

THAMES VALLEY DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA

April 2, 2019, 12:15 P.M. - 3:00 P.M.

Dundas 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. Accessibility Committee Update - A. Canham	
7. Role of the Special Education TOSA - A. Canham/ A. Leatham	6
8. TVDSB-IPRC Student Replacement Options - A. Canham/ A. Leatham	
9. TVDSB System Classrooms 2019-2020 - A. Canham	
10. Special Education Advisory Committee Priorities (Standing Item) - A. Canham	
11. Special Needs Strategy Update (Standing Item) - J. Gritzan	
12. Special Education Plan (Standing Item) - A. Canham	
a. Standard 6	8
b. Standard 8	16
c. Standard 13	24
d. Standard 17	29
e. Standard 18	37

13. Modified Day Guidelines (Standing Item) - A. Canham

14. Correspondence (Standing Item) - A. Canham

a. Durham Catholic District School Board

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15. Other Business

16. Forum: Association Updates

17. 2018-2019 Meeting Dates

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

Monday, May 27, 2019 5:00 p.m.

Monday, May 27, 2019 7:00 p.m.

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

18. Future Agenda Items

- PPM 161 Update (May)

- Exceptionality Data and Trends (May)

19. Adjournment

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

2019 March 4
6:34 p.m. - 9:25 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
L. Turner-Otte, Ontario Parents Advocating for Children with Cancer
L. Dunlop-Dibbs, Vanier Children's Services
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 Developmental Disabilities
J. Gritzan, Thames Valley Children's Centre
J. Courtney-Nuyens, Thames Valley Council Home and School Associations
L. Pizzolato, Trustee
B. Yeoman, Trustee
D. Shore-Reid, Learning Disabilities Association London
N. Davison, VOICE for the Hearing Impaired
C. Krygsman, Community Services Coordination Network (CSCN)

Regrets: N. Brown, J. Bruce, J. Bennett

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
A. Leatham, Learning Supervisor
R. Ferrara, Learning Supervisor
T. Birtch, Secondary Principal (+7:15)
M. Chevalier, Elementary Principal
D. Clark, Secondary Principal
S. Smith, Corporate Services
K. Snake, Munsee-Delaware Nation
C. Kechego, Education Director Chippewas of the Thames
S. Khan, Principal, Madeline Hardy (+7:01)(-7:32)
A. Marlowe, Equity and Diversity Coordinator

1. Call to Order

Vice Chair Cook called the meeting to order at 6:34 p.m. in the London Room at the Education Centre.

2. Confirmation of Agenda

With the addition of Elementary Development Education Placement to item #11. the agenda was approved on motion.

3. Conflicts of Interest

None declared.

4. Report of the Previous Meeting

The report of the 2019 January 8 Special Education Advisory Committee meeting was provided for information.

5. Business Arising from the Minutes

None.

6. In-Camera

On motion the committee moved in camera at 6:38 p.m., reconvening in public session at 6:59 p.m.

7. Supporting and Teaching in Care and/or Treatment, Custody and Correctional Programs (CTCC)

S. Khan, Principal, Madeline Hardy and W.D. Sutton presented information on Supporting and Teaching in Care and/or Treatment, Custody and Correctional Programs (CTCC). The nine community agencies involved with the program were highlighted. It was noted the agency partnership agreements are renewed annually. Student admissions, student profiles, classrooms, challenges, student support and the 17 programs were outlined. The CTCC program is monitored by the Ministry of Education.

S. Khan noted there has been a strong focus on transitioning from home to school and school to home for students.

S. Khan reviewed the decrease in admissions over the last four years; causes for the drop in enrollment were outlined.

Questions of clarification were answered by S. Khan.

8. Experiential Learning (Development Education) in Thames Valley District School Board

A. Leatham presented information on the Work Experience Program *Preparing for Life After School*. She noted it's a five year program that supports students with developmental disabilities to pursue a school to work pathway. Currently the program is offered at 10 TVDSB Secondary schools. Program focuses include numeracy, literacy, community awareness, daily living, communication, technology and life skills.

Transition planning, global competencies and criteria for placement were highlighted. A. Leatham noted the Work Experience Program is a certificate program and not a diploma program. The differences between a certificate and diploma were reviewed.

In response to a question it was noted the difference between the Work Experience Program and Locally Developed Program is that the Work Experience Program is not credit based.

Examples of students involvement in the program were provided.

Questions of clarification were answered by A. Leatham.

9. School-Based Empower Reading for SEAC

R. Ferrara provided information on School-Based Empower for SEAC. The goals of Empower were reviewed and student programming was outlined. Characteristics for the ideal Empower candidate were identified.

Empower is currently in place in Elementary schools and in 4 Secondary schools. The history and training process of Empower was outlined.

In response to a question it was noted Empower is a 60 minute daily program, recommended to be done 5 days a week.

The Committee watched the video "Empower Has Made a Difference" featuring success stories of students as a result of Empower.

Questions of clarification were answered by R. Ferrara.

10. Special Education Budget

a. Education Programs - Other (EPO)

A. Canham advised TVDSB has received \$345,076.00 in EPO grants from the Ministry to be used by 2019 August 30. The parameters of the funding and plans for it's use to reduce wait times was described.

In response to a question it was noted the wait list is decentralized with varying wait times for speech, language and psychology.

On request, additional information regarding wait times for assessment will be brought forward to the next meeting.

Questions of clarification were answered by A. Canham.

11. Special Education Advisory Committee Priorities (Standing Item)

Elementary Development Education Placement

A. Leatham described plans to accommodate students transitioning from grade 8 to grade 9 DE classrooms for the 2019-20 school year.

As 4 new classrooms are created in Secondary, 4 classrooms will close in Elementary. The committee was asked to provide input on options considering some classrooms are purpose-built sites. Through discussion, it was suggested the stability of keeping students in their existing schools in familiar environments and minimal commutes was the best option for students.

Questions of clarification were answered by Administration.

12. Special Needs Strategy Update (Standing Item)

A. Morse noted SEAC needs to update the information for the SEAC booth. It was suggested a brochure be created.

13. Special Education Plan (Standing Item)

a. Standard 3

A. Canham reviewed Standard 3: Roles and Responsibilities of the Special Education Plan outlining changes to the document.

A. Canham requested any suggested edits be emailed to him.

b. Standard 5

A. Canham reviewed Standard 5: The Identification, Placement and Review Committee (IPRC) Process and Appeals outlining changes to the document.

A. Canham requested any suggested edits be emailed to him.

c. Standard 10

A. Canham reviewed Standard 10: Individual Education Plans (IEPs) outlining edits to the document.

A. Canham requested any suggested edits be emailed to him.

d. Standard 11

A. Canham reviewed Standard 11: Provincial and Demonstration Schools in Ontario outlining changes to the document.

A. Canham requested any suggested edits be emailed to him.

14. Modified Day Guidelines (Standing Item)

A. Canham reported on the number of elementary students currently on a modified day program.

In response to a questions it was noted the majority are in primary grades.

Discussion occurred regarding tracking modified for secondary school. It was noted there are too many varying factors in secondary.

Questions of clarification were answered by A. Canham.

15. Correspondence (Standing Item)

a. TVDSB (SEAC)'s Letter to MOE and Response from Minister MacLeod's Office

Vice Chair Cook presented for information a copy of a letter drafted on behalf of SEAC to Minister Thompson and MacLeod expressing concern for special needs students who are currently on waiting lists for services, requesting funds to reduce wait times.

b. Durham District School Board (SEAC);s Letter to the MOE

Vice Chair Cook presented for information a copy of a letter from the Durham District School Board (DDSB) to Minister Thompson expressing concern at the lack of increase to the Special Incidence Portion previously announced for the 2018/2019 school year.

c. Peel District School Board (SEAC)'s Letter to the MOE

Vice Chair Cook presented for information a copy of a letter from the Peel District School Board to Minister Thompson expressing concern for the students that have been negatively impacted as a result of recent changes in funding to special education.

16. Rescheduling of February 12, 2019 Meeting

The 2019 February 12 SEAC meeting was cancelled. It was determined to schedule two meetings on 2019 May 27, one at 5 p.m. and 7 p.m., to make up for the cancelled meeting.

17. Other Business

There was a request to add links to the community agency websites (member organizations) on the TVDSB SEAC web page.

18. Forum: Association Updates

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

19. 2018-2019 Meeting Dates

The 2018-2019 meeting dates were provided in the agenda package. The next meeting is scheduled for 2019 April 2, 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 161 Update (May)
- Exceptionality Data and Trends (May)

21. Adjournment

The meeting adjourned at 9:25 p.m. by motion.

