood that a parent can, at any time, contact the principal if they wish to access special services for their child. Throughout this brochure, "parent" will mean one or both parents or guardians.

PHILOSOPHY

"...The integrity of Catholic education does not and cannot rest solely on the shoulders of a few individuals or belong only to certain groups of people..."

"We are bound together by a common faith and in common service."

-Fulfilling the Promise (Pp. 6-7)

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

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

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

-Reach Every Student: Energizing Ontario Education, 2008

"Only by helping every student reach his or her potential can we hope to close the achievement gap between groups of students."

-Learning for All, 2013 (p.12)

In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, withdrawal, and intensive support programs.

Inclusion of students with special educational needs in our schools can be summed up in the following quote:

"We invite you to become active participants in the process of Catholic Education. We urge you to bring your energy, enthusiasm and generosity to the task of building a Catholic community within your school and to shaping the vision of Catholic education."

-This Moment of Promise (P. 22)

Who is an Exceptional Student?

The Education Act defines an exceptional student as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

What Are Special Education Services?

Special Education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What is a Special Education Program?

A Special Education program is defined in the Education Act as an educational program that:

- Is based on and modified by the results of continuous assessment and evaluation
- Includes an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What Is an Individual Education Plan (IEP)?

All children learn differently. Program modifications may be incorporated into a formalized IEP which focuses on the child's strengths as well as areas of need. The IEP is developed by the school, in consultation with the parent. It must include:

- specific educational expectations
- an outline of the special education program and services that will be received

- a statement about the methods by which the student's progress is reviewed
- for students 14 years and older a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The principal will provide the parent with a copy of the Parent Guide. The IEP must be completed within 30 school days after a student has been placed in the program.

What Assessments Are Carried Out?

If more formalized assessment and/or additional information is needed, a variety of special services staff is available within the TCDSB to conduct these assessments. Parents have the option to seek out assessments from private sources outside the Board at their own cost.

The educational assessment may include a review of the student's work and academic records, administration of standardized group tests and, if deemed necessary, individual assessments.

Depending on the nature of the student's learning needs, the IPRC may wish to consider other assessments such as psychological, psychiatric, audiological, social work and speech-language pathology.

All of these assessments are carried out by qualified professional staff employed by the Board on the basis of informed parental consent.

What is an Identification, Placement and Review Committee (IPRC)?

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- to determine the strengths and needs of a student
- to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education and Training (see pp 13-15)
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan.

An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board. This is a requirement of Regulation 181/98 of the Ontario Ministry of Education.

How is an IPRC Meeting Requested?

The principal:

- may, with written notice to the parent, refer the student to an IPRC *when* the principal and the teacher(s) believe that the student may benefit from a special education program
- must request an IPRC meeting for the student, upon receiving a written parental request.

Within 15 days of receiving a parental request, or giving the parent notice, the principal must provide the parent with a copy of the Parents' Guide to Special Education and a written statement of approximately when the IPRC will meet.

Who Attends the IPRC Meeting?

Parents and students age 16 and older are entitled to attend. Others who may attend are:

- the principal or designate
- other professionals such as the student's teacher, special education teacher and/or Board support staff
- students under 16 years of age with parent's consent
- an interpreter (requested through the principal of the student's school)
- a person to support or speak on the parent's and student's behalf
- Principals will make every effort to accommodate parental request for specific resource staff to be in attendance.

What Information Will Parents and Students Receive about the IPRC Meeting?

At least 10 days in advance of the meeting, the principal will provide the parent with written notification of the meeting and an invitation to attend.

At least one day before the IPRC meeting, the parent and student age 16 and older will receive a written copy of any information that will be considered by the IPRC. This may include the results of assessments or a summary of information.

If the parent is unable to attend to the scheduled IPRC meeting, he/she shall:

- contact the school principal to arrange an alternative date or time, or

- inform the school principal that he/she will not attend and give written or verbal permission for the IPRC to proceed.

If the parent gave permission for the IPRC to proceed, the principal shall forward the IPRC form for the parent's consideration and signature.

What Happens at an IPRC Meeting?

The chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about the student. They will:

- consider an educational assessment
- consider other assessments as needed
- interview the student (with parental consent if the student is less than 16 years of age) if required
- consider any information that the parent or student submits, including recommendations for programs and services.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student, aged 16 years or older. The parent is encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the committee will make its decision.

As soon as possible after the meeting, the principal will forward for the parent's consideration and signature, the IPRC's written statement.

What will the IPRC Consider in Making Its Decisions?

Before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs
- be consistent with the parent's preferences.

If the IPRC determines that placement in a regular class will meet the student's needs and the parent agrees, the committee will recommend placement in a regular class with appropriate special education services. If the committee decides that the student should be placed in a special education class, it must state the reasons for the decision in its written statement of decision.

What will the IPRC's Written Statement of Decision Include?

The IPRC's written statement of decision will state whether the student has been identified as exceptional;

If the student is identified as exceptional, the statement will include:

- the categories and definitions of any identified exceptionalities, as permitted by the Ministry of Education
- description of the student's strengths and needs
- placement decision
- recommendations regarding a special education program and special education services.

Where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision will be provided.

What Happens after the IPRC has made its Decision?

The parent's signature on the IPRC form indicates agreement with the decision made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC identifies the student as exceptional and the parent has agreed with the IPRC identification and placement decision, the Board will promptly notify the principal of the school at which the special education program will be provided. The Individual Education Plan (IEP) for the student will be developed or modified.

