

THAMES VALLEY DISTRICT SCHOOL BOARD SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA

March 4, 2019, 6:30 P.M. - 9:30 P.M.

London Room

Note: For those meetings starting at 12:15 p.m, lunch is provided in advance; please arrive early.

Meetings are scent free

Pages

1. Call to Order
2. Confirmation of Agenda
3. Conflicts of Interest
4. Report of the Previous Meeting 1
The report of the previous meeting is provided for information.
5. Business Arising from the Minutes
6. In-Camera
Timed Item 6:45-7:15 p.m.
7. Supporting and Teaching in Care and/or Treatment, Custody and Correctional Programs (CTCC) 5
Timed Item 7:15 p.m.
Presented by Sarah Khan
8. Experiential Learning (Development Education) in Thames Valley District School Board
Presented by Andrea Leatham
9. School-Based Empower Reading for SEAC 13
Presented by Roseanne Ferrara
10. Special Education Budget
 - a. Education Programs - Other (EPO)
11. Special Education Advisory Committee Priorities (Standing Item)
12. Special Needs Strategy Update (Standing Item)

13.	Special Education Plan (Standing Item)	
	a. Standard 3	15
	b. Standard 5	22
	c. Standard 10	33
	d. Standard 11	37
14.	Modified Day Guidelines (Standing Item)	
15.	Correspondence (Standing Item)	
	a. TVDSB (SEAC)'s Letter to MOE and Response from Minister MacLeod's Office	40
	b. Durham District School Board (SEAC)'s Letter to the MOE	43
	c. Peel District School Board (SEAC)'s Letter to the MOE	45
16.	Rescheduling of February 12, 2019 Meeting	
17.	Other Business	
18.	Forum: Association Updates	
19.	2018-2019 Meeting Dates	
	Tuesday, April 2, 2019 12:15 p.m. (Dundas)	
	Monday, May 6, 2019 6:30 p.m.	
	Monday, May 27, 2019 6:30 p.m.	
	Tuesday, June 11, 2019 12:15 p.m.	
20.	Future Agenda Items	
	• Accessibility Committee Update (April)	
	• Role of a Special Education TOSA (April)	
	• TVDSB - IPRC Student Placement (April)	
	• PPM 61 Update (May)	
	• Exceptionality Data and Trends (May)	
21.	Adjournment	

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

2019 January 8
12:20 p.m. to 3:20 p.m.

MEMBERS

B. Furac, Community Living London
A. Morse, Easter Seals Ontario
B. Harvey, Epilepsy Support Centre
P. Cook, Learning Disabilities Association of Ontario(+12:54)
L. Turner-Otte, Ontario Parents Advocating for Children with Cancer
M. Cvetkovich, Children's Aid Society of London and Middlesex
J. Wright, Community Services Coordination Network (CSCN)
T. Grant, Fetal Alcohol Spectrum Disorder Network
S. Young, London Autism Development Support Group
J. Gritzan, Thames Valley Children's Centre
N. Davison, VOICE for the Deaf and Hard of Hearing
J. Courtney-Nuyens, Thames Valley Council Home and School Associations
J. Bennett, Trustee
L. Pizzolato, Trustee
B. Yeoman, Trustee
D. Shore-Reid, Learning Disabilities Association London

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
A. Leatham, Learning Supervisor
R. Ferrara, Learning Supervisor
J. Bruce, Elementary Principal
T. Birtch, Secondary Principal
M. Chevalier, Elementary Principal
S. Smith, Corporate Services
B. Williams, Corporate Services(-12:41)
J. Capaldi, Communication Specialist
S. Dobaczewski, Vanier Children's Services
C. Beal, Superintendent (+12:43) (-1:26)
S. Macey, Manager, Finance(+12:43)(-1:26)
A. Goldie, Finance Analyst (+12:43) (-1:26)
C. Kechego, Education Director Chippewas of the Thames

Regrets: D. Clark, C. Thammavonga, N. Brown, L. Dunlop-Dibbs,
M. Barbeau,

1. CALL TO ORDER

A. Canham called the meeting to order at 12:20 p.m. in the London Room at the Education Centre.

2. CONFIRMATION OF AGENDA

The agenda with the removal of items 6.a and 6.b was approved on motion and carried. Item 6a. will be covered under agenda item 13 and item 6.b will be covered under agenda item 15.

3. CONFLICTS OF INTEREST

None.

4. ELECTION OF THE CHAIR

A. Canham presided over the election of Chair and Vice-Chair for 2019. This year the Chair of SEAC will be a Trustee and the Vice-Chair will be an agency representative.

Trustee J. Bennett was elected to the position of Chair of the Special Education Advisory Committee for the term ending 2019 November 30. P. Cook was elected to the position of Vice-Chair.

All ballots were destroyed.

5. MINUTES OF THE MEETINGS FROM 2018 NOVEMBER 12

The minutes of the 2018 November 12 meeting were provided for information.

6. BUSINESS ARISING FROM THE MINUTES OF 2019 MARCH 5

a. **2018 October 9 Activity Recap "What should SEAC be working on this school year?" -item #6.a**

See agenda item 13.

b. **Special Education Plan Standard Two-item #8.a**

See agenda item 15.

7. SPECIAL EDUCATION YEAR END FINANCES

A. Canham introduced C. Beal, S. Macey and A. Goldie who provided, for information, the Special Education 2017-2018 Year End Statement.

The statement was reviewed; questions of clarification were answered by administration.

In response to a question, the approaches being taken to fill the open Educational Assistant (EA) positions long term, were described highlighting the partnership with Fanshawe College- Woodstock campus. It was noted there are a shortage of EA's province wide contributing to some of the staffing issues. The managerial position in Psychology Services will be reposted next week.

8. SPECIAL EDUCATION FUNDING 2019-2020

A. Canham reported on the 2019-2020 budget for Special Education, noting there will be minimal impact from the Education Programs – Other (EPO) funding cuts. Information on the budget allocations for staffing in 2019-20 and plans for the 2019-20 budget year will be available in early spring, 2019.

9. TVDSB'S REACH AHEAD PROGRAMMING FOR ELEMENTARY STUDENTS

R. Ferrara provided an overview on the Reach Ahead Program describing eligibility, entrance to the program and programming.

10. BEHAVIOUR ANALYSTS UPDATE

A. Leatham reported all four behaviour analyst positions have been filled. Their role supporting students and professional learning was described.

It was noted data detailing the number students being supported will be added to the 2019 February 12 SEAC agenda.

11. PORTFOLIO UPDATES

A. Leatham reported the Behaviour Management System(BMS) may be individualized to meet the unique training needs of teachers and support workers supporting students with Autism in TVDSB.

A. Leatham reported the Forest City Program at Central Secondary School has been replicated at other sites, particularly those in the county, under a new name of the Work Experience Program where 41 students have been placed this year. It was also noted four new classes have been created to accommodate the 149 applications for students in Developmental Education. They will be opening in the following schools: B. Davidson, Central Elgin, Huron Park and Banting.

R. Ferrara reported the School-Based Empower session will be held for Administrators 2019 Feb 5. This learning session will provide information regarding the implementation of Empower in a number of new TVDSB schools.

It was noted this is the last year of the Learning Development Pilot Project at Cleardale P.S.

R. Ferrara outlined the Special Education Snapverter pilot currently being offered to 17 schools in both Elementary and Secondary. Snapverter is an easy to used add-on for Read&Write Google Chrome that transforms classroom papers and files into readable PDF documents for easy sharing and reading aloud via Google Drive. It was also noted that deaf and hard of hearing and vision equipment additions have been made to the SEA automation system.

R. Ferrara reported the Individual Education Plan (IEP) will be more streamlined as a result of the IEP audit. A working group has been established to review and revise the Early Identification policy and procedure.

Questions of clarification were answered by A. Leatham, R. Ferrara and A. Canham.

12. IN CONFERENCE UPDATE

R. Ferrara and A. Leatham outlined the details of the IN Conference scheduled for 2019 February 9. It was determined that A. Morse will set up the SEAC booth at the conference. It was noted there needs to be more direct communication to parents of students with Special Education needs regarding available options.

J. Capaldi offered to create a website banner highlighting the IN Conference that can be featured on each school website.