Paul Cook
Vice Chair

Guiding Principles for Special Education

1. All students can succeed.
2. Each student has their own unique patterns of learning. Patterns of learning may vary greatly within a classroom. Teachers need to plan for diversity, give students tasks that respect their abilities, use dynamic and flexible groups for instruction, and provide ongoing assessment.
3. The TVDSB Mission of, "We build each student's tomorrow, every day" should be supported by maximizing student learning.
4. The practice of providing a range of services and placements shall be maintained.
5. Regular classrooms should be the first placement of choice for all students throughout their education career as per Regulation 181/98.
6. Parent(s)/legal guardian(s), students and staff must be engaged as equal partners in achieving student success. Group collaboration is imperative to ensure appropriate programming, placement decisions and the implementation of an effective IEP.
7. Parent(s)/legal guardian(s), students, staff and public involvement are essential in creating a caring culture of learning designed to optimize the development, establishment and implementation of programs and support services.
8. Educators, students and families require the support of the broader community to create a learning environment that supports students with Special Education needs.
9. Ongoing communication with students, parent(s)/legal guardian(s), staff, SEAC and other stakeholders is an important strategy in maintaining links with the broader community sector.
10. Fairness is not sameness - fairness can be achieved through the recognition of individual needs and addressed through modified programs, accommodations, universal designs and classroom practice.
11. Universal design, differentiated instruction and assessment "for" learning are effective and interconnected means of meeting the learning or productivity needs of any group of students.
12. Special Education programs and services are founded on evidence-informed and evidence-based research, tempered by experience.



We build each student's tomorrow, every day.

TOSA

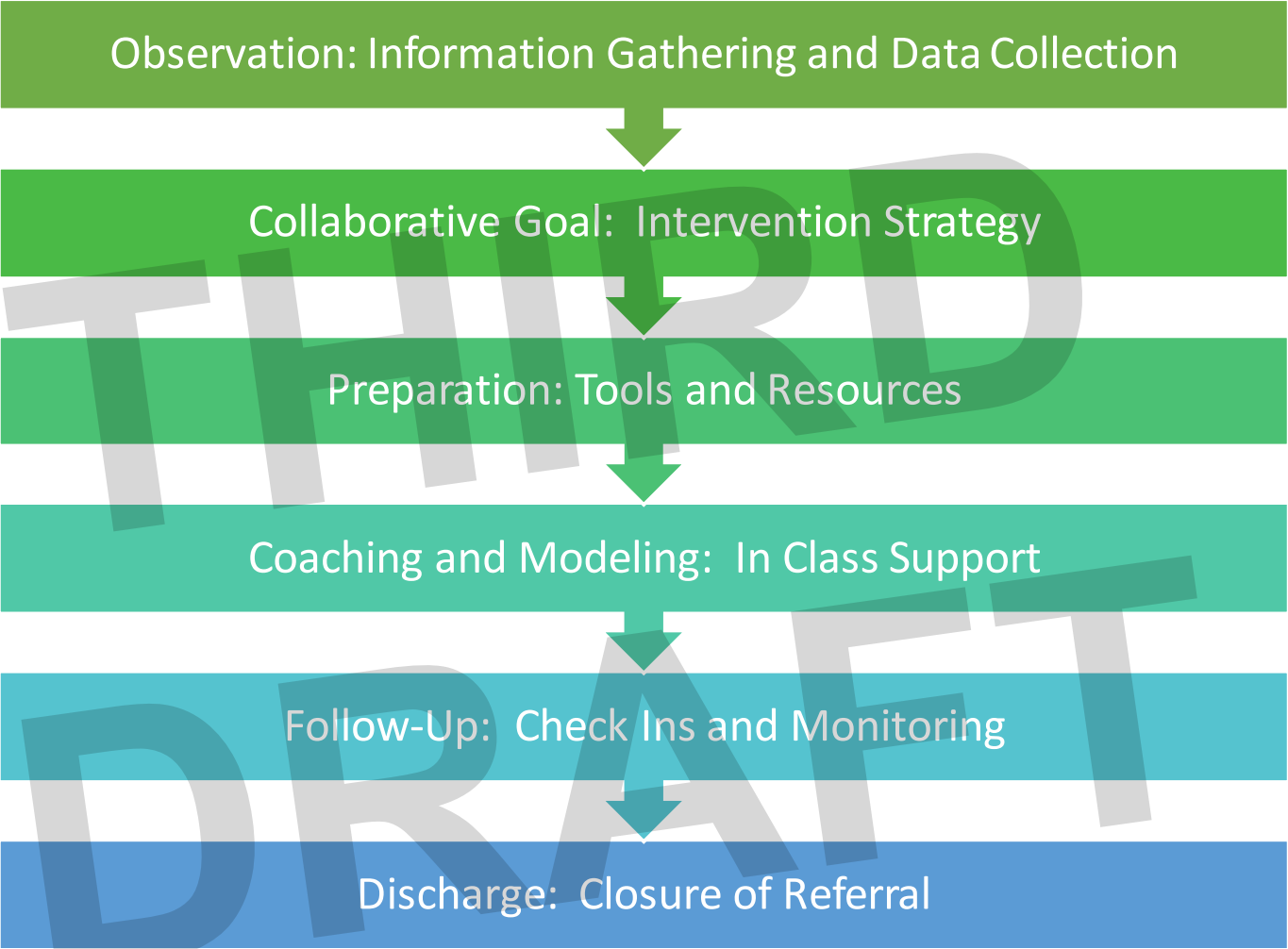
The Role of the Special Education Teacher on Special Assignment



The Special Education Teacher on Special Assignment works collaboratively with school teams through a coaching and modelling lens to support student equity, inclusion, independence, achievement and well-being.

Domain	Tasks and Activities
Professional Development A key element of the TOSA role is to build staff capacity in understanding and responding to individual student strengths and needs for improved student achievement and well-being.	<ul style="list-style-type: none"> • Work with school and system staff to develop and deliver professional learning opportunities for educators on evidence-based practices for improved student achievement and well-being; • Work with school staff to identify and share evidence-based instructional resources in alignment with system directions and initiatives; • Support school staff in understanding and accessing system special education supports and services; • Communicate and support the implementation of Ministry of Education Policy/Program Memoranda related to Special Education and the TVDSB Special Education Plan; • Participate in ongoing special education resource and system team meetings/training; • Engage in ongoing personal professional learning.
Collaboration and Communication A key element of the TOSA role is to collaborate and effectively communicate with school staff to support their efforts on behalf of improved student achievement and well-being.	<ul style="list-style-type: none"> • Establish collaborative relationships with school staff, Special Education Resource Teams/Professional Staff, and community agencies; • Liaise with Special Education Learning Coordinators; • Support school teams with the development of Individual Education plans based on students' strengths, needs, and interests; • Provide support in developing modified and alternative programming; • Support school teams with the development and implementation of Management of Aggressive Behaviour Safety Plans and Individual Behaviour Plans; • Support school teams with student transitions; • Participate in collaboration release meetings in conjunction with school/system staff; • Maintain professional standards of communication regarding what and how information is shared (e.g., factual, objective, confidential).
Coaching and Modelling A key element of the TOSA role is to use evidence-based approaches to support teachers in implementing best practices for improved student achievement and well-being.	<ul style="list-style-type: none"> • Support information gathering through a variety of methods and sources to inform individual student goals; • Work with school teams to identify recommendations based on students' individual goals; • Demonstrate recommended strategies for school staff identified to support individual students (e.g., video modelling, peer modelling, modelling for the educator, etc.); • Employ Applied Behaviour Analysis (ABA) principles and methods in support of school staff implementing the established recommendations; • Support school staff with evaluating individual student progress, and fade support to the school team based on goal attainment.

Special Education Team Tier Two Intervention MODEL OF SERVICE



*Referral to Special Education Teams is a tier-two intervention.
Goal-based referrals are made through the Caseload Management System (CMS)
upon the recommendation of the Program Development team.*



Standard 6: Educational and Other Assessments

The purpose of the standard is to provide details of the Board's assessment policies and procedures and to make parent(s)/guardian(s) aware of the types of assessment tools used by the Board, the ways in which assessments support programming, and the process by which assessment results may be used to inform Identification, Placement and Review Committee (IPRC) decisions.

A range of assessment strategies are used in order to develop appropriate programs and intervention for students. The intent of any assessment is ultimately to assist the student by providing staff with insights into the student's strengths, needs and learning profile.

The Thames Valley District School Board (TVDSB) considers assessment to be an integral part of the instructional process. Classroom teachers and Learning Support Teachers (LSTs) regularly use educational assessments to evaluate student achievement and student progress. Practitioners from Psychological Services and Speech-Language Pathology conduct specialized assessments and review assessment reports from community practitioners to determine learning needs to inform programming.

Occupational Therapy and Physiotherapy assessments are accessed through referral to the [Thames Valley Children's Centre \(TVCC\)](#) ~~Community Care Access Centre~~ upon the recommendation of the Program Development Team. These assessments are conducted under the *Regulated Health Professions Act* (1993) by occupational therapists and physiotherapists registered in the College of Occupational Therapists of Ontario and College of Physiotherapists of Ontario, respectively. Reports include recommendations for physical management (e.g., mobility, seating and positioning for function), activities of daily living skills and sensory integration.