How is a Special Education Placement Reviewed?

A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice (waiver) from the parent dispensing with the annual review.

The parent may request a review IPRC meeting any time after the student has been in a special education program for 3 months. At the review meeting, the following information is considered:

- additional information to that presented to the initial IPRC
- the progress the student has made in relation to the Individual Education Plan (IEP).

The IPRC will review the placement and identification decisions and make appropriate recommendations.

What if the Parent Disagrees with the IPRC Decision?

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

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss these concerns; or
- within 30 days of receipt of the decision, the parent may file a notice of appeal with the Director of Education who is also Secretary of the Board.

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

If the parent does not consent to the IPRC decision and does not appeal it, the Board will instruct the principal to implement the IPRC decision.

The Appeal Process

The **Notice of Appeal** must:

- indicate the decision with which the parent disagrees and
- include a statement that sets out reasons for the parental disagreement.

The **appeal process** involves the following steps:

- the Board will establish a Special Education Appeal Board to hear the appeal. The Appeal Board will be composed of three persons (one of whom is to be selected by the parent) who have no prior knowledge of the matter under appeal
- the Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless the parent and Board both provide written consent to a later date)
- the Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal
- the parent and student, (if 16 years old or over), are entitled to be present at, and to participate in, all discussions
- the Appeal Board must make its recommendation within 3 days of the meeting. It may agree with the

IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation to the Board about the identification and/or placement

- the Appeal Board will report its recommendations in writing to the parent and to the School Board, providing the reasons for its recommendations
- within 30 days of receiving the Appeal Board's written statement, the school board will decide what action it will take with respect to the recommendations. Boards are not required to follow the Appeal Board's recommendation
- the parent may accept the decisions of the School Board, or may appeal to a Special Education Tribunal. A parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's decision.

Special Education Programs

In addition to Special Education Resource at each school, the following Intensive Support Programs (ISP) are available at some school locations:

- Autism
- Behaviour
- Deaf and Hard-of-Hearing
- Developmental Delays
- Gifted Congregated
- Kindergarten Language Program (KLP)
- Learning Disability
- Language Impairment
- Multiple Exceptionalities

The student's home school will first be considered in providing and appropriate program.

Note: To obtain further information about location and range of programs currently available, please contact the Special Services Department (222-8282 ext. 2486).

The student's home school will be first considered in providing an appropriate program.

Overview of the Special Education Process

Classroom Teacher identifies student needs. The Classroom Teacher provides instruction to support student needs as per **Learning for All, 2013**.

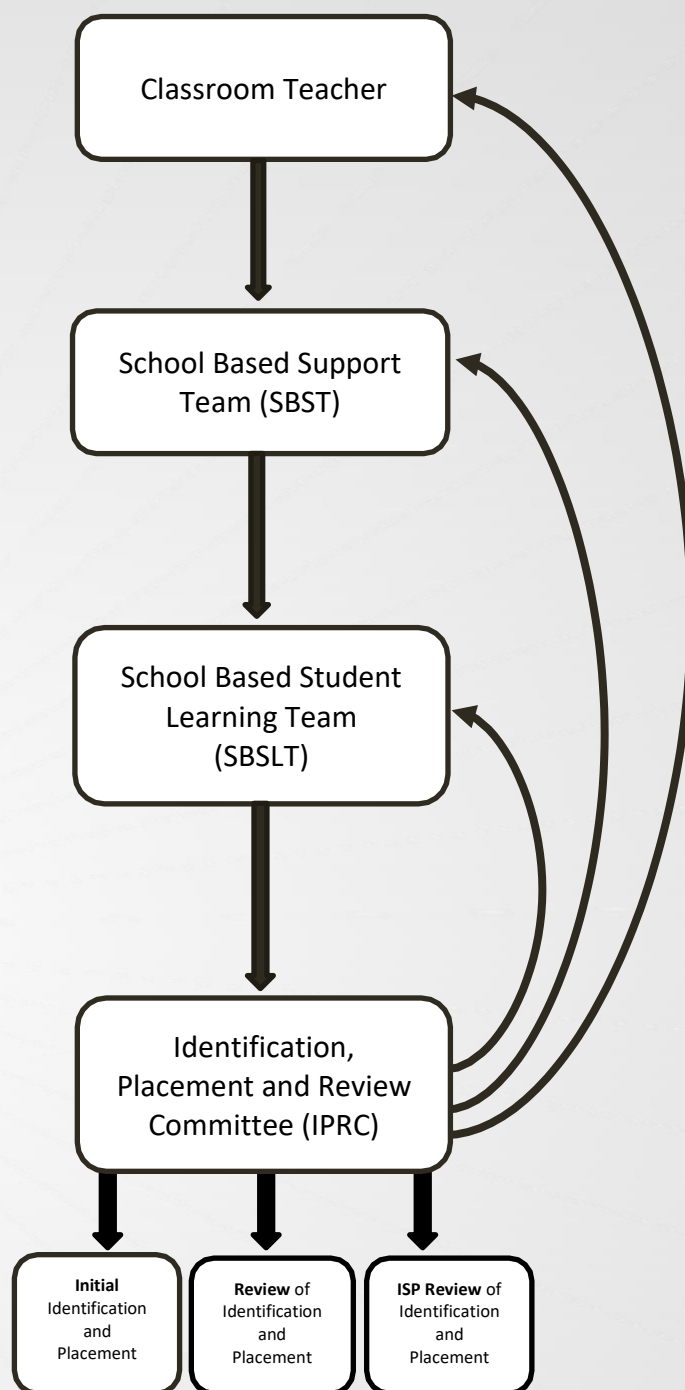
Parents are involved at each level of the process.

