

THAMES VALLEY DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE AGENDA

May 6, 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. Ontario Autism Program (OPA) Update	5
7. Special Education Budget 2019 – 2020	
8. IPRC Placement Options	
9. CCAT-7 (Gifted Screening)	
10. Special Education Advisory Committee Priorities (Standing Item)	
11. Special Education Plan (Standing Item)	
a. Standard 1	16
b. Standard 9	19
c. Standard 15	33
12. Modified Day Guidelines (Standing Item)	
13. Correspondence (Standing Item)	
a. Durham District School Board	36

14. Other Business

15. Forum: Association Updates

16. 2018-2019 Meeting Dates

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

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

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

17. Future Agenda Items

- Accessibility Committee Working Group Update (May 27 [1])
- Special Education Budget 2019 – 2020 (May 27 [1])
- PPM 161 Update (May 27[1])
- Exceptionality Data and Trends (May 27[2])
- Special Education Organization (May 27[2])
- Modified Program for Non-Exceptional Students (May 27[2])

18. Adjournment

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

April 2, 2019
12:28 p.m. - 3:03 p.m.

MEMBERS

C. Thammavonga, Association for Bright Children
N. Brown, Autism Ontario London
B. Furac, Community Living London
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. Barbeau, Voice for Hearing Impaired Children
M. Cvetkovich, Children's Aid Society of London and Middlesex
J. Wright, Community Services Coordination Network (CSCN)
S. Young, London Autism Developmental Disabilities
J. Gritzan, Thames Valley Children's Centre
J. Courtney-Nuyens, Thames Valley Council Home and School Associations
J. Bennett, Trustee
L. Pizzolato, Trustee
B. Yeoman, Trustee
J. Arts, Epilepsy Support Centre
D. Shore-Reid, Learning Disabilities Association London
N. Davison, VOICE for the Hearing Impaired

Regrets:

A. Morse, B. Harvey, T. Grant

ADMINISTRATION AND OTHERS

A. Canham, Superintendent of Special Education
R. Ferrara, Learning Supervisor
T. Birtch, Secondary Principal
M. Chevalier, Elementary Principal
D. Clark, Secondary Principal
S. Smith, Corporate Services
J. Capaldi, Communication Specialist
K. Snake, Munsee-Delaware Nation
C. Kechego, Education Director Chippewas of the Thames

1. Call to Order

Chair Bennett called the meeting to order at 12:28 p.m. in the London Room at the Education Centre.

2. Confirmation of Agenda

The agenda was approved on motion.

3. Conflicts of Interest

None declared.

4. Report of the Previous Meeting

The report of the 2019 March 4 Special Education Advisory Committee meeting was provided for information.

5. Business Arising from the Minutes

Supporting and Teaching in Care and/or Treatment, Custody and Correctional Programs (CTCC)-item 7.0

A. Canham provided an update on CTCC noting applications have been delayed at the Ministry level. To prepare for the year, schools are staffing for maximum capacity.

Special Education Budget a. Education Programs - Other (EPO)-item 10.a

A. Canham provided an update on Grants for Student Needs(GSN) and the Special Education Budget reporting the GSN's and EPO information has been delayed. An update will be provided to the committee as information becomes available.

6. Accessibility Committee Update - A. Canham

A. Canham reported the committee met on 2019 January 30 to review the Accessibility Plan from last year. A. Canham outlined the timeline for this years Accessibility Plan noting A. Marlowe is the new project lead. A draft of the plan will be presented to the Special Education Advisory Committee at the 2019 May 27 meeting.

7. Role of the Special Education TOSA - A. Canham/ A. Leatham

This item was deferred to the 2019 May 6 meeting.

8. TVDSB-Identification Placement Review Committee (IPRC) Student Replacement Options - A. Canham/ A. Leatham

A. Canham provided information on IPRC Class Placements within TVDSB noting currently there are three possible placements for TVDSB students. The current IPRC placements available in TVDSB are as follows: regular classroom with indirect support, regular classroom with withdrawal assistance and special education self-contained class full time.

In the province of Ontario the Ministry permits five possible placements, the additional two options are as follows: regular class with resources assistance, and a special education class with partial integration.

A. Canham outlined what each of the five IPRC placements would look like in TVDSB.

The committee performed a group activity where they charted the pros and cons of each of the five IPRC options. A. Canham noted the results will be collated and sent to the committee.

Questions of clarification regarding the potential to offer all five options were answered by Administration.