Parental/Guardian Consent

- Written consent must be obtained for Behaviour Analysts, Psychological and Speech-Language Pathology and Audiology Services to access the student's Ontario Student Record (OSR).
- Information to be shared includes, but is not limited to, that which is contained in the Ontario Student Record. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the *Education Act*, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained and disposed of confidentially in accordance with the *Municipal Freedom on Information and Protection of Privacy Act* (R.S.O. 1990 c. M. 56).

- Informed written consent from parent(s)/guardian(s) for students under 18 years of age is obtained for all referrals for assessment by school personnel to Behaviour Analysts, Psychological Services, Speech-Language Pathology and Audiology Services.

Consent for Sharing Information and Protection of Privacy

- All information is collected, stored, and shared in accordance with the *Education Act*, *Freedom of Information and Protection of Privacy Act* (FIPPA), *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Personal Health Information Protection Act* (PHIPA) and other legislation that governs the use of personal information.
- A separate consent form, Consent to the Disclosure, Transmittal and/or Examination of Records or Information, must be signed by the parent(s)/guardian(s) to share information with outside agencies (OrR by the student if 16 years of age or older).

Communication of Assessment Information

- Upon completion of an assessment, Behaviour Analysts, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists, discuss the results with the student and the parent(s)/guardian(s).
- A written confidential report is copied for the OSR and for the parent(s)/guardian(s).
- A copy of the Psychological report is held in the central files.
- Communication of a diagnosis (Psychological Services) is a controlled act in psychological practice under the *Registered Health Professions Act* (RHPA), 1991.
- The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly (by phone or face-to-face) by a Psychologist or a Psychological Associate who is licensed to do so.

School-Based Assessments

The following chart outlines the process used for school-based assessments:

It is essential that the parent(s)/ <u>guardian(s)</u> is involved in the process	
Complete Support Services Referral Form (as required)	
A <u>Program Development Team (PDT)</u> meeting is held.	

PDT Team recommendations may include:

- Specific strategies to incorporate into the classroom; ~~and~~
- School-based educational assessment conducted by a qualified staff member (academic assessment, speech-language assessment, psychological assessment, etc.).

Principal/designate discuss with the parent(s) /guardian(s):

- Strengths and areas of need for the student;
- Recommendation of referral for assessment;
- How the results will be used to enhance programming for the student.

Practitioner discusses with the parent(s) /guardian(s):

- Consent for assessment is obtained by the appropriate practitioner;
- A written report is also provided for the OSR;
- Parent(s) /guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others;
- A release of information must be signed by parent(s) /guardian(s) to share information with other agencies;
- All files and records are maintained following the procedures outlined in the RHPA;
- Description of the assessment protocol;
- How the test results will be shared;
- Anticipated timeframe for assessment is shared.

Qualified practitioner conducts the assessment

- Assessments are completed according to protocols;
- Principal/designate informed when assessment is completed;
- Qualified practitioner shares results with parent(s) /guardian(s) (by telephone or face to face); ~~and~~
- PDT meeting may be called to share assessment results. ~~÷~~

At the PDT meeting:

- Staff members who administered the assessment shares the results with the parent(s) /guardian(s) and members of the PDT;
- Recommendations regarding student learning are made based on assessment results;
- New strategies and interventions are put in place;
- The student's progress continues to be monitored to determine if current needs are met, or if further interventions are required.

Educational Assessments

Assessment Tools

- Canadian Cognitive Abilities Test (CCAT);
- Wechsler Individual Achievement Test – 3rd Edition (WIAT-III).

What Does It Measure?

- Educational Achievement and processes relevant to the acquisition of literacy and numeracy skills and academic knowledge.
- Some assessment tools also assess daily living skills (HELP and FISH).

Qualifications of Assessors

- Certified teachers (under the *Education Act*) who have received the relevant training for the assessment tool being utilized.

Parental/[Guardian](#) Consent and Feedback

- Parent(s)/[guardian\(s\)](#) is informed prior to assessment and results are communicated to parent(s)/[guardians\(s\)](#) by the principal and/or designate.

Information Sharing and Privacy

- Results are shared by the school team with the parent(s)/[guardian\(s\)](#).

Average Wait Time for Assessments

- The average wait time for academic assessments conducted by the Learning Support Teacher is two to four weeks from referral by the PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Speech and Language Assessments

Assessment Tools

- Bracken Basic Concept Scale – Third Edition;
- Clinical Evaluation of Language Fundamentals Fifth Edition (CELF 5);
- [Comprehensive Assessment of Spoken Language – Second Edition \(CASL-2\)](#)
- Clinical Evaluation of Language Fundamentals PreSchool – Second Edition (CELF P2);
- Comprehensive Test of Phonological Processing (CTOPP);
- Emerging Literacy & Language Assessment Record Form (ELLA);
- Expression, Reception and Recall of Narrative Instrument (ERRN1);
- Expressive One Word Picture Vocabulary Test 4th Edition (EOWPVT);
- Expressive Vocabulary Test – ~~Second~~ [Third](#) Edition (EVT ~~23~~);
- Goldman Fristoe ~~23~~ Test of Articulation (GFTA ~~23~~);
- Kaufman Speech Praxis Test (KSPT);
- Language Processing Test – Elementary (LPT 3);
- Marshalla Oral Sensorimotor Test (MOST);
- [Montgomery Assessment of Vocabulary Acquisition \(MAVA\)](#)
- Oral and Written Language Scales (OWLS);

- Peabody Picture Vocabulary Test – Fourth Edition (PPVT 4);
- Preschool Language Assessment Instrument Profile (PLAI 2);
- Preschool Language Scales Fifth Edition (PLS5);
- Receptive – Expressive Emergent Language Scale (REEL 3);
- Social Language Development Test – Adolescent/Elementary Versions;
- Structured Photographic Articulation Test (SPAT DII);
- Structured Photographic Expressive Language Test Preschool (SPELT – P2);
- Stuttering Severity Instrument 3 (SSI 3);
- Test for Auditory Comprehension of Language – Third Edition (TACL 3);
- Test of Childhood Stuttering (TOCS);
- Test of Language Development – Primary 4th Edition (TOLD P:4);
- Test of Narrative Language (TNL);
- Test of Pragmatic Language (TOPL 2);
- Test of Problem Solving 2 Adolescent (TOPS 2);
- Test of Problem Solving 3 Elementary (TOPS 3);
- Test of Word Finding – Second Edition (TWF 2);
- Test of Written Language – Fourth Edition (TOWL 4);
- The Listening Comprehension Test 2;
- The Phonological Awareness Test 2 (PAT 2);
- The Rosetti-Infant Toddler Language Scale;
- The Word Test 2 Elementary (WORD); and
- Verbal Motor Production Assessment VMPAC).

What Does It Measure?

- These tests measure all aspects of Speech (Articulation, Motor Speech, Fluency, Voice), Language (Vocabulary, Grammar/Syntax, Linguistic concepts, Memory, Narrative Development), reading readiness/Phonological Awareness, and Social Language (Pragmatics, Social Skills). Areas measured address both comprehension and expression for oral and written language.

Qualifications of Assessors

- Registered Speech-Language Pathologists (*Regulated Health Professions Act*)

Parental/[Guardian](#) Consent and Feedback

- Informed written consent from parent(s)/[guardian\(s\)](#) must be received prior to the assessment for students under 18 years of age, or from the student if 18 years of age or older.
- Results are communicated to parent([s](#))/[guardian\(s\)](#) by a Speech-Language Pathologist.
- Parent(s)/[guardian\(s\)](#) receives a copy of the assessment report.

Information Sharing and Privacy

- Results are shared with the school team.
- Parent(s)/[guardian\(s\)](#) may be legally able to withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR. A release of information must be signed by parent(s)/[guardian\(s\)](#) to share information with other agencies.

- All speech and language files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Speech-Language Pathologists is one to four months from referral by the PDT or through the Early Identification Process.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Psychological Services Assessments

Assessment Tools

- Measures of Intellectual Functioning:
 - Wechsler Preschool and Primary Scale of Intelligence – 3rd Edition (WPPSI-III)
 - Wechsler Intelligence Scale for Children – 5th Edition (WISC-V)
 - Wechsler Nonverbal Scale of Ability (WNV)
 - Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV)
 - Stanford-Binet Intelligence Scales – Fifth Edition (SB-5)
 - Leiter International Performance Scale – 3rd Edition
- Psychological Processes Related to Learning (e.g., Memory, Attention, Phonological/Language, Perceptual-Motor, Visual-Spatial, Executive Functioning):
 - Child and Adolescent Memory Profile (chAMP)
 - Brown ADD Scales Connors Rating Scales – 3rd Edition
 - Comprehensive Test of Phonological Processing – 2nd Edition (CTOPP-2)
 - Beery-Buktenica Developmental Test of Visual-Motor Integration – 5th Edition (VMI-V)
 - Delis-Kaplan Executive Functioning System (DKEFS)
 - Behaviour Rating Inventory of Executive Functioning – 2nd Edition (BRIEF-2)
 - NEPSY-II: A Developmental Neuropsychological Assessment
- Academic Achievement:
 - Wechsler Individual Achievement Test – 3rd Edition (WIAT-III)
 - Wide Range Achievement Test – 4th Edition (WRAT-4)
- Adaptive Skills:
 - Adaptive Behaviour Assessment System – 3rd Edition (ABAS-3)
 - Vineland Adaptive Behaviour Scales – 2nd Edition (VABS-2)
- Personality, Behavioural, and Social-Emotional Functioning:
 - Achenbach Child Behaviour Checklist
 - Behaviour Assessment System for Children – 2nd Edition (BASC-2)

What Does It Measure?