Classroom Teacher discusses student needs with the SBST, including the Principal, the Special Education Teacher, the Department Head or Guidance (in Secondary). He/She implements suggested strategies and observes and reflects on student progress. An IEP may be developed to support student needs.

Student lack of progress may suggest the need for strategies beyond those identified through SBST. The Psychologist, Social Worker, Speech and Language Pathologist and Assessment and Programming Teacher may provide additional strategies to school staff to support student learning at an SBSLT. An IEP may be developed to support student needs or may be expanded to include new strategies. If appropriate, a student assessment may be requested.

Assessment results may indicate the need to identify a student. An IPRC may be held to determine the identification and placement of a student.

Each year the Identification, Placement and Review Committee meets to review student progress.



Ontario Ministry of Education Category of Exceptionalities

The following five categories of exceptionalities have been identified in the Education Act definition of *exceptional pupil*:

- behaviour
- communication
- intellectual
- physical
- multiple

Each category is further defined below:

BEHAVIOUR:

Behaviour: A learning disorder characterized by specific behaviour problems over a period of time, to such a marked degree, and of such a nature, as to

adversely affect education performance. This may be accompanied by one or more of the following:

- (a) an inability to build or to maintain interpersonal relationships;
- (b) excessive fears or anxieties;
- (c) a tendency to compulsive reaction;
- (d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

COMMUNICATION:

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

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

Language Impairment: A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system or which may be associated with neurological, psychological, physical, or sensory factors and which may;

- (a) involve one or more of the form, content, and function of language in communication; and
- (b) includes one or more of the following: language delay; dysfluency; voice and articulation development, which may or may not be organically functionally based.

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

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

(a) is not primarily the result of impairment of vision/hearing, physical disability, developmental disability, primary emotional disturbance or cultural difference;

(b) results in significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of: receptive language (listening, reading); language processing (thinking, conceptualizing, integrating); expressive language (talking, spelling, writing); mathematical computation;

(c) may be associated with one or more conditions diagnosed as: a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

INTELLECTUAL:

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

Mild Intellectual Disability: A learning disorder characterized by:

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

Developmental Disability: A severe learning disorder characterized by:

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

PHYSICAL:

Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the

opportunity for educational achievement equivalent to that of pupils without exceptionalities who are the same age or developmental level.

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

MULTIPLE:

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

Summary of Parental Involvement

The practice of TCDSB is to provide every opportunity for parents to be actively involved in the decision making process regarding their children especially as it relates to the development of the IEP and to the delivery of special education programs and services.

Parent(s) may request in writing that a principal refer the student to an IPRC and the principal is then required to refer the student.

Parent(s) must provide written consent before most assessments can be carried out. Parent(s) must be provided with a written statement of the decisions reached by an IPRC stating:

- description of student's strengths and needs
- identified exceptionality based on Ministry of Education categories and definitions
- placement decision
- recommendations regarding a special education program and special education services.

Parent(s) written consent is required before a student may be placed in a special education program as determined by an IPRC. (It should be noted that where a parent refuses or fails to consent to a placement and has not appealed within the appropriate time limits, the Board may direct the appropriate principal to place the exceptional student as recommended by the IPRC, and to notify the parent(s) in writing of the actions taken.)

The Individual Education Plan (IEP) is developed in consultation with the parent. The IEP is completed within 30 school days after a student has been placed in the program. The parent will receive a copy of the IEP.

Parent(s) must be advised in writing of the reviews to be held by the IPRC regarding the student's placement.

Parent(s) have the right to appeal the decisions of an IPRC.

Provincial and Demonstration Schools

The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools For Students With Severe Learning Disabilities, Some Of Whom May Have ADHD

Sagonaska School (613) 967-2830
350 Dundas Street West, Belleville, Ontario K8P 1B2

Trillium School (905) 878-8428
347 Ontario Street South, Milton, Ontario L9T 3X9

Amethyst School (519) 453-4408
1090 Highbury Avenue, London, Ontario N5Y 4V9

Provincial Schools For The Deaf

E. C. Drury School
255 Ontario Street South, Milton, Ontario L9T 2M5
Telephone: (905) 878-2851
• TTY: (905) 878-7195

Robarts School
1090 Highbury Avenue, P.O. Box 7360, Station E
London, Ontario N5Y 4V9
Telephone and TTY
(519) 453-4400

Sir James Whitney School
350 Dundas Street West, Belleville, Ontario K8P 1B2
Telephone and TTY:
(613) 967-2823

Provincial School For The Blind And Deaf-Blind
W. Ross Macdonald School (519) 759-0730
350 Brant Avenue, Brantford, Ontario, N3T 3J9

Additional information is available the Special Services
Department.

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)
MEMBERSHIP – 2019**

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Nancy Crawford, Trustee

Daniel Di Giorgio, Trustee

Angela Kennedy, Trustee

Organizations to Assist Parents

Many community organizations provide information
and support to parents of exceptional students:

Autism Ontario

1-866-925-9969

FASworld Toronto

416-264-8000

Integrated Action for Inclusion

<http://www.integration-inclusion.com/>

Learning Disabilities Association of Toronto District

416-229-1680

VOICE for Hearing Impaired Children

416-487-7719

Toronto Association for Community Living

416-968-0650

Association for Bright Children

1-844-443-8332

Ontario Federation of Cerebral Palsy

416-244-9686

Down Syndrome Association of Toronto

416-966-0990

Tourette Syndrome Foundation of Canada

416-861-8398

Ontario Association for Families of Children with
Communication Disorders (OAFCCD)

519-842-9506

Representatives nominated by these organizations are
members of the Special Education Advisory
Committee (SEAC) of the Board. The role of the
Committee is to provide advice to the Board on issues
related to exceptional students. Monthly meetings are
open to the public.