9. TVDSB System Classrooms 2019-2020 - A. Canham

A. Canham provided an update on Elementary Development Education Placement noting students will be placed by June.

10. Special Education Advisory Committee Priorities (Standing Item) - A. Canham

P. Cook provided an update on progress with the SEAC brochure revisions.

11. Special Needs Strategy Update (Standing Item) - J. Gritzan

None.

12. Special Education Plan (Standing Item) - A. Canham

a. Standard 6

A. Canham reviewed Standard 6: Educational and Other Assessments of the Special Education Plan outlining changes to the document.

In response to a question regarding required signatures from parent(s)/guardian(s), Administration noted the required signatures vary depending on the student(s) custody agreement.

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

b. Standard 8

A. Canham reviewed Standard 8: Categories and Definitions of Exceptionalities outlining changes to the document.

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

c. Standard 13

A. Canham reviewed Standard 13: Staff Development outlining changes to the document.

A. Canham noted professional development is ongoing even with the list of professional development courses removed from the document.

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

d. Standard 17

A. Canham reviewed Standard 17: The Board's Special Education Advisory Committee outlining changes to the document.

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

e. Standard 18

A. Canham reviewed Standard 18: Coordination of Other Services with Other Ministries or Agencies outlining changes to the document.

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

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

A. Canham provided an update on the number of elementary students currently on a modified day program.

In response to a question, R. Ferrara outlined the resources/options presented and/or implemented before resorting to placing a student on a modified day program.

Questions of clarification regarding data collection, parent development team (PDT) thresholds and processes, modified day guidelines, suspension criteria and absenteeism tracking were answered by Administration.

14. Correspondence (Standing Item) - A. Canham

a. Durham Catholic District School Board

Chair Bennett presented for information a copy of a letter from the Durham Catholic District School Board (DCDSB) to Minister Thompson expressing concern at the recent

changes to the Provincial funding model for Autism services and the impact it will have on children, families and school boards.

15. Other Business

Ontario Autism Program (OAP)

A. Canham reported school websites will be updated as part of the TVDSB communication strategy with the following: "Current and incoming families eligible under the OAP may contact their local school for more information. We are committed to working collaboratively with all families through the transition period".

A. Canham shared despite the potential changes in staffing TVDSB has a comprehensive system in place to provide support to schools when a student with autism diagnosis registers at school.

In response to a question Administration confirmed the committee the local priorities funding extension agreements were not renewed. GSN and EPO funding has not been determined.

16. Forum: Association Updates

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

17. 2018-2019 Meeting Dates

The 2019 meeting dates were provided in the agenda package. The next meeting is scheduled for 2019 May 6, 6:30 p.m.

18. Future Agenda Items

- PPM 161 Update (May 6)
- Exceptionality Data and Trends (May 6)
- Gifted Screening at CCAT Testing (May 6)
- Special Education (Preliminary) Budget (May 27)
- TVDSB Accessibilities Committee Update (May 27)

19. Adjournment

The meeting adjourned at 3:03 p.m. by motion.

Recommendations: None.

Joyce Bennett
Chairperson



Supporting Students with Autism Spectrum Disorder – Report to SEAC

May 6, 2019



Funding for Families – Intensive Behavioural Intervention (IBI)

The Ontario Autism Program (OAP) is a Ministry of Children, Community and Social Services (MCCSS) program that provides funding to Ontario families of children and youth with Autism Spectrum Disorder.



Funding for Families

Prior to March 31, 2019 The Thames Valley Children's Centre (TVCC) was the single point of access for the OAP for families living within the TVDSB region.

Effective April 1, New Childhood Budgets were introduced to provide families with direct funding so that they can access a broad range of eligible services:

- Behavioural services (Intensive Behavioural Intervention - IBI)
- Speech Language Pathology
- Occupational Therapy
- Physiotherapy
- Respite services, etc.



Funding for Families

- ☐ Children under the age of 6 are eligible to receive \$20,000 / annually
- ☐ Children 6- 18 are eligible to receive \$5,000 / annually
- ☐ In addition to the 42 private Behaviour Intervention providers in the region, TVCC is moving to the purchased services model. The program is now called the 'Autism and Behavioural Services (ABS)
- ☐ McMaster Children's Hospital is the hub for the Western Region of Ontario
 - ☐ TVCC has been subcontracted to provide diagnosis in the Thames Valley region.



Funding for Families

- ☐ Information gathered from TVCC and providers of Behaviour Therapy Services suggests that as many as 42 new students with ASD will register with the Thames Valley DSB with a September 2019 start date
 - ☐ This does not include children / youth who have not yet been diagnosed with ASD.