13. SPECIAL EDUCATION ADVISORY COMMITTEE PRIORITIES (STANDING ITEM)

A. Canham reported on the SEAC priorities determined by the committee. It was noted these priorities will be used when creating the SEAC plan next year. Discussion centered on how to best communicate with families and how to increase awareness of the work of SEAC.

Questions of clarification were answered by A. Canham.

It was determined the orientation for SEAC members will be held prior to the SEAC meeting on 2019 February 12 at 11a.m. in the Dundas room at the Education Centre.

14. SPECIAL NEEDS STRATEGY UPDATE (STANDING ITEM)

J. Gritzan presented information on the waitlist for Occupational, Speech and Physio Therapy at the Thames Valley Children's Center. It was noted therapy guidelines are changing in 2020 to allow changes to services to reduce waitlist times. Thames Valley Children's Centre has updated their website as of 2019 Jan 1.

The following motion was moved and carried:

THAT SEAC compose a letter to the Ministry of Children and Community and Social Services (MCCSS) and the Minister of Education and copied to other SEAC committees, to outline concerns regarding waitlist times and the volume of students on waitlists.

15. SPECIAL EDUCATION PLAN (STANDING ITEM)

A. Canham provided information on the Special Education Plan and outlined the options for reviewing the plan. It was determined a subcommittee will be created to review the plan. D. Reid, S. Young and B. Furac volunteered to sit on the committee.

16. MODIFIED DAY GUIDELINES (STANDING ITEM)

A. Canham reported on the number of students on modified days, noting the decrease since the last report.

Discussion occurred and questions of clarification were answered by A. Canham.

17. CORRESPONDENCE (STANDING ITEM)

a. Letter from Brant Haldimand Norfolk CDSB

Chair Bennett presented for information a copy of a letter from the Brant Haldimand Norfolk Catholic District School Board in support of Bill 44, Education Amendment Act (Fetal Alcohol Spectrum Disorder). A copy was provided to the committee prior to the meeting.

b. Letter from Windsor- Essex CDSB

Chair Bennett presented for information a copy of a letter from the Windsor-Essex Catholic District Board requesting the Ministry of Education follow the recommendations of the Auditor General to review the formulas used to determine Special Education Grants. A copy was provided to the committee prior to the meeting.

18. OTHER BUSINESS

None.

19. FORUM: ASSOCIATION UPDATES

Round table updates were completed; committee members highlighted some of the events and activities planned by various organizations in January and February. As a follow up to the meeting event flyers will be emailed out to the committee members as they are received by Corporate Services.

20. MEETING DATES

Tuesday, February 12, 2019 12:15 p.m. (Dundas)

Monday, March 4, 2019 6:30 p.m.

Tuesday, April 2, 2019 12:15 p.m. (Dundas)

Monday, May 6, 2019 6:30 p.m.

Monday, May 27, 2019 6:30 p.m.

Tuesday, June 11, 2019 12:15 p.m.

21. FUTURE AGENDA ITEMS

- Exceptionality Data & Trends (January & May)
- Update on Phonological Awareness Screening Changes(V. Fernandez)
- CTCC Programming in TVDSB (February)
- LD Team (Update on Empower, Lexia)
- Forest City Program & DE Placements (February)
- IPRC Student Placement (April)
- Accessibility Committee Update (February)
- Behaviour Analysts Update

22. ADJOURNMENT

The meeting adjourned at 3:20 p.m. by motion.

Joyce Bennett
CHAIRPERSON

RECOMMENDATION:

None.

TVDSB – CTCC PROGRAMS

*Supporting and Teaching in Care
&/or Treatment, Custody and
Correctional Programs*

CTCC Education Programs

Exist only for children and youth
who cannot attend schools because of
their primary need for care, treatment
and/or rehabilitation.



CTCC Education Programs

Based on collaborative model of
shared responsibilities

- **School Board** –educational programming
- **CTCC Facility** –care, and/or treatment, rehabilitation services

Partnership Programs

- School Board
 - Education Programs
 - Elementary
 - Secondary
- Community Agency
 - CPRI
 - Anago
 - Craigwood
 - Vanier
 - WAYS
 - Wellkin
 - LHSC/SJHC
 - YCFC

TVDSB - CTCC

- 9 Agency Partners
- 17 Programs

**Refer to chart provided*


Governance

- Ministry of Education
 - Guidelines for Approval and Provision of Care and/or Treatment, Custody and Correctional Programs
 - Updated annually



Ministry of Education Transformation

- The Ministry of Education recognizes that school boards have an increased capacity to accommodate the needs of diverse learners who may have utilized CTCC Education Programs in the past.



- TVDSB makes annual applications to the Ministry to continue the existing CTCC programs
- TVDSB has legal agreements with each Agency partner; renewed annually
- Min. of Education monitoring occurs on a site by site basis; 3 year cycle



Partnership Programs

- Our most successful programs
 - Joint planning
 - Multi-disciplinary approach
 - Transition planning
 - Differentiated instruction
 - Social – emotional learning skill teaching

By the numbers...

Student Admissions:

- 2015 – 2016 694
- 2016 – 2017 481
- 2017 – 2018 460
- 2018 – present 260

By the numbers...

Staff

Elementary Teachers	15
Secondary Teachers	18
Office	1.5
Administration	2

Admissions

- Clients of agency
- PTR = 8:1 (or 6:1)
- Residential programs
- From many different school boards

Student Profiles

- Increasingly complex
- Trauma
- CAS clients
- K – 12

Classrooms

- Only 1 located in a TVDSB community school
- Agency provides classroom support worker(s)
- No Educational Assistants

Challenges

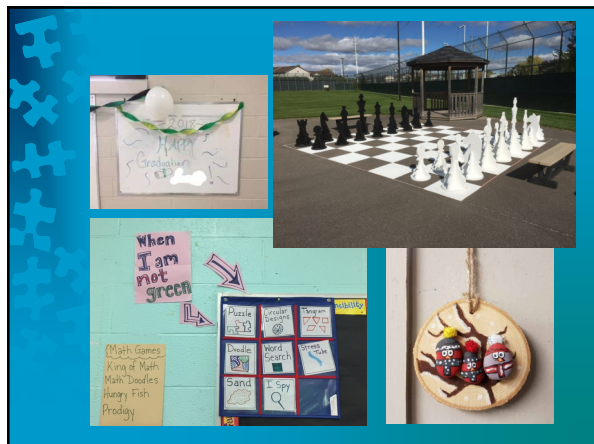
- Agencies
 - consistent & enough staffing
 - funding
 - different methodological for treatment
 - different procedures

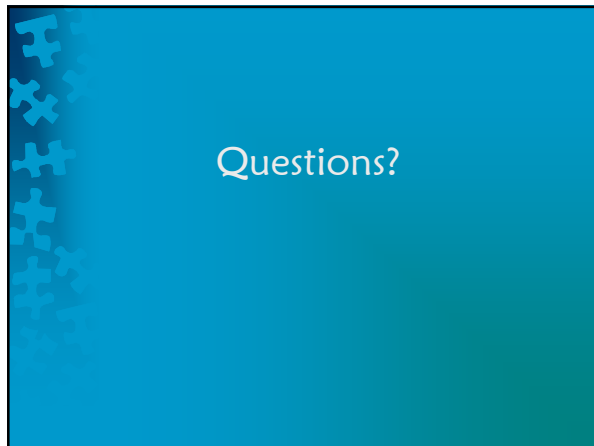
Challenges

- School
 - transition planning and process
 - multi-disciplinary approach
 - continuous enrolment
 - different procedures from agencies
 - low enrolment at some sites

Supporting our Students

- Co-op program; experiential learning
- Field trips
- Utilizing community school
- Global competencies
- Explicit instruction for social –emotional learning skills
- Partnerships