Toronto Catholic District School Board

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416-222-8282

www.tcdsb.org

Without a vision the people perish

Proverbs 29:18

Date of Issue: September 25, 2009**Effective:** Until revoked or modified**Subject:** PROTOCOL FOR PARTNERSHIPS WITH EXTERNAL AGENCIES
FOR PROVISION OF SERVICES BY REGULATED HEALTH
PROFESSIONALS, REGULATED SOCIAL SERVICE PROFESSIONALS,
AND PARAPROFESSIONALS**Application:** Directors of Education
Secretary-Treasurers and Supervisory Officers of School Authorities
Superintendents of Schools
Principals of Elementary Schools
Principals of Secondary Schools

Introduction

The ministry is committed to promoting effective community-based partnerships with external agencies that foster continuous improvement in the delivery of programs and services for all students, including students with special needs. Closing achievement gaps for all students continues to be a major priority.

The purpose of this memorandum is to provide direction to school boards¹ concerning the review and/or development of a local protocol for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social service professionals, and paraprofessionals. It outlines the requirements for reviewing and/or developing a local protocol, and specifies the requirements for implementing the protocol and for reporting on the protocol to stakeholders.

Requirements for Review and/or Development of a Board Protocol

School boards with an existing protocol will review their protocol to ensure that it is aligned with the requirements outlined in this memorandum. School boards without an existing protocol will develop a protocol that is aligned with those requirements. The protocol will be designed to support the school board's capacity to provide programs and services to all students, including students with special needs. The protocol will reflect local circumstances, including the language of the board.

1. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities, with the exception of section 68 school authorities.

The protocol will outline the following:

- programs and services that are currently delivered by external agencies
- programs and services that are currently delivered by school board professional student services personnel (PSSP) and paraprofessionals
- programs and services that could be delivered by school board PSSP and paraprofessionals, but are not being delivered by them for financial reasons or because requirements do not match the job descriptions or qualifications of board PSSP and/or paraprofessionals

A distinction must be made in the protocol between long-term and short-term (time-limited) partnerships to ensure that long-term duplication of services already provided by school board PSSP and paraprofessionals does not occur.

The protocol must be aligned with the collective agreements of unionized school board staff and enhance the delivery of services. The protocol must provide for supplementing, but not duplicating, the services of school board PSSP and paraprofessionals. A protocol will be developed by each school board even if there are currently no unionized regulated health professionals, regulated social service professionals, and paraprofessionals on staff.

Where applicable, co-terminus and contiguous school boards must, at a minimum, explore the development of partnerships and protocols to facilitate the delivery of programs and services.

Boards must seek the advice of PSSP and paraprofessionals when reviewing and/or developing their protocol. Boards will also design a procedure for reviewing their protocol and projected services in consultation with external agencies and unionized school board staff at least once a year.

Boards will also ensure that their protocol is consistent with standard school board provisions related to:

- informed consent;
- criminal reference checks;
- appropriate insurance coverage;
- compliance with the Safe Schools Act;
- conflict of interest, confidentiality, equity, human rights, and other relevant policies.

Eligible Categories of Professionals and Paraprofessionals

A board's protocol will cover the following categories of PSSP and paraprofessionals:

- audiologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- speech-language pathologists, as defined by the Audiology and Speech-Language Pathology Act, 1991
- occupational therapists, as defined by the Occupational Therapy Act, 1991
- physiotherapists, as defined by the Physiotherapy Act, 1991
- psychologists, as defined by the Psychology Act, 1991

-
- psychological associates, as defined by the Psychology Act, 1991
 - social workers, as defined by the Social Work and Social Service Work Act, 1998
 - other regulated professionals and/or paraprofessionals who are deemed by the school board to be essential for the delivery of programs and services for students with special needs

Any future regulated categories will also be covered by the protocol.

Additional Requirements for the Board Protocol

In order to assist school boards and external agencies in the development, review, and maintenance of local protocols, a memorandum from the Deputy Minister of Education accompanies this policy/program memorandum and outlines the elements that each protocol must contain. Any changes to the elements required in the local protocols will be communicated in the future to boards through a similar memorandum.

Implementation and Reporting

School boards will implement their newly developed or reviewed protocol and post it on their website by January 1, 2010. Reviews of and revisions to established protocols will be completed and posted on school board websites by January 1 of each subsequent year.



PROTOCOL

RE COMMUNITY PROFESSIONALS INVOLVEMENT IN SCHOOL PROGRAMS

PURPOSE

This protocol outlines the background, and the principles and administrative procedures that the Board will follow, with respect to community professionals' and private therapists' involvement in school programs where such professionals are retained and/or compensated by parents/guardians.

The purpose of the protocol is to clarify the relationship between the school and the community health professional/private therapist where:

- Parents/guardians have retained such community professionals to support their child ("privately retained community health professionals"), and/or
- Staff from another agency and/or ministry request to observe and/or work with a student at school.

This protocol recognizes that parents/guardians, community health professionals and the school share a common goal to pursue, within defined roles, the best interest of the child.