- Psychological assessment tools are selected to provide information on a student's intellectual functioning, cognitive and processing skills, attitudes or interests, and other behavioural and social-emotional skills that are relevant to the development of academic skills, adaptive and life functioning, and overall adaptation and adjustment.

- In conjunction with other sources of information, assessment information may lead to a Psychological diagnosis. Diagnoses are communicated by members of the College of Psychologists who are legally authorized to do so.

Qualifications of Assessors

- Registered Psychologists and Psychological Associates; Psychometrists supervised by members of the College of Psychologists (all under the RHPA).

Parental/Guardian Consent and Feedback

- Informed written consent from parent(s)/guardian(s) must be received prior to the assessment for— students under 18 years of age, or from the student if 18 years of age or older.
- Results are communicated in person by a Psychological Services staff member.
- Parent(s)/guardian(s) receive a copy of the assessment report.
- Communication of Diagnosis is a *Restricted Act* under the RHPA. Diagnoses (e.g., Learning —Disability) must be communicated by a member of the College of Psychologists of Ontario who is legally authorized to do so.

Information Sharing and Privacy

- Results are shared with the school team.
- Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to —disclose information to others.
- A written report is also provided for the OSR.
- A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.
- All psychological files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Psychological Services staff is ~~six to twelve~~ one to four months from referral by the PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Other Assessments

Assessment Tools

- **Functional Behaviour Assessment**
- **Functional Vision Assessment**

- **What does it measure.....parent consent, Info Sharing Average wait time.....**

Criteria for Managing Wait Times

- Wait lists for Speech-Language Pathologists and Psychological Services staff are decentralized, and staff are responsible for managing their schools' wait lists. Criteria for managing wait lists include:
 - Triaging with school teams;
 - Running assessment blitzes at strategic times; and
 - Reallocation of staffing resources to address and reduce wait times.



Standard 8: Categories and Definitions of Exceptionalities

The purpose of the standard is to provide details of the range of placements provided by the Board, and to inform the public that the placement of a student in a regular class is the first option considered by the Identification, Placement and Review Committee (IPRC).

There are five categories of exceptionality recognized in the *Education Act*. For some of the categories, the Ministry has defined additional sub-categories.

In order for a student to be identified as exceptional, they must meet the requirements for at least one of the categories listed in this section.

Behaviour

Definition¹

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; or
- An inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

Criteria for Identification

- The need for identification is based on longstanding difficulties.
- Children who are candidates for formal identification have severe behavioural and social-emotional difficulties. These behavioural concerns have lasted for a significant duration of time and the previous efforts of school-based and system-based personnel have met with limited success.
- As part of these supportive efforts, an investigation of the student's academic or learning skill profile has occurred, with an examination of how various demands (e.g., academic, learning, environmental) may impact the student's behaviour.
- In many cases, children who are candidates for formal identification have severe behavioural and social-emotional difficulties and they may have received a diagnosis by a member of the College of Psychologists or medical practitioner regarding their profile of needs.
- The student's profile of needs is not better described under another exceptionality category.

¹ Ministry of Education document *Special Education in Ontario K-12* Ministry of Education document *Special Education, A Guide for Educators 2001*

Communication: Autism

Definition²

- A complex neurobehavioural disorder that includes impairments in social communication and social interaction combined with restricted or repetitive patterns of behaviour, interests, or activities.
- The diagnosis of Autism covers a large spectrum of symptoms, skills, and levels of impairment, but difficulties are frequently noted early in development and across multiple contexts and environments.

Criteria for Identification

- A diagnosis of an Autism Spectrum Disorder has been provided by a member of the College of Psychologists or by a medical practitioner.

Communication: Deaf and Hard of Hearing

Definition³

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

Criteria for Identification

- A permanent hearing loss, substantiated by an audiological assessment (within the previous twelve months) by a registered Audiologist, which results in a need for accommodations and/or modifications to the classroom environment and/or program.

Communication: Language Impairment

Definition⁴

A learning disorder characterized by an impairment in comprehension and/or 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 the following:
 - Language delay or disorder;
 - Dysfluency;
 - Voice and articulation development which may or may not be organically or functionally based.

² Ministry of Education document *Special Education in Ontario K-12*

³ ~~Ministry of Education document *Special Education, A Guide for Educators 2001*~~ Ministry of Education document *Special Education in Ontario K-12*

⁴ ~~Ministry of Education document *Special Education, A Guide for Educators 2001*~~ Ministry of Education document *Special Education in Ontario K-12*

Criteria for Identification

- A language impairment that, based on an assessment by a qualified Speech-Language Pathologist or a diagnosis of a language disorder by a member of the College of Psychologists which results in a need for accommodations and/or modifications to the classroom environment and/or program.

Examples, But Not Limited To

- A student whose specific learning disability is related to language and/or communication.
- A student who is functionally non-verbal and requires an augmentative/alternative communication system (such as an iPad, or GoTalkNow) to be programmed with routine classroom requests in order to demonstrate their knowledge of the curriculum.

Communication: Speech Impairment*Definition⁵*

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.

Criteria for Identification

- An impairment or disorder in articulation, voice or fluency that significantly interferes with communication, social interaction and academic progress to the extent that, based on an assessment by a qualified Speech-Language Pathologist, an augmentative/alternative communication system may be required.

Examples, But Not Limited To:

- A student with a developmental apraxia of speech (motor planning) who is so unintelligible that picture communication symbols or other augmentative/alternative systems are necessary to supplement oral communication.
- Student whose stuttering is so severe during oral presentations in the classroom or in other interactions that written communication or other media styles becomes more effective.
- A student with a cleft palate whose speech is so unintelligible due to resonance difficulties that an augmentative/alternative communication system is programmed with routine classroom requests.

Communication: Learning Disability*Definition⁶*

⁵ [Ministry of Education document *Special Education, A Guide for Educators 2001*](#) [Ministry of Education document *Special Education in Ontario K-12*](#)

A learning disability is one of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- Results in:
 - Academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or;
 - Academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.
 - Difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills.
- May typically be associated with one or more cognitive process such as:
 - Phonological processing;
 - Memory and attention;
 - Processing speed;
 - Perceptual-motor processing;
 - Visual-spatial processing; or
 - Executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).
- May be associated with:
 - Difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others;
 - Various other conditions or disorders diagnosed or undiagnosed; or
 - Other exceptionalities.
- Is *not* the result of:
 - A lack of acuity in hearing and/or vision that has not been corrected;
 - Intellectual disabilities;
 - Socio-economic factors;
 - Cultural differences;
 - Lack of proficiency in the language of instruction;
 - Lack of motivation or effort; or
 - Gaps in school attendance or inadequate opportunity to benefit from instruction.

Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford-Binet) has been completed. Although the cognitive results may vary from the Low Average to Very Superior range of functioning, the overall estimate of intellectual ability would fall at least within the broad Average range.
- A discrepancy is evident between assessed intellectual ability and current standardized assessment of academic achievement. This academic achievement is below a level

⁶ Ministry of Education Policy/Program Memorandum No. 8

appropriate for their intelligence and age. The academic achievement is manifested in at least one of the following academic areas:

- Word recognition/decoding;
- Reading fluency;
- Reading comprehension;
- Written language;
- Mathematics; or
- Work habits and learning skills.
- In some cases, a discrepancy may not be evident between the student's intellectual ability and academic achievement, but the academic achievement can be maintained by the student only with extremely high levels of effort and/or with additional support.
- Within the assessment, there has been an attempt to identify the student's profile of processing skills and learning strengths and needs. In most cases, psychometric tests will identify processing deficits or areas of learning need connected to Below Average academic performance.
- The academic weaknesses are not solely due to physical, environmental (e.g., a lack of opportunity or insufficient instruction or intervention), social-emotional, or cultural factors and are not better described under another exceptionality category.
- Related learning difficulties, however, may be apparent in social skills, emotional maturation, and classroom behaviour.

Intellectual: Giftedness

Definition⁷

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.