TVDSB – CTCC PROGRAMS: 2018 – 2019

Agency Partner	Program Type			Admissions 2017-18	# Places	Residential vs Day Treatment	Grades					General
	Care &/or Treatment	Custody & Corrections					K	1-3	4-6	7-8	9-12	
Anago (Non) Residential Resources, Inc.	✓		Anago Parkhill Therapeutic Care Residence	15	11+	R				✓	✓	Mental Health
		✓	Genest Detention Centre for Youth	17	16	R				✓	✓	Youth Justice
		✓	King Street Detention Centre	14	12	R				✓	✓	Youth Justice
Craigwood Youth Services	✓		Day Treatment Program, London	18	8	DT				✓	✓	Mental Health
	✓		Campus Residential Program, Ailsa Craig	28	25	R				✓	✓	Mental Health; social-emotional & behaviour challenges.
		✓	Woodview Program, Ailsa Craig	14	10	R				✓	✓	Youth Justice
Children’s Hospital of Western Ontario, LHSC	✓		Child & Adolescent Mental Health	74	12+	R				✓	✓	Mental Health
	✓		Eating Disorders (Inpatient & Outpatient)	10	12	R & DT				✓	✓	Mental Health
	✓		Child Pediatrics (Inpatient & Ronald McDonald House)	21	8+	R & DT		✓	✓	✓	✓	Medical Care
Parkwood Institute, SJHC	✓		Adolescent Mental Health (Inpatient)	46	13	R & DT				✓	✓	Mental Health
Wellkin Child & Youth Mental Wellness	✓		Pittock Day Treatment Program, Tillsonburg	9	8	DT			✓			Mental Health; social-emotional & behaviour challenges.
Youth Centre for Change	✓		Residential Program, London	8	12	R				✓	✓	Treatment for Sexualized Behaviour
Vanier Children’s Services	✓		Residential Program (Gr 1-8)	34	24	R		✓	✓			Mental Health, Trauma, Psychological and Psychiatric disorders
	✓		Early Intervention Program (K)	7	6	DT	✓					Mental Health; social-emotional challenges.
WAYS Mental Health Support	✓		Maitland Street	14	8	R & DT				✓	✓	Mental Health
	✓		Sylvan Street	15	8	R & DT				✓	✓	Mental Health
CPRI	✓		Madeline Hardy School	42	30	R (*DT)		✓	✓	✓		Assessment for Mental Health, Developmental, Psychological and/or Psychiatric disability/disorder.

School-Based Empower™ for SEAC

Literacy Intervention Program that Transforms
Struggling Readers into Capable Readers
and Confident Learners



February 12, 2019

Why does TVDSB support Empower™ Reading

1. Strong research base
2. Established successfully in other boards across the province and country for a number of years
3. Training and mentoring for teachers - 4 full days of training, 3+ mentor visits in the first year, ongoing support and
4. Partnership with Sick Kids



The Goals of Empower™ Reading

Empower™ Reading is a set of multi-component intervention program that:

- Teaches struggling readers effective strategies for decoding and spelling words, and understanding text.
- Allows students to experience success in reading and gain confidence in their skills.
- Helps students become independent readers equipped with multiple strategies.
- Empowers students to become *active* readers who read independently for meaning, information, and pleasure.


Student Programming

- ❖ Students *MAY NOT* miss French, Language, Math or Gym
- ❖ Teachers and LSTs will collaborate on reporting on Language
- ❖ Does NOT replace literacy program
- ❖ Requires informed parental consent

Who is Empower™ for?

For students who

- * Are having significant difficulty acquiring age-appropriate reading skills, particularly decoding, word identification and spelling skills
- * Have low average to above average cognitive ability
- * Attend school on a regular basis and do not have significant behavioural issues
- * Have significant difficulty with both decoding and text comprehension
- * Speak English as a first language or are English Language Learners
- * Have not responded to all other literacy interventions
- * Executive functioning skills can be taught and improved with repeated exposure, practice and feedback
- * May or may not have a diagnosis of a Learning Disability in Reading

 *Empower™ has made a difference!*





Standard 3: Roles & Responsibilities

The purpose of the standard is to provide information on roles and responsibilities in the area of Special Education.

The Ministry of Education¹

- 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, consisting of a combination of the Foundation Grant, the Special Education Per Pupil Amount, and the ~~High Needs Amount~~ Differentiated Special Education Needs Amount (DSENA)
- ;
- 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 of Education;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) 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; and
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board²

- Establishes Board policy and practices that comply with the *Education Act*, Regulations, and Policy/Program Memoranda;
- 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;
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;

¹ Ministry of Education document ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

² Ministry of Education document ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

- Obtains the appropriate funding and reports on the expenditures for Special Education;
- Develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- Reviews the Plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the Ministry of Education as required and as requested;
- Prepares a parent guide to provide parent(s) /guardian(s) with information about Special Education programs, services and procedures;
- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional pupils and determine appropriate placements for them;
- Establishes a SEAC; and
- Provides professional learning opportunities to staff on Special Education.

The Special Education Advisory Committee³

- Makes recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services;
- 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;
- Reviews the financial statements of the Board as they relate to Special Education;
- Provides information to parent(s), as requested; and
- Shares information about association activities and issues.

The School Principal⁴

- 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;
- Ensures that appropriately qualified staff are assigned to teach Special Education classes;
- Communicates Board policies and procedures about Special Education to staff, students, and parent(s);
- 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 parent(s) /guardian(s) 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 parent(s) /guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP; and

³ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

⁴ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

The Teacher⁵

- Carries out duties as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda;
- Follows Board policies and procedures regarding Special Education;
- Maintains current knowledge of Special Education practices;
- Where appropriate, works with Special Education staff and parent(s) /guardian(s) to develop the IEP for an exceptional pupil;
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- Communicates the student's progress to parent(s) /guardian(s); and
- Works with other school board staff to review and update the student's IEP.

The Special Education Teacher⁶

(In addition to the responsibilities listed 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 modify the program as necessary;
- Assists in providing educational assessments for exceptional pupils; and
- In the TVDSB, the Special Education Teacher is either a Teacher of a self-contained class, a Learning Support Teacher, a Teacher on Special Assignment (TOSA) or an Itinerant Teacher assigned to a specific Special Education Team.
- The Learning Support Teacher (LST) provides support to students and staff, assists with program planning and coordination and facilitates communication and collaboration.

The Parent/Guardian⁷

- Becomes familiar with and informed about Board policies and procedures in areas that affect the student;
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems; and
- Are responsible for the student's attendance at school.

⁵ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

⁶ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

⁷ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

The Student⁸

- Complies with the requirements as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda;
- Complies with Board policies and procedures; and
- Participates in IPRCs, parent-teacher conferences, and other activities, as appropriate.

The Superintendent of Student Achievement

- Interprets and implements Ministry direction and legislation that pertains to the delivery of Special Education within the Thames Valley District School Board (TVDSB); and
- Supervises the ~~Coordinator~~ Manager of Psychological Services, ~~Coordinator~~ Manager of School Counselling and Social Work Services, and ~~Coordinator~~ Manager of Speech-Language Pathology and Audiology Services.

The Learning Supervisor-Special Education

- Provides leadership and support in the development, implementation and review of Special Education department goals and initiatives;
- Supports parents with students with special needs regarding programming choices;
- Supports school and board staff in addressing students with complex Special Education needs;
- Supervises and coordinates Special Education Learning Coordinators; and
- Supervises Teachers on Special Assignment (TOSAs), Itinerant Teachers and Educational Assistants.

The Learning Coordinator-Special Education

- Supports school staff in addressing students with complex Special Education needs.
- Provide to principals and teachers clarification on system and Ministry directions.
- Coordinate with principals and school teams the implementation of Ministry and system Special Education program initiatives.
- Promote, encourage and facilitate teacher professional development that will assist schools in the implementation of quality instruction and learning.
- Assume lead responsibilities for projects as assigned.
- Liaise with subject associations, divisional groups and provincial organizations as assigned.