PRINCIPLES

The *Education Act* requires the Ministry of Education and Training (the "Ministry") to ensure that all exceptional children in Ontario have available to them appropriate special education programs and special education services without the payment of fees by parents or guardians resident in Ontario. Subsection 8(3), in part, provides:

"The Minister shall ensure that all exceptional children in Ontario have available to them, in accordance with this Act and the regulations, appropriate special education programs and special education services without payment of fees by parents or guardians resident in Ontario..."

It is recognized that it is the exclusive role of the school in partnership with parents/guardians, to be the primary providers of school based programs and services.

Schools have the rights and obligation to provide education programs and services in schools as prescribed by the *Education Act*.

The Toronto Catholic District School Board (the “Board”) provides a range of special education programs and services. A description of special education programs and services is outlined in the Special Education Plan which is posted on the school board website.

School board staff work in partnership with parents to ensure that the needs of their child are identified, considered and met. To that end, collaboration with community agencies and private therapists is considered.

BACKGROUND

Some students receive additional support through community agency staff or by private therapists/consultants hired by parents.

These services may be beneficial to students, and can be offered to students in the home, community, or practitioner office setting.

Occasionally, schools receive requests to have third party services delivered in the school. Some examples of services that have been requested are:

- tutoring
- child care services
- speech pathology services
- music lessons
- private assessments
- intensive behaviour intervention

There are a number of concerns related to having third party services take place in the school:

- liability to the Board
- privacy and confidentiality issues
- conflicts with collective agreements
- qualifications and professional standards of third party staff
- informed consent issues
- supervision
- use of teacher and educational assistant time
- availability of school space
- payment of services
- equity issues
- duplication of service

THE NATURE OF THIRD PARTY SERVICES

Direct services to students are delivered by school board staff such as teachers, educational assistants, and special services staff. In some situations, other services for students are needed, and are delivered by individuals who are paid by someone other than the board of education/Ministry of Education. These services are called third party services.

There are two types of third party services – public and private.

a. Public third party services

Public third party services are those delivered by staff from an agency or other public organization. This could also include not for profit charitable organizations that are considered to serve public interests. Public third party services may be mandated by the government, be the result of interministerial agreement, or be funded by a government agency or donations. Services from these organizations are generally available to students in the system who qualify under the mandate or operation of the public third party. Public third party services, where needed, are requested by the Board. The following public third party services are permitted in TCDSB schools (with parent permission):

- School health support services through community care access centres (CCACs). This includes:
 - speech pathology
 - occupational therapy
 - physiotherapy
 - nursing
 - nutrition

b. Private third party services

Private third party services are those retained and/or paid for by parents/guardians. The request for services has come from parents/guardians. They have not been requested by the Board.

DIRECTION

Because of the difficulties listed in the Background section, private third party services delivered directly to students during the school day are not allowed in the school setting.

The Board does not allow individual parents to provide in-school or in-classroom student direct therapy/assistance.

Privately retained and community health professionals may visit a classroom only to observe a student and **not** for the purpose of providing instruction or therapy.

Privately retained and/or community health professionals are permitted in schools for the following purposes:

1. For observation, where this assists the privately retained or community health professionals to set appropriate goals for the child in non-school environments and to ensure consistency of programming outside the school environment.
2. To attend school meetings in order to share information regarding the child's participation in an outside program or to report results of outside evaluations or testing which may have taken place.
3. A private therapist or community health professional may act as an advocate for a child in the Special Education Identification and Placement Review Committee (IPRC) or Individual Education Plan (IEP) process, upon the written authorization of the parents or guardians of the child.

PROCEDURES RE: REQUESTS FOR INVOLVEMENT OF COMMUNITY AGENCY STAFF OR PRIVATELY RETAINED STAFF

The following are administrative procedures for schools when parents request involvement of community agency staff or privately retained staff:

1. As noted above, requests for involvement in a classroom or school by a privately retained or community health professional must be for observation, exchange of information or IPRC/IEP advocacy purposes only, and not for the delivery of direct services to students.
2. A request by a privately retained therapist or community health professional to observe a student in a classroom must be made by the parent/guardian to the school principal.
3. Privately retained or community health professionals must be accompanied by a member of the school administration or designate, or by a Board special services staff person during the observation period.
4. In your sensitivity in working with parents you as the principal of the school can determine and schedule the number and duration of parental requests in an effort to minimize the disruption to the delivery of the instructional program.
5. A community health professional/private therapist must keep confidential any personal information obtained about other students, teachers or staff while observing a particular student in a classroom, in accordance with relevant legislation including the *Education Act* and the *Municipal Freedom of Information and Protection and Privacy Act*.

6. A privately retained or community health professional who makes a classroom visit for the purpose of observation must provide a copy of the written report of the observation to the Board.
7. A criminal background check of all private therapists or community health professionals is required prior to any direct contact with pupils. (Ontario Regulation 521/01 "Collection of Personal Information" requires a personal criminal history of every individual who is an employee or a "service provider" who comes into direct contact with pupils on a regular basis (period of time to be established by TCDSB).
8. A sample letter is included in Appendix I. This can be adapted for use when community agency staff and private professionals request access to schools.

QUESTIONS REGARDING REQUESTS FOR INVOLVEMENT OF COMMUNITY AGENCY STAFF OR PRIVATELY RETAINED STAFF

Questions or concerns regarding requests for involvement of community agency staff or privately retained staff should be directed to the Superintendent of Special Services.

Approved by Education Council, March, 2006

(School Letterhead)

Dear:

This letter is in follow-up to the meeting/request for a classroom observation by _____.