- The Canadian Cognitive Abilities assessment is administered to Grade 3 students at all schools within the Thames Valley District School Board (TVDSB). ~~CCAT-7 replaces the previous process that included assessment using the Insight Cognitive Abilities assessment.~~
- CCAT 7 is a group-administered assessment which provides information about cognitive, thinking and reasoning skills that are strongly related to high academic achievement. The cut-off score for exceptionality is determined statistically and reflects those students who demonstrate the highest level of intellectual ability and who will most likely benefit from the principles and practices of gifted education. On the CCAT 7, a General Ability score at or above the 99% percentile would indicate that a student is eligible for identifications as Exceptional Student-Gifted.
- For individual students who are assessed outside the Grade 3 CCAT 7 group-testing, the following criteria is adopted as basis for identification as Exceptional Student – Gifted.
- Two sub-tests of the Wechsler Individual Achievement Test-Third Edition (WIAT-III) are administered:

⁷ ~~Ministry of Education document *Special Education, A Guide for Educators 2001*~~ [Ministry of Education document *Special Education in Ontario K-12*](#)

- Reading Comprehension
- Math Problem-Solving
- On the WIAT-III, if both scores are at, or above, the 50% percentile and one score is above the 84th percentile, then a referral may be made by the school team to Psychological Services for further assessment.
- On the WISC-V, if the Full Scale Score or General Abilities Index is at or above a standard score of 130 (98% percentile), then the student meets the criteria for identification as Exceptional Student-Gifted.

Intellectual: Mild Intellectual Disability

Definition⁸

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; or
- A potential for academic learning, independent social adjustment, and economic self-support.

Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, the overall estimate of intellectual ability would fall within the Borderline range of functioning.
- The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming.

Intellectual: Developmental Disability

Definition⁹

A severe learning disorder characterized by:

- An inability to profit from a Special Education program for students with mild intellectual disabilities because of a 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.

Criteria for Identification

⁸ ~~Ministry of Education document *Special Education, A Guide for Educators 2001*~~ [Ministry of Education document *Special Education in Ontario K-12*](#)

⁹ ~~Ministry of Education document *Special Education, A Guide for Educators 2001*~~ [Ministry of Education document *Special Education in Ontario K-12*](#)

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, overall estimate of intellectual ability would fall within the Extremely Low range of functioning.
- The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming.
- An assessment of the student's adaptive functioning in the home, community, and/or school setting has been completed. The student exhibits significant adaptive skill deficits that limit their conceptual, social or practical adaptive functioning.

Physical: Physical Disability

Definition¹⁰

- 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 students without exceptionalities who are of the same age or developmental level.

Criteria for Identification

- An ongoing physical or medical disability or condition as identified by a medical practitioner which results in a need for accommodations and/or modifications to the classroom environment and/or program.

Physical: Blind and Low Vision

Definition¹¹

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

Criteria for Identification

- Results from a Medical Eye Report completed by an ophthalmologist, optometrist, or an orthoptist indicating a diagnosis of the student's visual functioning which may be described by one (or more) of the following:
 - a visual acuity of 20/70 or less in the better eye after correction;
 - a visual field of 20 degrees or less;
 - any progressive eye disease with a prognosis of becoming one of the above; or
 - a visual problem or related visual stamina that is not correctable and that results in the student functioning as if their visual acuity is limited to 20/70 or less.
- Results from a Functional Vision/Tactile Assessment completed by an Itinerant Vision Resource Teacher from the TVDSB Vision Services Program (consistent with diagnosis outlined in Medical Eye Report) indicating visual functioning which may require:

¹⁰ [Ministry of Education document Special Education, A Guide for Educators 2001](#) Ministry of Education document *Special Education in Ontario K-12*

¹¹ [Ministry of Education document Special Education, A Guide for Educators 2001](#) Ministry of Education document *Special Education in Ontario K-12*

- the need for alternative format(s) textbooks and curriculum materials to conventional print (i.e. large print, e-text, braille);
- the need for accommodations in areas of Instructional, Environmental, and Assessment; or
- the development the of alternative program area(s) of the Expanded Core Curriculum (i.e. braille instruction, assistive technology, orientation and mobility).

Multiple

Definition¹²

- 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 (1) or more teachers holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Criteria for Identification

- Student meets the criteria for identification in two (2) or more exceptionalities with supporting documentation and/or assessment provided by the appropriate practitioners.

¹² ~~Ministry of Education document *Special Education, A Guide for Educators 2001*~~ Ministry of Education document *Special Education in Ontario K-12*



Standard 13: Staff Development

The purpose of the standard is to provide details of the board's professional development plans for special education staff to the Ministry and to the public.

Goal

- The goal of Special Education staff Professional Development is to develop the capacity of administrators and staff in each of our schools to provide the best possible learning experience for all students in that school's community. By enabling the classroom teacher and support personnel to apply a variety of learning strategies and access a wide range of in-school and system resources, the educational experience for every child will be tailored to their particular learning needs.

Involving the Stakeholders

- The Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC) ~~TVDSB-SEAC~~ is involved in providing input for staff development. This occurs through ongoing reports and presentations to SEAC from system Special Education staff. SEAC provides system staff with suggestions for consideration when reviewing Special Education programs.
- System personnel are required to be current in their understanding of Ministry policies and legislation which have an impact on Special Education. This information is presented to Principals and school Special Education personnel who in turn are responsible to implement new policy and legislative directions at the school level.

Ongoing Review of Staff Professional Development Needs

- The ~~Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC)~~ and staff from Learning Support Services have identified the need to continue to provide regular and coordinated in-service for school staff in order to facilitate the understanding of issues and current research.
- The staff development and training programs of the TVDSB include programs and workshops provided by community agencies and recognized experts from the region and province.
- Staff development will also take place at the direction of the Ministry of Education as required.
- The Special Education department regularly reviews priorities requiring additional professional development opportunities for school and system staff. These reviews take place at monthly meetings, such as SEAC, Special Education Coordinators Meetings, Joint Health and Safety Meetings and Labour Management Meetings.

Awareness of Professional Development Opportunities

Professional development opportunities are announced through our e-mail service and Learning Support Services weekly memorandum. School and system staff are informed by Learning Coordinators-Special Education of upcoming opportunities through regular Learning Support Teacher (LST) meetings and meetings with Itinerant staff.

Communication of the Special Education Plan

Once approved by the Board of Trustees, the Special Education Plan will be submitted to the Ministry and posted on the Board's external website. Special Education department staff will be informed of revisions through staff meetings. Administrators and staff are informed of changes to the Special Education Plan through a variety of means. LSTs will have an opportunity to review the Special Education Plan at the first LST meeting of the school year.

Professional Development and Training

- Priorities for staff development include the following areas:
 - Implementation plans for new and/or revised Ministry policies and documents;
 - Areas related to exceptional students identified at individual schools;
 - Recommendations from Learning Support Services that examines system programs and placements; and
 - Areas or gaps that can be addressed through staff development and have been identified by Learning Support Services staff working in consultation with members of the SEAC.
- Staff development is provided in a variety of formats:
 - Targeted professional learning through collaboration supported by Special Education Learning Coordinators, Teachers on Special Assignment and Professional Staff;
 - Workshops on system and site-based professional activity days and during summer in-service sessions;
 - Monthly Learning Support Teacher meetings;
 - School and system training throughout the school year as required to develop an understanding of new and existing Ministry requirements;
 - School and system training on new assessment procedures and/or materials;
 - Workshops provided by outside sources such as the Thames Valley Children's Centre or Child and Parent Resource Institute attended by designated staff;
 - Conferences attended by designated staff such as Coaching to Inclusion, Building Inclusive Communities and the Geneva Centre for Autism International Symposium;
 - Collaboration between system staff and a variety of community groups on workshops and conferences (~~any TVDSB conferences such as IN-Con, Icon, TVPIC, LitCon, STEAM, The Learning Disabilities Symposium, Passages Transitions Fair and TRACKS Training~~);
 - Ongoing in-service to new teachers as well as new administrators;

- Dedicated professional learning series for Educational Assistants;
- Continuing training in areas such as Behaviour Management System (BMS), Individual Education Plan (IEP) development; and
- Under the auspices of System Staff Development, professional learning related to Special Education is included in the New Administrator Professional Learning Series, New Teacher Induction Program and Occasional Teacher Training Opportunities.
- The budget lines which support our Itinerant Special Education staff are listed below.
 - Release time; and
 - Professional learning.
- In 2017/18-2018/19, the TVDSB engaged in cost-sharing arrangements for professional development with the following agencies/organizations:
 - London District Catholic School Board
 - Learning Disabilities Association of London
 - Thames Valley Children's Centre

Professional Development Budget

Alicia to add details

Professional Development Sessions Provided in 2017/18-2018/19

In 2017/18-2018/19, Professional Development sessions on the following topics were offered:

- | | |
|---|--|
| • IN Conference – Facilitating Independence and Inclusion (Key Note: Kelly Dunlap) | • LD Symposium – Anxiety and Learning Disabilities: Co-Morbidity of Learning Disabilities and Mental Health (Key Note: Dr. Anthony Folino) |
| • IN Conference – Advocacy For Life | • LD Symposium – Fostering Resilient Classrooms |
| • IN Conference – Boosting Learning Skills Through Executive Functioning | • LD Symposium – Learning Disabilities in Math Class |
| • IN Conference – The Journey from Co-Regulation to Self-Regulation in the Early Years | • LD Symposium – How to Support the Early Signs of Learning Differences |
| • IN Conference – ASD 101 | • LD Symposium – Understanding ADHD |
| • IN Conference – The Power of Positive Reinforcement | • LD Symposium – Understanding Executive Functioning Skills: Supporting Student Work Habits in the Classroom |
| • IN Conference – Eye Can | • LD Symposium – Supporting Social Skills Development in Children and Youth |
| • IN Conference – From Link to Think | • LD Symposium – Post-Secondary Transitions |
| • IN Conference – Building Universal Supports for Students Presenting with Challenging Behaviour | • LD Symposium – Investigating Technological Supports for Students with LD |
| • IN Conference – Positive Classroom Culture | • LD Symposium – Individual Education Plans |
| • Information Conference (iCon) – Integrating Technology for Students with Developmental Disabilities | • Literacy Conference (LitCon) – Supporting |
| • Autism Diagnostic Observation Schedule (ADOS) Training | |