⁸ ~~Standards for School Boards' Special Education Plans 2000~~ Special Education in Ontario K-12

The ~~Coordinator~~Manager, School Counselling and Social Work Services

- Assesses, develops, modifies and implements system-wide counselling, social work and legally-mandated attendance services in conjunction with applicable legislation to support system objectives and student achievement;
- Provides administrative and clinical supervision and monitors the performance of School Counselling and Social Work Services staff, ensuring that staff and Board practices comply with expectations of professional regulatory bodies;
- Develops, implements or provides professional development opportunities for staff;
- Allocates staff to schools and special programs;
- Participates in personnel practices related to recruitment and selection, labour relations issues, and collective bargaining;
- Manages, monitors and authorizes budget expenditures;
- Contributes to department strategies and outcomes as a member of the Special Education Management Team and Learning Support Services;
- Liaises with external agencies as required to coordinate services and exchange of critical information;
- Serves as a Board representative on external professional, educational and health services committees;
- Contributes to research that supports the development of efficient and effective delivery of services;
- Serves as a system resource to administration, teachers, and support staff on theory, diagnoses and treatment from a strengths-based perspective; and
- Participates in crisis intervention activities as required and/or responds as necessary to related issues that have significant system implications.

The ~~Coordinator~~Manager, Speech-Language Pathology and Audiology Services

- Provides overall management and supervision of the Speech-Language Pathology and Audiology Department;
- Monitors programs and services;
- Coordinates Speech-Language, as well as Audiology services with outside agencies;
- Acts as a system resource on communication disorders for Special Education, Curriculum and Learning Support Services;
- Oversees specialized equipment for students requiring augmentative or alternative communication systems;
- Participates in staffing, recruiting and supervisory duties for Speech-Language Pathologists and Audiologists;
- Oversees all budgetary needs and yearly temporary funding initiatives and grants relevant to the department;

- Develops departmental policies and standards of practice in compliance with College Standards of Practice, Position Statements, Preferred Practice Guidelines and legislative regulations (e.g., privacy, consent, referrals, PPMs); and
- Participates in system committees, as well as community and Ministry committees.

The ~~Coordinator~~Manager, Psychological Services

- Is responsible for the development and delivery of related Psychological Services for students in the Board;
- Assesses, develops, modifies and implements system-wide Psychological Services to support system objectives and student achievement;
- Supervisors and monitors the performance of Psychological Services staff;
- Provides clinical supervision, case consultation and mentoring as required;
- Develops, implements or provides professional development opportunities for staff;
- Ensures that staff and Board practices comply with expectations of professional regulatory bodies;
- Allocates staff to schools and special programs;
- Participates in personnel practices related to supervision of staff including recruitment and selection, labour relations issues, and collective bargaining;
- Monitors and authorizes budget expenditures within established parameters;
- Contributes to department strategies and outcomes as a member of the Special Education Management Team;
- Liaises with external agencies as required to coordinate services and exchange of critical information;
- Serves as a Board representative on external professional, educational and health services committees;
- Contributes to research that supports the development of efficient and effective delivery of services;
- Prepares reports and provides data and information as required by Senior Administration;
- Serves as a resource to administration, teachers and support staff on theory, diagnosis, and treatment of school-age psychological disorders;
- Coordinates and monitors the Tragic Events Response Team (TERT); and
- Participates in crisis intervention activities by responding when the regular Psychologist is unavailable or the issue has significant system implications.

The Educational Assistant

- Is allocated through the Special Education department and is assigned to schools to assist students identified with extensive and pervasive needs;
- Is assigned to system programs;
- Is assigned to schools based on the following hierarchy of student needs:
 - Physical/Medical: Activities of daily living, positioning, toileting, shallow suctioning, clean catheterization and feeding (bottle and spoon feeding, preparing foods).

Special Education Plan

- Behavioural/Safety: Situations where the students are a serious threat to themselves and/or others, and restraint may be required.
- Severe Developmental Disorders: Students with debilitating social and communication deficits.
- Interveners: For students who are deaf/blind
- Transcribers (braille) : For students who are blind
- Interpreters (ASL): For students who are deaf



Special Education Plan

Standard 5: The Identification, Placement and Review Committee (IPRC) Process and Appeals

The purpose of the standard is to provide details of the Board's IPRC process.

Identification, Placement and Review Committee (IPRC)

It is essential that the parent(s)/guardian(s) are involved in the process

Identification, Placement and Review Committee (IPRC)				
Preparation for the IPRC Meeting				
Principal/Designate	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/ Legal Guardian(s)
<ul style="list-style-type: none"> Establishes a date for the meeting; Informs school and support personnel of the date; Communicates with parent(s)/guardian(s) regarding the upcoming meeting; and Provides the Special Education Resource Guide to the parent(s)/legal guardian(s) ten (10) days prior to the meeting. 	<ul style="list-style-type: none"> Assists in gathering information for the meeting. 	<ul style="list-style-type: none"> Assists in gathering information for the meeting. 	<ul style="list-style-type: none"> May be invited to attend, as needed. 	<ul style="list-style-type: none"> Is invited to attend; Read/review the Special Education Resource Guide Share any available reports; May arrange for a representative to attend the meeting to speak on their behalf or support them; and Provide any further information.
At the IPRC Meeting				
Principal/Designate	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/ Legal Guardian(s)
<ul style="list-style-type: none"> Chairs the meeting; Explains the role of the Committee; Invites each person present with knowledge of the student to present information; and Considers information relevant to the student's needs and strengths. 	<ul style="list-style-type: none"> Presents all relevant information that supports identification (or not). 	<ul style="list-style-type: none"> Presents all relevant information that supports identification (or not). 	<ul style="list-style-type: none"> May be invited to attend to review any recent assessments; and Act as a resource to assist in the interpretation of reports from other agencies. 	<ul style="list-style-type: none"> Shares any available reports with Principal; May arrange for a representative to attend the meeting to speak on their behalf or support them; Provides any further information; and Asks questions.

At the IPRC Meeting, the Committee May Choose				
<ul style="list-style-type: none"> To recommend identification (or not); To recommend initial placement in regular class on an IEP; To recommend continued placement in a regular class on an IEP; To demit a student no longer in need of Special Education services; or To defer decision if the Committee requires more information. 				
After the IPRC Meeting				
Principal/Designate				
<ul style="list-style-type: none"> Provides one copy of the Statement of Decision to the parent(s)/guardian(s) and the student who is 16 years or older; Places one copy of the letter of invitation and the Statement of Decision in the OSR; Provides one copy of the IEP to the parent(s)/ guardian(s) and the student who is 16 years or older within thirty days of the IPRC; and Places one copy of the IEP in the OSR. 				
OR				
System IPRC				
At the request of the parent(s) and/or as recommended by the Principal, a placement beyond the regular class is being considered. Therefore the System IPRC process begins.				
Preparation for the System IPRC Meeting				
Principal/Designate	Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/ Legal Guardian(s)
<ul style="list-style-type: none"> Submits the Application to System IPRC to the Learning Coordinator-Special Education; Informs the parent(s) /guardian(s) of the date, time and location of the meeting; Discusses the process with the parent(s) /guardian(s); Provides the Special Education Resource Guide to the parent(s) ten (10) days prior to the meeting; and Determines who will present the information at the meeting. 	<ul style="list-style-type: none"> Collaborates with LST to prepare for IPRC meeting; and Gathers student information for the meeting. 	<ul style="list-style-type: none"> Collates any relevant reports from outside agencies; Collaborates with referring teacher(s) to prepare for IPRC; Prepares the Application to System IPRC; and Gathers student information for the meeting. 	<ul style="list-style-type: none"> May be invited to attend, as required. 	<ul style="list-style-type: none"> Is invited to attend; Reads/reviews the Special Education Resource Guide; Shares any available reports with Principal; May arrange for a representative to attend the meeting to speak on their behalf or support them; and Provides any further information.

At the System IPRC Meeting				
Chair	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/ Legal Guardian(s)
<ul style="list-style-type: none"> Explains the role of the Committee; Invites each person present with knowledge of the student to present information; and Considers information relevant to the student's needs. 	<ul style="list-style-type: none"> Presents information gathered. 	<ul style="list-style-type: none"> Presents information gathered. 	<ul style="list-style-type: none"> May be invited to attend to review any recent assessments; Act as a resource; and Assist in the interpretation of reports from other agencies. 	<ul style="list-style-type: none"> Shares any available reports with Principal; May arrange for an advocate to attend the meeting to speak on their behalf or support them; Provide any further information; and Ask questions as they arise.
At the IPRC Meeting, the Committee May Choose to				
<ul style="list-style-type: none"> Recommend initial placement in regular class or self-contained class on an IEP; Continue placement in regular class or self-contained class on an IEP; Demit a student no longer in need of Special Education services; or Defer decision if the Committee requires more information. 				
After the System IPRC Meeting				
Chair				
<ul style="list-style-type: none"> Provides a copy of the Statement of Decision to the parent(s) and the student who is 16 years or older; Places one copy of the letter of invitation and the Statement of Decision in the OSR; Provides one copy of the IEP to the parent(s) and the student who is 16 years or older within thirty (30) days of the IPRC; and Places one copy of the IEP in the OSR. 				