TCDSB would like to continue to work in partnership with you and we would like to accommodate your request in a mutually agreeable fashion.

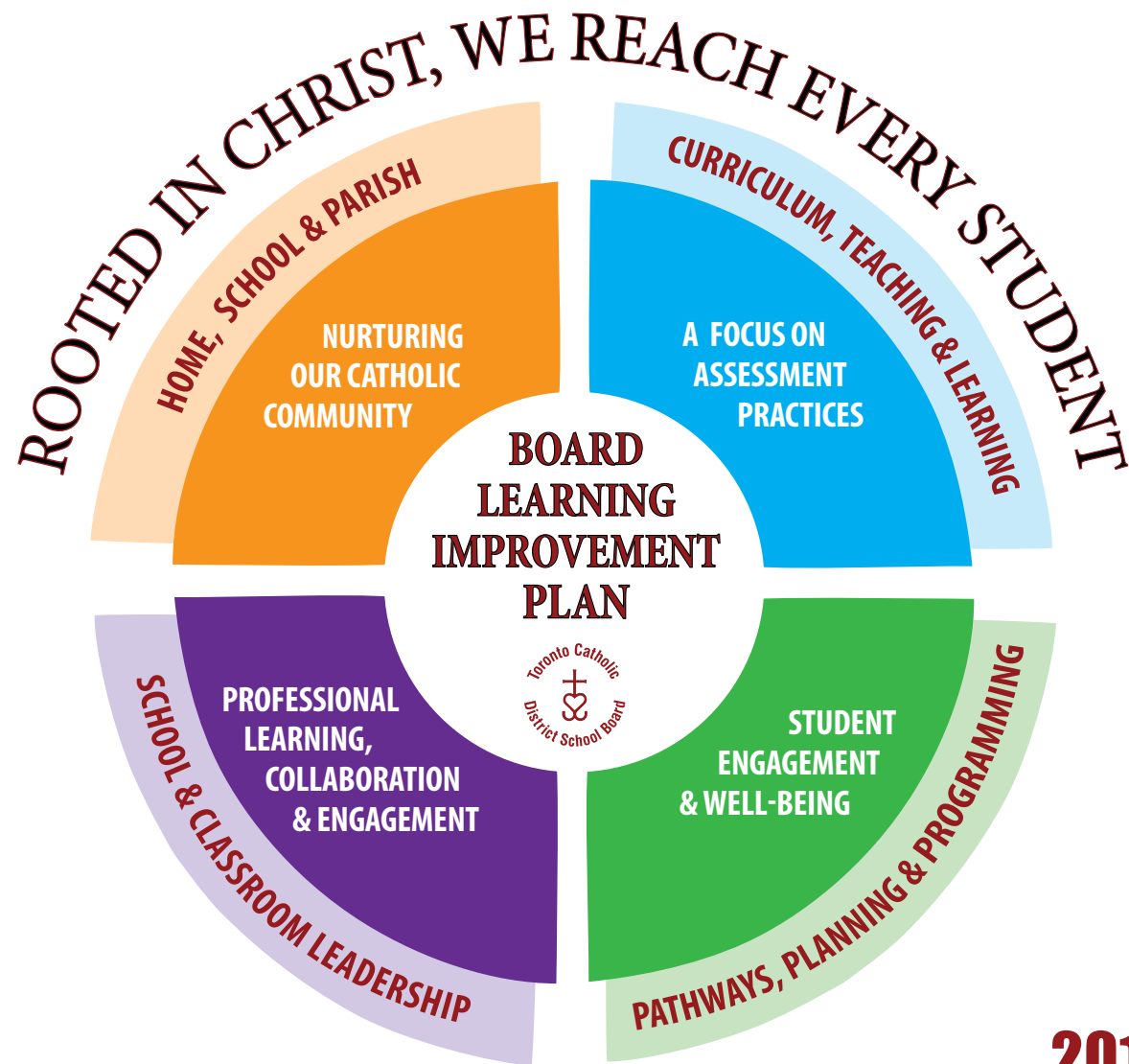
The following are the steps that would need to take place to set up this observation:

1. An appointment for observation would be set up through the Principal.
2. The purpose of the visit is for classroom observation only, with the classroom teacher retaining responsibility for the educational program.
3. The observers should not review or comment on the performance of the teacher, or other school staff and should not interrupt the flow of instruction.
4. Confidentiality of staff and of other students in the class must be maintained. The observers must not make any specific comments about students or staff in oral or written reports.
5. A copy of the written report about the observation would be provided to the school board, to my attention.
6. Outside service providers must have a criminal background check as prescribed by the *Education Act*. The Board has contracted with the Ontario Education Service (OESC) to gather this information. This documentation is required prior to access to schools and classrooms.

Please contact me if you would like to discuss this further.