- Violence Threat Risk Assessment (VTRA) Training
- Applied Suicide Intervention Skills Training (ASIST)
- Delving into the Psychological Assessment
- Supporting the Deaf and Hard of Hearing Student in the Classroom
- Special Education Administration System Training for Learning Support Teachers
- Special Equipment Amount iPad Training
- Using Assistive Technology in the Classroom to Support and Enhance Student Learning
- Unified English Braille Technical Training
- Introduction to the Role of the Educational Assistant Transcriber
- Braille Transcribers' Idea Swap 'n' Share
- New to Developmental Education
- Anxiety in the Classroom
- Supporting Students with Fetal Alcohol Syndrome Disorder (FASD)
- Trauma in the Classroom
- Supporting Students with Developmental Disabilities and Complex Communication Needs
- Tools and Strategies Supporting Communication in the Developmental Education Classroom
- Anxiety in Youth with Developmental Disabilities
- TRACKS Training (Peer Medicated Social Skills)
- Hawaii Early Learning Profile (HELP) Assessment Training
- Functional Independence Skills Handbook (FISH) Training
- WIAT (Academic Assessment) Training for Learning Support Teachers
- Navigating The Role of the LST
- PICs and PECS—Mythbusters take on Implementation of Picture Exchange Communication Systems
- Supporting the Minimally Verbal Student
- Running Effective Program Development Team Meetings
- Framework for Understanding Poverty
- Tips for Building & Maintaining Secure Relationships with At Risk Students
- French Second Language Inclusive Practices
- Establishing Positive Behaviour in Intermediate and Rotary Classrooms
- Using Apps on SEA iPads to Support
- Literacy in Developmental Education
- Facilitating Independence and Inclusion—Foundation Principles
- Facilitating Independence and Inclusion—Peer Supports
- Facilitating Independence and Inclusion—Demystifying Aggressive Behaviour
- Management of Aggressive Behaviour Safety Plan Training
- De-escalation: Responsive Tools for Kindergarten Teams (Teachers and ECEs)
- De-escalation: Responsive Tools for Educational Assistants
- The Journey from Co-Regulation to Self-Regulation in the Early Years
- Autism Spectrum Disorders 101—Elementary
- Autism Spectrum Disorders 101—Secondary
- Learning the Language of Autism to Reduce Frustration and Increase Understanding
- Connections Workshop: Introduction to ABA and Universal Supports
- Transition Planning For Students with Autism (Grade 8 to Grade 9)
- ABA for Educators Level II—Practical Applications of Reinforcement and Prompting in the Classroom
- Supporting Children with ASD in an Inquiry and Play-based Learning Environment using ABA
- Applied Behaviour Analysis Certificate Course for Educators
- Charting a Path to Success in Your Classroom: An introduction Autism
- Introduction to ABA for System Staff Members
- How to Conduct a Functional Behaviour Assessment
- What's The Function? Looking at Behaviour through a Behaviour Analysis Lens
- Behaviour Technician Training (ASD Pilot)
- Everyday Practices for Mental Health and Well-Being
- School-Based Mental Health
- Mental Health in Adolescents from an Educational Perspective
- Stress Management
- Supporting Secondary Students with Learning Disabilities
- Supporting Students with Learning Disabilities in

Special Education Plan

Communication in the Classroom

- The Cost of Caring: Managing Compassion Fatigue
- EQAO Accommodations and Alternative Format Training

Math Class

- Supporting Learning Support Teachers in Math—Operating with Meaning
- Differently Able—Supporting Student with Learning Disabilities



Special Education Plan

Standard 17: The Board's Special Education Advisory Committee

The purpose of the standard is to provide details of the operation of the Board's Special Education Advisory Committee (SEAC) and to give the members of the public information to which they are entitled.

SEAC was established in compliance with Regulation 464/97.

SEAC Roles and Responsibilities

The Thames Valley District School Board (TVDSB) SEAC has the following roles and responsibilities:

- To make recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services. SEAC activities which support this role include:
 - Receiving and responding to reports about Special Education programs and services;
 - Collaborative development of Special Education Resources for parent(s)/guardian(s) and staff related to —IPRC, IEP, effective communication practices and parent(s)/guardian(s) engagement;
 - Discussing program recommendations that are presented by staff and/or sub-committees;
 - Bringing forward issues for discussion and action by administration and/or the Board; and
 - Sharing information about association activities and issues.
- To participate in the annual review of the Special Education Plan. SEAC activities which support this role include:
 - Reviewing changes to the Standards at SEAC meetings during the 20189-1920 school year;
 - Responding to suggestions of the Special Education Audit;
 - Participating in sub-committees involved in reviewing sections or parts of the Special —Education Plan;
 - Reviewing changes to the Plan and providing feedback to the staff and Board.
- To participate in the annual budget process for Special Education. SEAC activities which support this role include:
 - Receiving one or more presentations from administration about the budget process and —key issues;
 - Reviewing the financial statements of the Board as they relate to Special Education;
 - Having the opportunity to ask questions, offer suggestions and provide feedback —throughout the budget process; and
 - Having the opportunity to make presentations to the Planning and Priorities Advisory —Committee or the Trustees about proposed expenditures or funding allocations.

- To communicate with parent(s)/[guardian\(s\)](#) and members of the public about Special Education programs and services and the activities of SEAC. SEAC activities which support this role include:
 - Holding open meetings which members of the public can attend;
 - Developing and distributing information about Special Education and SEAC;
 - Distributing information and consulting with members of the associations represented by _____ SEAC members;
 - Providing input into the Board website and publications which provide information about _____ Special Education;
 - Participating in the Thames Valley Parent Involvement Committee Symposium by sharing _____ information on the role of SEAC;
 - Increase awareness of Ministry of Education Special Education resources, including the _____ Ministry of Education and SEAC websites.
- To interact with other Ministries. SEAC activities which support this role include:
 - Responding to Ministry of Education consultations on Special Education policy and _____ procedures;
 - Responding to government consultations on programs and policies which may impact on _____ students who require Special Education programs and services; and
 - Consulting and collaborating with other Ministries, community partners and agencies _____ regarding the development or changes in services and programs which may affect _____ students who require Special Education.

Role of TVDSB

- To provide personnel and facilities necessary for the proper functioning of this committee.
- The work of SEAC is supported by the following Administrative Resource Staff to the Committee:
 - Riley Culhane, Associate Director
 - ~~Sheila Builder~~[Andrew Canham](#), Superintendent of Student Achievement
 - Andrea Leatham, Learning Supervisor
 - Roseanne Ferrara, Learning Supervisor
 - Matthew Chevalier, Elementary Principal
 - Jeff Bruce, Elementary Principal
 - Tiffany Birtch, Secondary Principal
 - Dan Clarke, Secondary Principal

SEAC Meetings

- SEAC meetings occur on either on the first Tuesday from 12:15 p.m. to 3 p.m., or the first Monday from 6:30 p.m. to 9 p.m. each month. Meetings are held at the TVDSB Education Centre at 1250 Dundas Street East, London, Ontario unless otherwise scheduled. The proposed schedule for 20189-1920 is as follows.

20189-1920 Special Education Advisory Committee Meeting Dates



Special Education Plan

Monday, September ~~10, 2018~~ 9, 2019 6:30 p.m.

Tuesday, October ~~9, 2018~~ 1, 2019 12:15 p.m.

Monday, November ~~12, 2018~~ 11, 2019 6:30 p.m. (~~Dundas~~)

~~Tuesday, December 11, 2018 12:15 p.m. (TBD)~~

Tuesday, January ~~8, 2019~~ 7, 2020 12:15 p.m.

Tuesday, February ~~12, 2019~~ 4, 2020 12:15 p.m. (~~Dundas~~)

Monday, March ~~4, 2019~~ 9, 2020 6:30 p.m.

Tuesday, ~~April 2, 2019~~ March 31, 2020 12:15 p.m. (~~Dundas~~)

Tuesday April 7, 2020 12:15 p.m.

Monday, May ~~6, 2019~~ 11, 2020 6:30 p.m.

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

Tuesday, June ~~11, 2019~~ 8, 2020 ~~12:15~~ 6:30 p.m.

- Members of the public are welcome and encouraged to attend.

SEAC Membership

- SEAC consists of three trustees, representatives of local associations and additional members committed to furthering the interests of students with special education needs.