Referrals

Regulation 181/98 requires that each board establish one or more Committee(s) for the identification, placement and review of exceptional students. The following procedures are based on Regulation 181/98 and outline the process school Principals are to follow.

A Principal refers the student to an IPRC:

- Upon written notification to the parent(s)/guardian(s); and
- Upon written request of a parent(s)/guardian(s);.

In 20178-20189, a total of (TBD) initial referrals were made to the IPRC during the school year.

A School-Based IPRC

- Makes initial identifications and placements or conducts the reviews of previously identified students ONLY when the placement will be in a regular class on an IEP. For new identifications, it is imperative that the Learning Coordinator-Special Education review the documentation and provide input to the school Principal.

A System-Based IPRC

- Makes initial identification and placements or conducts the reviews of previously identified students when the placement is anticipated to be in a self-contained class. It is imperative that the Learning Coordinator-Special Education is involved in the preliminary discussions with the school PDT before placement in a self-contained class is considered.

Exceptionality

The IPRC determines whether a student is or is not exceptional, according to criteria established by the Ministry of Education.

The Committee shall:

- Consider an educational assessment;
- Interview the parent(s)/guardian(s), unless waived or refused;
- Interview the student where practical and permitted by the parent(s)/guardian(s). The parent(s) has the right to be present during the interview;
- Obtain and consider a health assessment and/or achievement assessment and/or a psychological assessment if required by the IPRC and with permission of the parent(s)/guardian(s) and
- Examine the description of the student's strengths and needs.

Placement

- The IPRC will determine whether placement will be in a regular class or in a self-contained class. When making a placement decision, the Committee shall consider whether placement in a regular class, with appropriate Special Education services would meet the student's needs and is consistent with parental preferences (Reg. 181/98, Part IV, Sec. 17(1)) before considering the option of placement in a self-contained class.
- The Committee may discuss and make recommendations on any proposal for Special Education services or Special Education programs and shall do so at the request of the parent(s), or the student who is 16 years of age or older. However, the Committee shall not make decisions about Special Education services or Special Education programs (Reg. 181/98, Part IV, Sec. 16(6)).

After the IPRC Decision

- The IPRC shall send a Statement of Decision which includes the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (16 years and over), and the Principal who made the referral. **This must be done as soon as possible after the completion of the IPRC meeting.**
- A parent(s) /guardian(s) who has questions about the IPRC's decision or is not sure whether he or she agrees with it may, within fifteen days, make a written request to the Principal to meet with the IPRC before the school Board is notified of the decision. The IPRC will meet to discuss the decision. The IPRC may amend its decision after meeting with the parent(s) /guardian(s) but it is not required to do so.
- As soon as possible following the meeting to discuss the Statement of Decision, the chair of the Committee shall send a written notice to the parent(s) /guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the changes.
- An exceptional student shall not be placed in a Special Education program without the written consent of a parent(s) /guardian(s). If a parent(s) /guardian(s) fails to respond to the notice of the IPRC's decision within thirty days, the Board may direct the Principal to implement the placement decision. Written notice of the implementation of the placement decision made by the Committee shall be given to the parent(s).
- The Principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s) /guardian(s) for the exceptional student within thirty(30) school days.

Reviews

- An IPRC must review the identification and placement of an exceptional student at least once every school year unless a parent(s) of a student gives written notice dispensing with the annual review (Reg. 181/98, Part V, Section 21, (3 and 4)).
- Where no changes to the identification or placement of a student are being considered, the school may choose to send home a Waiver Form to the parent(s) for signature.
- A parent(s) /guardian(s) or the Principal may apply in writing for a review of the identification and placement by an IPRC after the placement has been in effect for three(3) months, but no more often than once every three months (Reg. 181/98, Part V, Section 21 (2)).
- The IPRC shall review and/or consider a health assessment and/or an academic assessment and/or a psychological assessment if required and with permission of the parent(s). The IPRC shall also consider any information about the student submitted by the parent(s) /guardian(s) or the student.

- As soon as possible after the IPRC decides that it is satisfied with the identification and placement of the student, the chair of the Committee shall send the Statement of Decision to:
 - The parent(s) /guardian(s);
 - The student, where the student is 16 years of age or older; and
 - The Principal of the school at which the student's Special Education program is being provided.
- As soon as possible after a Committee decides the identification or placement or both should be changed, the chair of the Committee shall send the Statement of Decision to the persons described above. The Statement of Decision shall state:
 - Whether or not the Committee considers that the student should continue to be identified as an exceptional student and the reasons for that decision; and
 - Whether the Committee considers that the student should be placed in a regular or self-contained class, and the reasons for that decision.
- Within fifteen (15) days of receiving the Statement of Decision, the parent(s)/guardian(s) may request in writing a meeting with the IPRC to discuss the Statement of Decision. As soon as possible following the meeting, the chair of the Committee shall send written notice stating whether any changes in its decisions were made as a result of the meeting. If changes were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the change.
- A placement decision will not be implemented until either the parent(s) /guardian(s) of the student consents in writing to the placement or the time period for filing a notice of appeal has expired.
- The Principal shall ensure a copy of the reviewed and updated IEP is sent to the parent(s) /guardian(s) and to the student who is 16 years of age or older. This is to be done within thirty(30) days of the notice to the Board of the IPRC decision.

During the 2017~~8~~ - 2018~~9~~ school year a total of (TBD) IPRC Reviews were conducted by the TVDSB.

Principal's Checklist for School-Based IPRC

The Principal, in consultation with the school PDT or at the written request of the parent(s) /guardian(s) determines that a student should be referred to an IPRC.

- The Principal or designate communicates with parent(s)/guardian(s) outlining the process.
- The Principal or designate provides an IPRC information package to parent(s) /guardian(s) and students who are 16 years of age or older, ten (10) days prior to the meeting. The package includes:

For Initial IPRC	For Reviews
<ul style="list-style-type: none"> ➤ The Letter of Invitation; ➤ Special Education Resource Guide (available from the Warehouse); and ➤ Any other written information that the Committee will consider. 	<ul style="list-style-type: none"> ➤ The Letter of Invitation OR the Waiver Form if no changes are being proposed; ➤ Special Education Resource Guide (available from the Warehouse); and ➤ Any other written information that the committee will consider.

- The school-based Committee will include members who have been approved by the Board. Each Committee must include a Principal or supervisory officer as one of its members.
- At the meeting, the chairperson will explain the role of the Committee, and what it can and **cannot** do. The chairperson will invite each person with knowledge of the student to present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The chairperson must inform parent(s) of the review and appeal process.
- The Committee determines the identification and designation of the exceptionality based upon criteria established by Thames Valley District School Board (TVDSB) and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
 - Place a student in a regular class;
 - Continue placement in a regular class; or
 - Defer decision if the Committee requires more information.
- Following the IPRC meeting, one copy of the Letter of Invitation and the Statement of Decision is placed in the student's OSR.
- A copy of the Statement of Decision is given to the parent(s) and the student who is 16 years of age or older.
- A copy of the IEP must be sent to the parent(s)/**guardian(s)** and the student who is 16 years of age or older by the Principal of the school where the student is attending within thirty **(30)** days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

Principal's Checklist for System-Based IPRC

- If placement beyond a regular class (including Provincial Demonstration Schools) is being considered, the Principal will confer with the Learning Coordinator-Special Education to ensure that the criteria for self-contained class placement has been met.
- If a placement beyond a regular class (including Provincial Demonstration Schools) is being considered the Principal will submit the Application to System IPRC to the Learning Coordinator-Special Education for signature.
- After consultation with the Learning Coordinator-Special Education, the Principal will inform the parent(s) /guardian(s) by Letter of Invitation of the date, time and location of the meeting.
- The Principal or designate communicates with the parent(s) /guardian(s) outlining the process.
- The Principal or designate provides the information package to parent(s) /guardian(s), ten (10) days prior to the initial meeting. The package includes:

For Initial IPRC	For Reviews
<ul style="list-style-type: none"> ➤ The Letter of Invitation; ➤ Special Education Resource Guide (available from the Warehouse); and ➤ Any other written information that the Committee will consider. 	<ul style="list-style-type: none"> ➤ The Letter of Invitation OR the Waiver Form if no changes are being proposed; ➤ Special Education Resource Guide (available from the Warehouse); and ➤ Any other written information that the Committee will consider.