Sincerely,

(Principal)



2018 - 2021

C PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING

DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE-BASED STRATEGIES	MONITORING
<p>Areas of Strength:</p> <p><i>Elementary students' positive self image</i></p> <p><i>Student Mental Health and Well-being initiative in Secondary</i></p> <p>Areas for Growth:</p> <p><i>Engagement in Pathways programs [Specialist High Skills Major (SHSM), Dual Credit, Co-op, Ontario Youth Apprenticeship Program (OYAP), experiential learning]</i></p> <p><i>Student Mental Health and Well-being initiative in Elementary</i></p> <p><i>Secondary students' positive self image</i></p>	<p>By June 2021, there will be an increase in the level of participation in Pathways Programming:</p> <p>SHSM (Grade 11 and 12 students): 14% to 25%</p> <p>Dual Credit usage of allocations (filling allocations): 56% to 70%</p> <p>Central co-op placements: 160 to 210 students</p> <p>OYAP: 465 to 495 students</p> <p>Experiential Learning: 35 to 70 school projects</p> <p>By June 2021, there will be an increase in usage of online tools that promote students' understanding of themselves as learner:</p> <p>All About Me:</p> <p>Primary Division: 3% to 15%</p> <p>Junior Division: 9% to 20%</p> <p>By June 2021, there will be an increase in positive responses regarding students' understanding of themselves as learners and well-being:</p> <p>myBlueprint</p> <ul style="list-style-type: none"> 57% to 70% in elementary; 52% to 70% in secondary <p>Grade 3 to Grade 5 Student Voice surveys: 2018-2019 baseline</p> <p>Teacher Voice surveys</p> <ul style="list-style-type: none"> Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations (based on a range of responses): 69% - 72% to 75% -80% <p>Administrator Voice surveys</p> <ul style="list-style-type: none"> Students build on experiences to explore and reflect upon interests, strengths, skills and education and career/life aspirations (based on a range of responses): 60% - 81% to 70% to 90% <p>By June 2021, there will be an increase in positive responses regarding Secondary students' self image (based on a range of questions):</p> <p>Secondary Student Voice surveys: 71% - 83% to 75% - 85%</p> <p>By June 2021, there will be an increase in "Stop the Stigma" Mental Health and Well-being initiatives from 34 to 80 elementary schools</p>	<p>Central Staff, Field Superintendents, School Administrators, and Classroom Teachers will:</p> <ul style="list-style-type: none"> Engage and support professional learning on student pathways coaching, Dual Credit programs (including accelerated OYAP and School Within a College) and myBlueprint online training Engage in myBlueprint sessions and explore online portfolio (students and teachers K-6) Promote high quality, equitable SHSM opportunities for all four pathways (workplace, apprenticeship, college and university bound students) Create new, diverse and culturally responsive partnerships for Pathways programs with a focus on retail and hospitality Increase communication regarding the value of experiential learning Implement the Student Mental Health and Well-Being Communication plan and the Ministry's "Everyday Mental Health Activities" Promote the creation of School Well-being Teams Increase awareness and use of classroom strategies to support mental health and well-being for all TCDSB students by implementing "Supporting Minds" PD series for educators K-12 	<p>Central Staff will:</p> <ul style="list-style-type: none"> Monitor and track use of myBlueprint with Google forms and data provided by myBlueprint Track student attitudes regarding pathways and post-secondary destinations using Secondary Student Voice survey Track elementary and secondary Student Voice survey regarding sense of self Track enrolment in Pathways programs (Trillium, My Blueprint, Education Data Collection System [EDCS]) Monitor progress and implementation of the Student Mental Health and Well-Being Strategy using the TCDSB Mental Health and Well Being Student Reflective Survey <p>Field Superintendents will:</p> <ul style="list-style-type: none"> Monitor progress in the implementation of School Well-Being Teams using guiding questions Monitor implementation of Pathways programs in secondary schools to ensure student needs are being met through a range of experientially learning <p>School Administrators will:</p> <ul style="list-style-type: none"> Monitor participation in Pathways programming Monitor use of myBlueprint <p>Teachers will:</p> <ul style="list-style-type: none"> Monitor student participation in Pathways programming
See <i>Appendix A</i> for detailed data analysis.			

MULTI-YEAR STRATEGIC PLAN 2016-2021

2017 - 2018 Report Back

Presented to Board on November 15, 2018



REVISED NOVEMBER 8, 2018



OUR 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.

OUR VISION

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

OUR STRATEGIC DIRECTION

2016-2021

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



B3.2**GOAL**

Use differentiated instruction to ensure that individual learning needs are accommodated and to engage students fully in their learning.

AREAS OF FOCUS/NEXT STEPS:

- Focus and expand on Universal Design for Learning (UDL) to create inclusive learning environments.
- Increase access to accommodations informed by principles of dignity, individualization, integration and full participation.
- Expand on strategies that promote access to multiple learning pathways.
- Continue to support barrier-free and inclusive structural design.

TARGET

75% of teachers and administrators will respond positively to:

TEACHER and ADMINISTRATOR VOICE SURVEY QUESTIONS:

For most instructional activities and assessments, students are given choice with regards to:

- a) Content - what they learn and where their learning begins
- b) Process - how to learn, what helps them learn
- c) Product - how to show their learning
- d) Format or learning environment - conditions for learning

75% of students will respond positively to:

STUDENT VOICE SURVEY QUESTIONS:

In my classes, I am given a choice in:

- a) Content - what I learn and where my learning begins
- b) Process - how to learn, what helps me learn
- c) Product - how to show my learning
- d) Format or learning environment - conditions for learning

EVIDENCE

Survey results indicate that teachers are incorporating differentiated instruction to address student learning needs.

Teachers and Administrators agreed:

- Elementary - Teachers 65%; Administrators 48%
- Secondary - Teachers 55%; Administrators 60%
- Elementary - Teachers 83%; Administrators 61%
- Secondary - Teachers 75%; Administrators 74%
- Elementary - Teachers 86%; Administrators 68%
- Secondary - Teachers 75%; Administrators 74%
- Elementary - Teachers 74%; Administrators 58%
- Secondary - Teachers 67%; Administrators 62%

Secondary students agreed:

- 56%
- 69%
- 71%
- 68%

Monitor**STATUS**

PRIORITY ACTION #4

To create welcoming, healthy and equitable learning environments for all students:

B4.1

GOAL

Provide all students with equitable access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.