• Special Education Advisory Committee Membership 20149-201822

ASSOCIATION	REPRESENTATIVE	ALTERNATE
TVDSB – Trustee	Joyce Bennett j.bennett@tvdsb.ca	
TVDSB – Trustee	Chris Goodall Lori-Ann Pizzolato c.goodall@tvdsb.ca	
TVDSB – Trustee	Ruth Tisdale Barb Yeoman r.tisdale@tvdsb.ca	

ASSOCIATION	REPRESENTATIVE	ALTERNATE
Association for Bright Children www.abcontario.ca	Christine Thammavongsa thammavo@oxford.net	Beth Mai President.abclondon@gmail.com Shar Weis shacharweis@gmail.com
Autism Ontario 32-1225 Wonderland Road N. Sherwood Library Sherwood Forest Mall London, ON N6G 2V9 Phone: 519-433-3390 London Autism Developmental Disabilities Support Group (no email)	Suzanne Young suzanne_young1@hotmail.com	Christina Devlin Christina.m.devlin@gmail.com
Autism Ontario 32-1225 Wonderland Road N. Sherwood Library Sherwood Forest Mall 1340 Dundas St. E. London, ON N5W 3B6 Phone: 519-433-3390 autismontariolondon@bellnet.c a www.autismontario.com/londo n	Nadia Brown nadiabrown2000@rogers.com	
CAS of London & Middlesex P.O. Box 7010, 1680 Oxford St. London, Ontario N5Y 5R8 Phone: 519-455-9000 www.caslondon.on.ca	Mike Cvetkovich PO Box 7010, 1680 Oxford St. London, ON N5Y 5R8 (519) 455-9000 Mike.cvetkovich@caslondon.on.ca	Jessica Simpson PO Box 7010, 1680 Oxford St. London, ON N5Y 5R8 (519) 455-9000 Jessica.butcher@caslondon.on.c a
Community Living London 190 Adelaide Street South London, Ontario N5Z 3L1 Phone: 519-432-1149 www.cl.london.on.ca	Barbara Furac barb.furac@cll.on.ca	

ASSOCIATION	REPRESENTATIVE	ALTERNATE
<p>Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, Ontario M3C 3N6 Toll Free: 1-800-668-6252 easterseals.org</p> <p>London Office 2265 Oxford Street West, Unit 1 London, Ontario N6K 4P1 Phone: 519-432-9669 Toll Free: 1-888-278-7797</p>	<p>Alison Morse amorse@easterseals.org</p>	<p>Carol Marson</p>
<p>Epilepsy Support Centre 690 Hale Street London, Ontario N5W 1H4 Phone: 519-433-4073 Executive Director: Michelle Franklin www.epilepsysupport.ca</p>	<p>Bob Harvey bsharvey@execulink.com</p>	<p>Jayme Arts jayme@epilepsyswo.ca</p>
<p>Fetal Alcohol Spectrum Disorder Network faselmo@gmail.com www.fasd-elmo.ca www.faselmo.wordpress.com</p>	<p>Tracy Grant ss12grants@gmail.com</p>	<p>Wendy Conforzi con4zi@rogers.com</p>
<p>LDAD <u>Learning Disabilities Association of London Region</u> 303 Richmond Street Unit 205 London, Ontario N6B 2H8 Phone: 519-438-6213 www.ldalondon.ca</p>	<p>Paul Cook ed@ldalondon.ca</p>	<p>Deborah Shore Reid supportgroup@ldalondon.ca</p>
<p>Ontario Parents Advocating for Children with Cancer Phone: 705-828-7965 Email: info@opacc.org www.opacc.org</p>	<p>Tina Smith tina@tiscounselling.ca Lori Turner-Otte Lori.otte@lhsc.on.ca</p>	<p>Kim Vander Schelde oliviakickincancer@gmail.com</p>
<p>Thames Valley Council of Home and School Association www.tvchsa.com</p>	<p>Sheena Davis sheena@execulink.com Jennifer Courtney-Nuyens jennuyens@yahoo.ca</p>	<p>Jennifer Nuyens jennuyens@yahoo.ca Melissa Noszenko mnoszenko@gmail.com</p>
<p>Thames Valley Children's Centre 779 Baseline Road, East London, ON N6C 5Y6 Phone: 519-685-8700 www.tvcc.on.ca</p>	<p>Janet Gritzan janet.gritzan@tvcc.on.ca</p>	<p>Stacy McDougall stacy.mcdougall@tvcc.on.ca Colleen Willoughby Colleen.willoughby@tvcc.on.ca</p>

ASSOCIATION	REPRESENTATIVE	ALTERNATE
VIEW S for the Visually Impaired	Jill Schaefer jschaefer@office.ldcsb.on.ca	
VOICE for the Deaf and Hard of Hearing Impaired Children admin@voicefordeafkids.com www.voicefordeafkids.com 302-177 Danforth Avenue Toronto, Ontario M4K 1N2 Phone: 416-487-7719	Michele Barbeau michele.barbeau@sympatico.ca michelebarbeau65@gmail.com	Jill Ellis-Worthington jill@writedoton.com Natalie Davison N5davison@sympatico.ca
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Community Services Coordination Network (CSCN) www.cscn.on.ca	Judy Wright judywright@cscn.on.ca	Cassie Krygsman cassiekrygsman@cscn.on.ca
Chippewas of the Thames First Nations Representative www.cottfn.com	Carol-anne Dendias cadendias@cottares.ca Chippewas of the Thames First Nation 324 Chippewa Road Muncey, Ontario N0L 1Y0 Phone: 519-289-1000 Crystal Kechego, Education Director ckechego@chippewa-ed.on.ca	
Munsee-Delaware Nation www.munsee.ca	Karen Snake karenbsnake@gmail.com	

- Members of the public are encouraged to make their views known to SEAC by requesting a delegate presentation to SEAC, contacting representatives directly or e-mailing special education department at specialeducation@tvdsb.on.ca.

SEAC Activities

In the 20178-189 school year, SEAC provided input on a wide range of special education department initiatives, the annual review of the Special Education Plan and the 20189-1920 special education budget.

The SEAC included ~~two~~ two sub-committees that supporting ~~two~~ two ~~three~~ priorities: the revisions to the Special Education Plan, and the development of a SEAC brochure and continued work on the Special Education Plan survey that was conducted in 2016-17. As a result of this work, the SEAC sub-committee has worked to create greater awareness of SEAC and the Special Education Plan by providing School Councils with information on the plan, which was shared through all school Principals. In addition, the committee has created a Special Education Plan Summary which outlines the information that is included in the plan.

SEAC had a number of staff presentations on exceptionality specific programs and resources including:

- CTCC
- ~~Phonological Awareness~~
- Speech and Language Summer Camps
- Supervised Alternative Learning
- Budget

SEAC had an opportunity to ask questions and provide suggestions on each of these topics.

In addition, SEAC had presentations or reviewed processes related to:

- Empower in TVDSB
- Work Experience Program
- ~~Gifted Screening Tool~~
-

SEAC representatives were also invited to participate in board activities including:

- Annual Thames Valley Parent Involvement Committee (TVPIC) Symposium
- Annual PASSAGES transition conference
- ~~Accessibility Working Group~~
- ~~Gifted Screening Tool Task Force~~
- The Special Education INConference
- ~~The Mental Health & Behaviour Review Committee~~
- ~~IEP Audit process~~

SEAC had representation on the following committees:

- IEP Audit Committee
- Accessibility Working Group Committee
- Culture for Learning Committee
- The Mental Health & Behaviour Review Committee
- Gifted Screening Tool Task Force Committee

SEAC Sub-Committees

~~SEAC may appoint project-oriented and time-limited sub-committees as needed to further the business of the Committee. The following projects have been addressed through sub-committees:~~

- ~~• Thames Valley Parent Involvement Committee (TVPIC) Symposium;~~
- ~~• Special Education Plan Survey Review; and~~
- ~~• Special Education Plan review.~~

SEAC Handbook

- To assist SEAC members, a Special Education Advisory Committee (SEAC) Handbook has been developed that provides members with information about the:
 - Procedures for selecting of Members and Filling Vacancies
 - Eligibility for SEAC membership
 - Committee Governance
 - Election Procedures for Chair and Vice Chair
 - Thames Valley District School Board's (TVDSB's) SEAC;
 - Minister's Advisory Council on Special Education (MACSE);
 - Provincial Parent Association Advisory Committee (PAAC) on SEAC; and
 - Member resources.



Standard 18: Coordination of Other Services with Other Ministries or Agencies

The purpose of the standard is to provide details of the Board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Pre-School Initiatives

- The Ministry of Health and Long-Term Care, Ministry of Community and Social Services, Ministry of Children and Youth Services and the Ministry of Education work in harmony to provide services for Pre-School children.
- Examples of some of the programs are:
 - Infant Hearing Program;
 - Provincial Schools Branch – Home Visiting Program; and
 - tykeTALK (Thames Valley Preschool Speech and Language Alliance serviced by Thames Valley Children's Centre (London, Middlesex and Elgin sites), Western University and Woodstock General Hospital).
- Learning Support Services representatives meet with representatives from the Ministries above to establish links and relationships with parent(s)/[guardian\(s\)](#) and children prior to the child's entry into school in the Thames Valley District School Board (TVDSB).