- Learning Support Services will forward a notice of the approved application to the Principal.
- At the meeting, the chairperson will explain the role of the Committee, and what it can and cannot do. The chairperson will invite each person with knowledge of the student to present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The chairperson must inform parent(s) of the review and appeal process.
- The Committee determines the identification and designation of the exceptionality based upon criteria established by TVDSB and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
 - Place a student in a regular or self-contained class with an IEP in place;
 - Continue placement in a regular or self-contained class with an IEP in place; or
 - Defer the decision if the Committee requires more information.

- Following the IPRC meeting, one copy of the Letter of Invitation and the Statement of Decision is placed in the student's OSR.
- A copy of the Statement of Decision is given to the parent(s)/guardian(s) and the student who is 16 years of age or older.
- A copy of the IEP must be sent to the parent(s) /guardian(s) and the student who is 16 years of age or older by the Principal of the school where the student is placed within thirty (30) days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

IPRC Structure

Committee	Responsibility	Members
School-Based IPRC	<ul style="list-style-type: none"> • Initial identification, and placement of a student who will receive service in a regular class. • Review of identified exceptional student who will continue to be placed in a regular class. 	<p>A supervisory officer or Principal, AND two (2) additional members which may include another Principal, Vice-Principal, Coordinator, Teacher.</p> <p>Note:</p> <ul style="list-style-type: none"> • All three members may be staff at the same school. • A supervisory officer may appoint a designate as long as at least one Principal is a member. • No member of the Board may be appointed or designated to sit on a Committee.

Committee	Responsibility	Members
System-Based IPRC	<ul style="list-style-type: none"> Student requiring initial placement in, review of, or demit from a self-contained class. Student for whom placement with Provincial/Demonstration school is being considered. 	<p>A supervisory officer or Principal, AND two additional members which may include another Principal, Vice-Principal, Coordinator, Teacher.</p> <p>Note:</p> <ul style="list-style-type: none"> All three members may be staff at the same school. A Superintendent may appoint a designate as long as at least one Principal is a member. No member of the Board may be appointed or designated to sit on a Committee.

If Parent(s) Disagree with the IPRC Decision

- If the parent/guardian does not agree with either the identification or placement decision made by the IPRC, ~~he or she~~ they may:
 - Within fifteen (15) days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns; or
 - Within thirty (30) days of receipt of the decision, file a notice of appeal with the Secretary of the Board.
- If the parent(s) /guardian(s) does not agree with the decision after the second meeting, he or she may file a notice of appeal within fifteen (15) days of receipt of the decision.
- If the parent/guardian does not consent to the IPRC decision and does not appeal it, the Board will instruct the Principal to implement the IPRC decision.**

IPRC Appeals

- If the parent/guardian does not agree with the IPRC decision, a written notice of appeal may be filed with the Secretary of the Board within thirty (30) days of the original decision or within fifteen (15) days of receiving the decision of a review meeting. This notice of appeal must indicate the decision with which the parent(s) /guardian(s) disagrees and must include a statement explaining why they disagree.

As of June 2018, TVDSB conducted ~~no~~ TBD IPRC appeals for the 20178 - 20189 school year.

- The appeal process involves the following steps:

- The Board will arrange for a Special Education appeal board to be established to hear the appeal.
- The appeal board will be composed of three people:
 - One member selected by the Board;
 - One member selected by the parent(s) of the student; and
 - A chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair.
 - The first two selections shall be made within fifteen (15) days of the Board receiving notice of appeal. The Chair shall be selected within fifteen (15) days of the first two members being chosen.
- Members of the appeal board may not have any prior knowledge of the matter under appeal.
- The Chair of the appeal board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within thirty days of ~~his/her~~ their selection unless written consent is received from both the parent(s) /guardian(s) and the Board agreeing to a later date.
- The Chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.
- The appeal board shall make its recommendation(s) in writing within three (3) days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, make recommendations about the pupil's identification and/or placement and give reasons for its decision and recommendations.
- The Board shall provide written notice within thirty (30) days indicating what action it will take after considering the appeal board's decision and recommendations.
- Parent(s)/guardian(s) may accept the appeal board's decision, or, if they do not accept the appeal board's decision, they may file a written request for a Special Education Tribunal.

IPRC Parent Guides

- IPRC Parent Resource Guide

https://www.tvdsb.ca/en/programs/resources/iprc_parent-resource-guide_single-pages.pdf

- Communication Parent Resource Guide

https://www.tvdsb.ca/en/programs/resources/communication-guide_single-pages-.pdf



Standard 10: Individual Education Plans (IEPs)

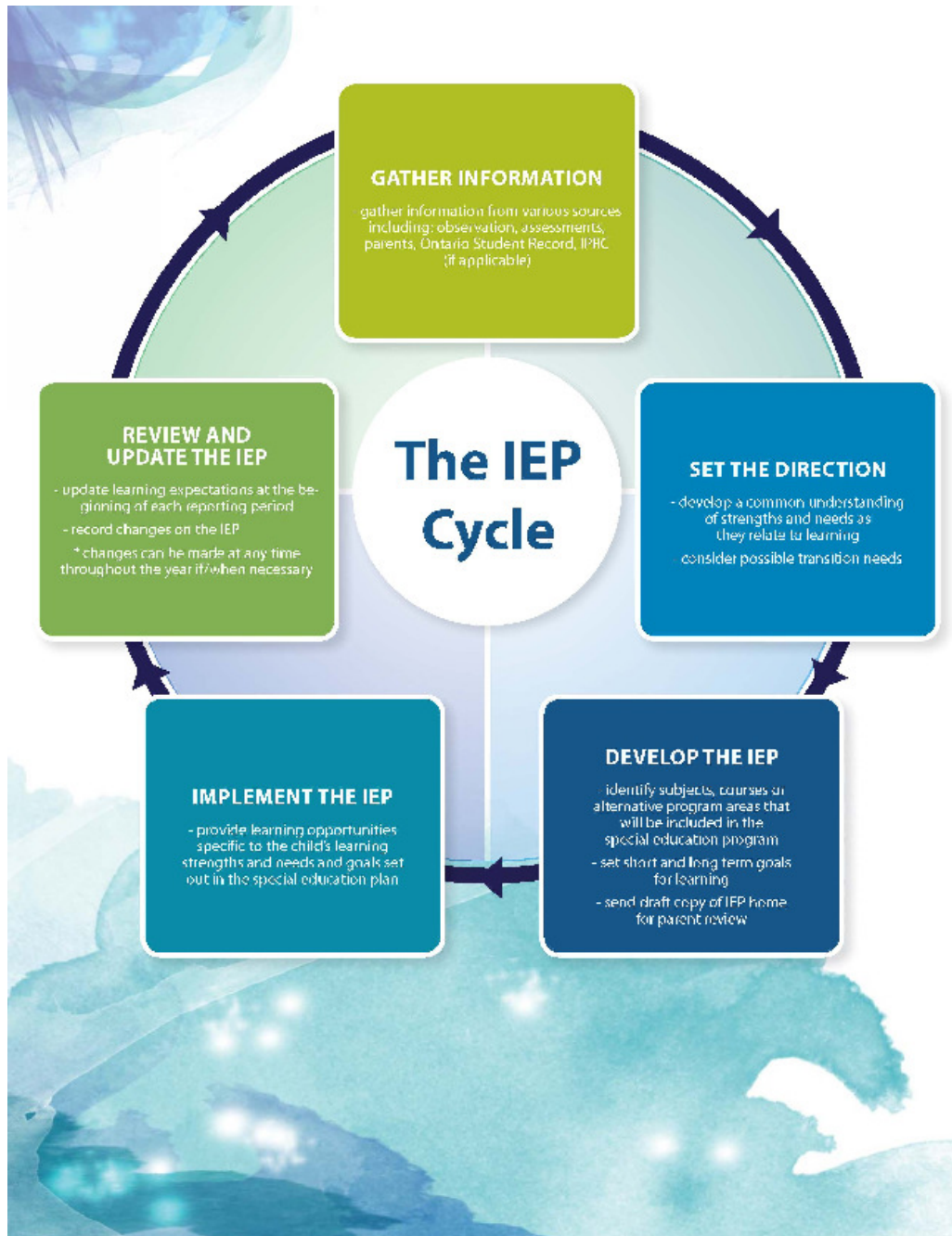
The purpose of the standard is to inform about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