AREAS OF FOCUS/NEXT STEPS:

- For ELLs and students with special needs, 10% reduction in achievement gaps on EQAO assessments. For ELLs, gaps range from 12% (Gr. 3 Math) to 20% (OSSLT); for students with special needs, gaps range from 13% (Gr. 9 Applied Math) to 34% (Gr. 6 Math).
- Assistive Technology staff will track school requests for support.
- Teachers to begin the use of Steps to English Proficiency (STEP) to inform ongoing instruction and assessment of ELLs in all classrooms.
- Expansion of orientation centre (Gr. 9 - 12) to include newcomer centre (K - Gr. 12).

TARGET

Based on achievement levels and demographic needs, there will be equitable distribution of program supports and resources in schools.

Reduce achievement gaps for English Language Learners (ELLs).

Reduce achievement gaps for students with Special Needs.

The Assistive Technology team will support school implementation of Special Equipment Amount (SEA) Technologies for all students with SEA claims.

EVIDENCE

To close the opportunity gap, schools receive:

- program supports (e.g., 5th Block, Empower, After School Programs, After School Numeracy and Literacy Tutoring) and funding based on achievement and demographics
- for elementary *Renewed Math Strategy (RMS)*:
 - Intensive Support* - all schools have at least one program support listed above
 - Increased Support Schools* - 80% of the 31 schools have at least one program support
- for Secondary schools, *Achieving Excellence in Applied Courses (AEAC)* has expanded to include 4 *Intensive Support* and 21 *Increased Support*. Staff in these schools are provided with additional PD and resources to support their students in Applied Level Courses
- computer allocations including donations which take into account a variety of factors: enrolment, demographic information and related course registration
- implemented the Equity - Poverty Action Networks (E-PAN) initiative to mitigate the effects of poverty (46 schools)
- budget enhancement to schools in the lowest socio-economic category with 20% to be used for the purchase of learning materials that support culturally responsive and relevant pedagogy

All schools have WiFi access.

Overall for ELLs, there are no gaps in achievement in EQAO Grade 9 academic and applied assessments; gaps remain in all other EQAO assessments.

For students with Special Needs, gaps remain in literacy and numeracy.

The Assistive Technology team has responded to all requests for support.

Action Required

STATUS

2019-20 Special Education Plan Checklist
Please submit to your regional office by July 31, 2019


District School Board/School Authority:

Toronto Catholic District School Board (TCDSB)

Compliance with <i>Standards for School Boards' Special Education Plans (2000)</i> reproduced in full in <i>Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide (2017)</i>	Report on the provision of Special Education Programs and Services 2018-19	Amendments to the 2019-20 Special Education Plan
Special Education Programs and Services		
Model for Special Education	√	<input type="checkbox"/>
Identification, Placement, and Review Committee (IPRC) Process	<input type="checkbox"/>	√
Special Education Placements Provided by the Board	<input type="checkbox"/>	<input type="checkbox"/>
Individual Education Plans (IEP)	<input type="checkbox"/>	√
Special Education Staff	√	√
Specialized Equipment	<input type="checkbox"/>	√
Transportation for Students with Special Education Needs	<input type="checkbox"/>	√
Transition Planning	<input type="checkbox"/>	<input type="checkbox"/>
Provincial Information		
Roles and Responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
Categories and Definitions of Exceptionalities	√	<input type="checkbox"/>
Provincial and Demonstration Schools in Ontario	<input type="checkbox"/>	<input type="checkbox"/>
Other Related Information Required for Community		
The Board's Consultation Process	<input type="checkbox"/>	√
The Special Education Advisory Committee (SEAC)	<input type="checkbox"/>	√
Early Identification Procedures and Intervention Strategies	<input type="checkbox"/>	<input type="checkbox"/>
Educational and Other Assessments	<input type="checkbox"/>	<input type="checkbox"/>
Coordination of Services with Other Ministries or Agencies	<input type="checkbox"/>	√
Specialized Health Support Services in School Settings	<input type="checkbox"/>	<input type="checkbox"/>
Staff Development	<input type="checkbox"/>	√
Accessibility (AODA)	<input type="checkbox"/>	√
Parent Guide to Special Education	√	√
<p><i>Where programs and services have not been provided as outlined in the 2018-19 Special Education Plan, please provide a description of the variance:</i></p>		

Additional Information:	
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149) posted on school board website.	√
Special education is included in our ongoing self-improvement with respect to the Board Improvement Plan for Student Achievement.	√

Document:	Format:	Please indicate the URL of the document on your website (if applicable)
Special Education Plan	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file <input type="checkbox"/> Paper Copy	https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/ProgramReview/Pages/default.aspx
Parent Guide to Special Education	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/ProgramReview/Pages/default.aspx
Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals (PPM 149)	<input checked="" type="checkbox"/> Board Website <input type="checkbox"/> Electronic file	https://www.tcdsb.org/ProgramsServices/SpecialEducation/SpecialEducationPlan/ProgramReview/Pages/default.aspx

Name of Director of Education:	Rory McGuckin
Signature of the Director of Education:	 Signed by Lloyd Noronha (on behalf of Rory McGuckin) Associate Director of Facilities, Business and Community Development, and Chief Financial Officer
Date:	<u>July 24/19</u>