Pre-School Speech and Language Initiative

- The TVDSB Speech and Language Services staff have been working very closely with the local initiative, the Thames Valley Preschool Speech and Language Alliance (tykeTALK) in the following ways:
 - Representative on the Alliance Steering Committee;
 - Representatives on the Transition to School Committee;
 - Representatives on Services and Liaison Committees;
 - Participation in the development of policies for the transition from pre-school services to school-age programs;
 - Participation in the strategic planning process;
 - Participation in the evaluation process - development of outcome measures and tracking of JK students in need of initial or continued speech and language services;
 - Provision of parent(s)/~~legal~~[guardian\(s\)](#) workshops; and
 - Participation in transition to school meetings for parent(s)/[guardian\(s\)](#).

Pre-School Nursery Programs

- Transition plans are developed for students with exceptional needs to ensure a smooth transition from pre-school child care settings to school.
- Learning Coordinators-Special Education or Full-Day Kindergarten Teacher on Special Assignment (Kindergarten TOSA) collaborate with staff from pre-school child care settings.
- Parent(s)/[Guardian\(s\)](#) are provided a copy of the planning document "Early Years Checklist" in order to assist with the transition planning process.
- Learning Coordinators-Special Education or Kindergarten TOSA liaise with pre-school resource teachers from All Kids Belong, A Child First, and the Elgin Ontario Early Years Centre.

Intervention Programs for Children with Autism

- It is the TVDSB policy and practice to work collaboratively with community-based teams such as the Child and Parent Resource Institute (CPRI), All Kids Belong, and Ontario Autism Program (OAP) providers who support early and ongoing intervention programs for children with Autism.
- A protocol has been developed with Thames Valley Children's Centre (TVCC) to ensure a smooth transition for students with Autism new to school and to collaboratively support OAP Behaviour Plans.
- The Applied Behaviour Analysis (ABA) Team supports the Connections for Students Process for students transitioning from Intensive Behaviour Intervention (IBI) programs to full-time attendance at school and works in collaboration with OAP providers in support of the OAP Family Service Plan.

First Nations, Métis, and Inuit (FNMI)

- In consultation with First Nation Communities, FNMI-specific programs are provided to support First Nations students by the TVDSB in elementary and secondary schools.
- Native Second Language (Oneida) studies at the elementary school level are provided at Aberdeen, Woodland Heights, East Carling, Delaware, East Carling and Lambeth Public Schools.
- Native Second Language (Ojibwe/Oneida) studies at the secondary school level are provided at HB Beal, Strathroy District Collegiate Institute and Saunders Secondary Schools.
- TVDSB also provides FNMI-specific courses that are available ~~as of May 30, 2017~~ to all students at HB Beal, Arthur Voaden, Sir Wilfrid Laurier, Clarke Road, Saunders Secondary

Schools, London South Collegiate Institute, B. Davison, Strathroy Collegiate Institute, Central Elgin Secondary School and Parkside Collegiate Institute. ANY OTHERS??? Additional sites may be added through the budgeting process.

- FNMI counsellors are available on a referral basis for FNMI students at both elementary and secondary schools.
- Alternative secondary classes are provided at N'Amerind Friendship Centre and at the Anishnaabe Skiniw site within the Chippewas of the Thames First Nation Community.
- TVDSB site personnel work collaboratively with representatives from the Munsee-Delaware Nation, the Oneida Education Office and the Chippewas of the Thames Board of Education to plan and support for successful transitions, including applications, if appropriate, for Special Equipment Amount (SEA) equipment of First Nations students enrolled in TVDSB.
- First Nation Communities maintain representation on the TVDSB Special Education Advisory Committee (SEAC).
- The Board's First Nations Tuition Agreements and the Memorandum of Understanding with N'Amerind outline the Board's and Communities' responsibilities. For more information, regarding specific Agreements with First Nations' communities, please contact Learning Support Services at 519-452-2000.

Coordinated Service Planning (CSP) – Special Needs Strategy

- TVDSB Special Education representatives met with community partners to implement improved service coordination for students with complex needs.
- This initiative is part of the Special Needs Strategy in collaboration with community partners, including:
 - ☐ Community Services Coordination Network (CSCN)
 - ☐ Thames Valley Children's Centre (TVCC)
 - ☐ Community Living Elgin and London
 - ☐ Community Living Tilsonburg
 - ☐ Middlesex London Health Unit
 - ☐ South West Local Health Integration Network
 - ☐ Preschool Speech-Language program (tykeTALK)
- ~~An information sharing platform and website have been developed by CSP to support students and families~~

Joint Protocol for Student Achievement (JPSA)

- The Joint Protocol for Student Achievement (JPSA) is intended to facilitate collaboration between partnering CASs and school boards in their efforts to enable Kindergarten to Grade 12 students who are in the care of, or receiving services from, a CAS to benefit from the learning opportunities and supports available in schools and to achieve academic success. A Realizing Educational Achievement for Children/Youth (REACH) Team must be offered to every student that has been identified by the CAS to the school board, with appropriate consents. Students with consent and who agree to have a REACH Team should be offered the opportunity to have an individualized Education Success Plan developed to support their educational success.

Care/Treatment, Custody and Correctional Programs

- Students entering or leaving a Care, Treatment, or Correctional program require a transition meeting between the program and the home/receiving school.

Assessments from Other Boards, Ministries or Agencies

- The school, in conjunction with the appropriate personnel (such as Psychological Services or Speech-Language Pathology and Audiology Services) will review assessments accompanying students entering the school system from other Boards, Ministries, or Agencies.
- Where identification as an exceptional pupil is concerned, the Ontario Student Record (OSR) contents and assessments will be reviewed by appropriate TVDSB personnel to determine whether or not the student meets the criteria for Identification as set out in the Board's Criteria for Identification.
- Additional assessments will be recommended if additional information is required.
- Assessments would generally be completed in a four to six week period.

Information Sharing

- For students entering TVDSB, relevant information is shared between other school boards, ministries, community agencies and the parent(s)/guardian(s); permission forms are to be obtained and signed by the parent(s)/guardian(s) or by the student if the student is of the age of consent.
- The Learning Coordinator-Special Education for that school will assist by acting as a liaison between the various community partners and the school.
- For students leaving the Board to attend other programs or Boards, the sending school's Principal, Learning Support Teacher (LST), or the Learning Coordinator-Special Education for that school may share information with the receiving agency or school, provided permission has been obtained from the parent(s)/guardian(s).

Special Education Plan

- The Principal is responsible for ensuring transition planning for these students is conducted by the sending or receiving school, in collaboration with Care/Treatment, Custody and Correctional staff and parent(s)/guardian(s). Where appropriate, the Learning Coordinator-Special Education for that school and other system or agency staff are to be included in the transition planning.



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith



Wednesday March 6, 2019

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

I am writing today, on behalf of the Durham Catholic District School Board Special Education Advisory Committee, to express our concern about the recent changes to the provincial funding model for Autism services and the impact that it will have on children, families and school boards.

We know that parents of children with special needs, regardless of the diagnosis, require significant support from both the government and the school system in order for their children to have meaningful access to education. Parents in our school communities have shared the devastating impact the changes to financial support are having on their children. They are also being challenged by the level of uncertainty that this new plan leaves families facing due to the lack of opportunities for transitional planning.

In keeping with our philosophy of inclusion, staff are prepared to support the children with autism who will be returning to our school system earlier than their parents had intended. However, the lack of clarity around the process is presenting a difficulty to our Student Services department. Educators in the Durham Catholic District School Board are committed to providing a safe and nurturing environment to all of our students, but without any clear details this task becomes even more difficult. Almost four weeks have passed since the changes were announced and there has been no contact with the school boards made by the Ministry of Education. The board has no clear understanding of which students will be returning or when, nor has there been any indication from you or the Ministry of Education as to what your promised increased support to school systems will look like. The Durham Catholic District School Board SEAC would like to know when the board will be given, or when the Board will hear about, the funding to support the influx of students into our system on April 1, 2019. Furthermore, what will the funding look like going forward into September 2019? Without this information, staff are unable to develop a plan to support these students who generally require intensive support and comprehensive planning around transitions.

Students with Autism Spectrum Disorder, regardless of where they are on the Autism Spectrum, require effectively planned transitions. The changes to the Autism Ontario program are the exact opposite of effectively planned transitions. We strongly request that the Ministry of Education informs us immediately as to the funding and transitional support that they are going to provide so that the staff of the Durham Catholic District School Board is able to provide a safe and accepting environment to meet the needs of all of these students.

Sincerely,

Valerie Adamo
Chair of Special Education Advisory Committee (SEAC)

cc: Anne O'Brien, Director of Education DCDSB
John Rinella, Chair DCDSB
Chairs of Ontario Special Education Advisory Committee
Members of Provincial Parliament for Durham Region