The Individual Education Plan (IEP)

- A written plan of action to support your child in their learning. The plan is based on the results of different types of assessment. It also contains learning goals and an outline of supports and services that help build the success of your child in their learning.
- The IEP is developed by a team of people who know the student best. Members of the team should include the parent/ guardian, the student's teacher(s), the Learning Support Teacher, the Principal and where appropriate, the student.
- Parent(s) and students (who are 16 years of age or older) must be consulted in the development (including revision) of the IEP and must receive a copy upon completion.
- Individual Education Plans (IEPs) will be completed as follows:
 - IEP #1 will be completed within the first **thirty** (30) days of school in compliance with Ministry Guidelines and will include program expectations from September until the end of January
 - IEP #2 will include program expectations from February until the end of June and will be sent home with the Term 1 Report Cards
 - IEP #3 will address IPRC and waiver dates, and offer an opportunity to personalize transition plans for the upcoming school year, as per PPM 156, and will be sent home with Term 2 Report Cards. This IEP will not include program expectations.
- The IEP includes a transition plan that outlines goals for your child as they move from grade to grade, school and/or between school and the community once high school is completed (Program Policy Memorandum 156).
- An IEP must be developed for all students identified as exceptional through the Identification Placement and Review Committee (IPRC) process. An IEP must be developed within **thirty** (30) days of the initial IPRC decision (Ministry of Education Regulation 181/98).
- An IEP may be developed for a student upon recommendation of the Program Development Team (PDT). This recommendation is based on assessment information indicating that specific accommodations and/or program modifications are required for instruction and assessment purposes in response to the student's individual strengths and needs.
- The Principal is responsible for ensuring the implementation and review of the IEP.

The IEP Process

It is essential that the parent(s) and student, as able, be involved throughout the process



Process for Expressing Concerns Regarding the IEP

- As indicated in our Parent Resource Guide: Supporting Student Success Together, this chart shows who a parent(s)/guardian(s) should contact, should they have concerns regarding the IEP:



IEP Parent Guide

- A Parent Resource Guide – Individual Education Plan (IEP)
http://www.tvdsb.ca/files/3335/iep_parent%20resource%20guide_single%20pages.pdf

IEP Review

- In 2011 –12 the Ministry conducted a Provincial IEP review
- In 2018-2019, an internal IEP audit ~~will be~~ was conducted.



Standard 11: Provincial and Demonstration Schools in Ontario

The purpose of the standard is to provide information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Provincial Schools

Provincial Schools may:

- Provide an alternative education option for students who are deaf, blind, or deaf-blind;
- Be accessed as a resource by Thames Valley District School Board (TVDSB) teachers/Sspecial Eeducation teachers; and
- Provide pre-school home visiting services for students who are deaf, blind, or deaf-blind.

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 298.

When a student has received admission to a Provincial School, the Provincial School provides the parent with the Provincial Schools Transportation Form. Once completed, the form is sent to Student Transportation Services (STS) for processing and transportation arrangements are confirmed.

- The TVDSB has students attending three different Provincial Schools:
 - W. Ross Macdonald School: School for the Blind and Deaf (5 students);
 - Robarts School for the Deaf (14 students);
 - Ernest C. Drury School for the Deaf (1 student).

W Ross Macdonald School: School for the Blind and Deafblind

- W. Ross Macdonald School is located in Brantford and provides a residential, alternative education option for TVDSB students who are blind, visually impaired, or deaf-blind. Programs at W. Ross Macdonald School are tailored to the needs of the individual student.
- These programs:
 - 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, technological studies, family studies, physical education, and mobility training;
 - Are individualized, to offer a comprehensive "life skills" program; and

- Provide a home-visiting program for parent(s)/guardian(s) and families of preschool deaf-blind children to assist in preparing these children for future education.
- The resource services department may be accessed by TVDSB teachers to provide special learning materials, such as Braille materials, audiotapes, and large-print text books. Assessments and information sharing/expertise can also be accessed.

Provincial Schools for the Deaf

- The following Provincial Schools offer services for TVDSB deaf and hard-of-hearing students:
 - Robarts School for the Deaf in London is a day school serving Western Ontario;
 - Ernest C. Drury School for the Deaf in Milton is a residential school serving Central and Northern Ontario; and
 - Centre Jules-Léger in Ottawa is a residential school serving francophone students and families throughout Ontario.
- These schools provide elementary and secondary school programs for deaf students from pre-school level to high school graduation. These programs:
 - Provide rich and supportive bilingual/bi-cultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
 - Are delivered by specially trained teachers; and
 - Follow the Ontario curriculum developed for all students in the province.
- The resource services department may be accessed by TVDSB teachers to provide consultative support as well as workshops, in-service, and information. The resource services department also provides a home-visiting program for parent(s) /guardian(s) and families of deaf and hard-of-hearing pre-school children delivered by teachers trained in pre-school and deaf education.

Demonstration Schools

- Provincial Demonstration Schools provide residential programs for students with severe learning disabilities. In addition, these 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 program for students with severe learning disabilities who require an additional level of social/emotional support.
- Application for admission to a Provincial Demonstration School is made on behalf of students by TVDSB, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.
- The following Demonstration Schools offer services for TVDSB students:

- Amethyst School in London, with Learning Disability (LD) and LD/ADHD programs serving Western and North-Western Ontario;
 - Trillium School with the LEAD Program serving Central and Mid-Northern Ontario; and
 - Centre Jules-Léger in Ottawa which is a residential school serving francophone students and families throughout Ontario.
- These schools provide special residential education programs for students between the ages of 5 and 21 years. These programs:
 - 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 TVDSB within two (2) years;
 - Provide, upon referral from schools, specialized consultative assistance for individual students; and
 - Provide in-service and teacher education programs designed to share methodologies and materials with TVDSB staff.



Laura Elliott, Director of Education and Secretary

2019 January 22

Honourable Lisa Thompson
Minister of Education
Ministry of Education
Mowat Block, 22nd Floor
900 Bay Street
Toronto, ON M7A 1L2

Honourable Lisa MacLeod
Minister of Children
Community and Social Services
Hepburn Block, 6th Floor
80 Grosvenor Street
Toronto, ON M7A 1E9

Dear Minister Thompson and Minister MacLeod:

I am writing to express serious concerns for students with special needs who access occupational therapy, physiotherapy and speech-language pathology at school through Thames Valley Children's Centre (TVCC), formerly the School Health Support Services provided by the Local Health Integration Network (LHIN). In addition, I would ask that you urgently address the long waiting lists by increasing funding for this program.

Members of the Special Education Advisory Committee (SEAC) of the Thames Valley District School Board (TVDSB) have been regularly consulted over the last 5 years as part of the provincial Special Needs Strategy. Some of our members and special education staff invested heavily in advising the process and identifying issues and needs, and our membership has participated actively in providing input as requested.

Having an inter-ministry approach with seamless transitions and integrated services has long been a vision for families and service providers to enhance the experience and outcomes for children and youth with complex special needs. Meeting the physical, medical, educational needs of students receiving services for complex conditions is important for their well-being and success at school. SEAC participated in the Special Needs Strategy with the expectation streamlining the services would greatly improve access to timely and appropriate services leading to improved access to learning, curriculum and improved student outcomes.

Last year we learned that the rehabilitation therapy services, occupational therapy, physiotherapy and speech-language pathology, provided through the School Health Support Services would be transitioned from the LHIN to the TVCC. With the reduction in the number of providers, and streamlining of referrals, it was hoped that more children/students would have access to timely service. At our January meeting, we learned that the transition had occurred and that there were over 3700 students from Grey-Bruce, Huron-Perth, London- Middlesex and Oxford Elgin on the program. We were very concerned to learn that more than half of these students are on a wait list for services. We also heard that there is no new funding to address the wait lists and hundreds of students will continue to wait for vital services. Members expressed their frustration with the length and number of students being put on a waitlist and noted that many essential needs/services for these students are not being met.

Thames Valley District School Board - Office of the Director of Education

1250 Dundas Street, London, Ontario N5W 5P2 Tel: (519) 452-2000 Fax: (519) 452-2396 website: www.tvdsb.ca

We build each student's tomorrow, every day.

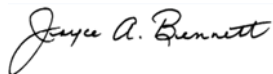
At the January 8, 2019 SEAC meeting, the following motion was moved and carried:

SEAC members direct the Chair to send a letter to the Minister of Education and the Minister of Children, Community and Social Services with concerns about the long wait lists and inadequate funding for therapy services for students with special needs. SEAC members are very concerned that many students will face long delays, or may never receive vital therapies that would assist in accessing curriculum and being successful in school.

This letter is a request that the two Ministries look at the wait lists for rehabilitation therapy services for students and immediately increase funding allocated to the programs.

Thank you for consideration of this request.

Yours sincerely,



Joyce Bennett
Chair of SEAC

cc: L. Elliott, Director of Education
R. Culhane, Associate Director
J. Pratt, Associate Director
A. Canham, Superintendent of Student Achievement
Chairs of All School Board Special Education Advisory Committees

Andrew CANHAM

From: Lisa MacLeod-co <lisa.macleodco@pc.ola.org>
Sent: February 4, 2019 3:39 PM
To: Sherry KILBOURN
Cc: Laura ELLIOTT; Riley CULHANE; Jeff PRATT; Andrew CANHAM
Subject: RE: Concerns For Students With Special Needs

Dear Joyce Bennett,

Thank you for taking the time to email this letter to the office of the Hon. Lisa MacLeod, MPP for Nepean regarding your concern for students with special needs.

Because this inquiry is Ministry related and you have emailed MPP MacLeod's constituency office in Nepean, I have taken the time to pass this letter on to the appropriate individual within the Ministry office at Queens Park.

Someone from within the Ministry should get back to you as soon as possible.

Kind regards,

Michael Sparling
Office of the Hon. Lisa MacLeod, MPP for Nepean

From: Sherry KILBOURN <s.kilbourn@tvdsb.ca>
Sent: Friday, January 25, 2019 2:33 PM
To: Thompson, Lisa <lisa.thompson@pc.ola.org>; Lisa MacLeod-co <lisa.macleodco@pc.ola.org>
Cc: Laura ELLIOTT <laura.elliott@tvdsb.ca>; Riley CULHANE <r.culhane@tvdsb.ca>; Jeff PRATT <jeff.pratt@tvdsb.ca>; Andrew CANHAM <a.canham@tvdsb.ca>
Subject: Concerns For Students With Special Needs

Dear Minister Thompson and Minister Macleod:

Please see the attached letter regarding our concern for students with special needs.

Thank you,

Joyce Bennett
Chair, Special Education Advisory Committee
Thames Valley District School Board

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Durham District School Board
400 Taunton Road East
Whitby, Ontario L1R 2K6
Ph: 905-666-5500
1-800-265-3968
TTY: 905-666-6943
Fax: 905-666-6474

www.ddsb.ca

January 25, 2019

Hon. Lisa M Thompson, Minister of Education
Ministry of Education
Mowat Block
Queen's Park
Toronto, Ontario M7A 1L2

Dear Minister Thompson,

I am writing to you today on behalf of the members of Durham District School Board's (DDSB) Special Education Advisory Committee (SEAC). Our SEAC includes seven Parent Associations, who represent thousands of families in Durham Region.

During our September meeting the members of our SEAC discussed the funding changes announced by the Deputy Minister of Education on August 24, 2018. Collectively we are dismayed by the Ministry of Education clawing back the increase to the Special Incidence Portion that was previously announced for the 2018/2019 school year.

The DDSB already allocates 3 million dollars more money than given in Special Education Grants to Special Education services. The Local Priorities Grant is one of the grants the DDSB uses to cover the deficit in Special Education. The Local Priorities grant is a two-year grant that will end this school year.

Our SEAC has previously expressed our concerns that the amount the Ministry of Education provides for the Special Incidence Portion (SIP) is inadequate. The claw back of the SIP increase announced for the 2018/2019 school year and reallocation to Special Education Per Pupil Amount has resulted in a net decrease in funding, further increasing the DDSB's Special Education deficit. As the Auditor General Report highlights, the Ministry of Education's "funding formula uses out-of-date benchmarks and is due for a comprehensive external review." Our SEAC is extremely concerned by the direction this government is taking. The probable loss of the Local Priorities grant, coupled with the decrease in Special Education funding, will likely result in cuts to services for our most vulnerable students.

Our SEAC is also troubled by the Ministry of Education allocating Special Education funding where the Ministry perceives the need to be, rather than where the need has been identified by school boards. We are concerned that this will create inequity in funding among exceptionalities.



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We urge the Minister to evaluate the true costs associated with SIP claims to support our students and increase funding accordingly. We request that the Ministry of Education not favor one exceptionality over another by creating inequity in funding. The Auditor General has illustrated that 79% of school boards are spending more than their allocated Special Education funds on programming to support its students. We echo the Auditor General as we continue to request that the Special Education funding model be reviewed and changed to accurately reflect the increasing and more complex needs of students with special needs.

Sincerely,



Eva Kyriakides
SEAC Chair
Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Hon. Peter Bethlenfalvy, MPP
Lorne Coe, MPP
Jennifer French, MPP
Lindsay Park, MPP
Hon. Rod Phillips, MPP
Hon. Laurie Scott, MPP





5650 Hurontario Street
Mississauga, ON, Canada L5R 1C6
t 905.890.1010 1.800.668.1146
f 905.890.6747
www.peelschools.org

January 16, 2019

Honourable Lisa Thompson
Minister of Education
Mowat Block 22nd Floor
900 Bay Street
Toronto, Ontario M7A 1L2

Dear Minister Thompson:

We are writing to express our concern at how Peel District School Board students are being negatively impacted by recent changes in funding to special education.

On August 24, 2018, Deputy Minister Rodrigues informed school boards of significant changes in funding for special education. Of particular concern was the decrease in the Special Incidence Portion (SIP) maximum claim amount from \$38,016 to \$27,405. Although the memo states that, "Savings incurred from this adjustment will be reinvested into the Special Education Per-Pupil Amount Allocation funding," this has not been true for the Peel Board. In fact, this change in funding resulted in a loss of \$850,000 for students with special education needs in our board.

We are concerned that the Ministry of Education has chosen to reduce funding so dramatically, especially as the number of Peel Board students eligible for the SIP continues to increase. Since 2016-2017, our number of SIP claims has increased from 298 to over 376.

As this funding provides support for some of our most vulnerable students, it is our hope that you will re-visit funding for special education programs in your planning for the 2019-2020 budget year. We urge you to increase the SIP maximum claim amount so that Peel students will be funded appropriately.

Sincerely,

Shelley Foster
Chair, Special Education Advisory Committee
Peel District School Board

c.c. Stan Cameron, Chair, Peel District School Board
Sue Lawton, Vice-Chair, Peel District School Board
Peter Joshua, Director of Education, Peel District School Board
Trustees, Peel District School Board

Trustees

Stan Cameron, Chair
Sue Lawton, Vice-Chair
Carrie Andrews
Susan Benjamin
Robert Crocker
Nokha Dekroub

Will Davies
David Green
Brad MacDonald
John Marchant
Kathy McDonald
Balbir Sohi

Director of Education and Secretary

Peter Joshua
Associate Director, Instructional & Equity Support Services
Poleen Grewal
Associate Director, Operational Support Services
Jaspal Gill
Associate Director, School Support Services
Wendy Dowling