- ☐ OAP data in the SW Ontario Region
 - ☐ 260 active files in the OAP supported by TVCC
 - ☐ 228 students receive less than 5 hours a week of therapy
 - ☐ 32 students receive intensive intervention services and are not currently attending school
 - ☐ 570 children / youth are on the waitlist for services (most of whom are already in our schools)



Funding for Families

☐ 570 students on the waitlist

- ☐ 399 in London / Middlesex
- ☐ 86 in Oxford County
- ☐ 87 in Elgin County

☐ 25 elementary aged students are expected to be transitioning from part-time status to full-time school between April 1 – June 27, 2019



Funding for Educational Institutions 2018-2019

- ❑ On March 11, 2019 to the MoE announced an extended count date for those students who have been receiving OAP services and are newly enrolled in school between April – June 2019
 - ❑ \$12,300 (average) per pupil
 - ❑ 10 students have registered in TVDSB schools on, or after April 1, 2019



Educator Professional Learning

- ❑ The MoE has committed \$1 million in annual funding to fully subsidize teachers who wish to acquire the *Teaching Students with Communication Needs (Autism Spectrum Disorder)* additional qualification.
- ❑ P/PM 151 will be amended to:
 - ❑ Suggest school boards include professional development opportunities for teachers on supporting students with ASD (2019-2020)
 - ❑ Mandate professional development for teachers on supporting students with ASD (2020 – 2021)



Behaviour Expertise Amount Allocation (BEA)

- ❑ Applied Behaviour Analysis (ABA) is an approach to teaching skills based on the principals of learning and behaviour.
- ❑ The BEA provides funding for school boards to hire board-level ABA expertise professionals (BCBAs).
 - ❑ The TVDSB currently has 4 BCBA professionals on staff.



Priorities and Partnership Fund (PPF)

- ❑ The PPF will replace the previous Education Programs – Other (EPO) funding
- ❑ After School Skills Development Program
 - ❑ Was previously piloted in 8 DSB in Ontario
 - ❑ Will focus on “social, communication, self-regulation, and life-planning skills development”
 - ❑ \$6.1 million dollar initiative (72 DSBs)



Thank you / Questions



Special Education Plan

Standard 1: The Board's Consultation Process for the Special Education Plan

The purpose of the standard is to provide details of the Board's consultation process to the Ministry and to the public. The Thames Valley District School Board (TVDSB) values collaboration with families, community partners and stakeholders, and welcomes input into the Special Education Plan at any time through the Special Education website. Staff members have regular and ongoing communication with parents/guardians, system staff and community agencies/associations. As a school board committed to continuous improvement, we value and welcome input received through formal and informal processes. The feedback gathered influences the decisions by the Thames Valley District School Board on the provision of programs, services and resources.

~~The TVDSB Special Education Advisory Committee (SEAC) reviews sections of the Special Education Plan at their monthly meetings; SEAC members are able to share information from their respective associations/agencies and provide feedback.~~

Public Consultation with Support from SEAC

In Ontario, school boards are required to establish a SEAC to provide advice about special education programs and services. SEAC is currently comprised of 9 associations, 3 Trustees and 6 "members at large" that further the interests and well-being of students identified with exceptionalities. SEAC members make recommendations to their board on any matter affecting the establishment, development and delivery of special education programs and services for exceptional students.

Every member of SEAC assumes responsibility for speaking with members of the public, either through association meetings, or through informal conversations with parents. This input is reflected in the feedback provided through monthly SEAC meetings.

Every monthly agenda includes a section for "Association Updates", at which time members may introduce matters of interest or concern. Key initiatives of the associations can be shared through this process.

SEAC meetings are open to members of the public. SEAC meeting processes allow for members of the public to speak as a delegation to SEAC. If members of the public would like to make a presentation to SEAC, they are encouraged to contact the SEAC chair or the TVDSB Superintendent responsible for overseeing the Special Education Department. Delegations may be given up to 10 minutes for presentations as determined by the chair. SEAC meeting

processes also allow for members of the public to ask questions. Depending on the nature of the questions, answers may be received during the meeting or at the next meeting.

SEAC Involvement in the Review Process

Each year SEAC is provided with the opportunity to participate in the annual review of the board's Special Education Plan and makes recommendations about improving special education resources, programs and services. A subcommittee is formed of staff and SEAC members to review the plan and make necessary revisions. The plan is revised by staff and reviewed with the SEAC committee at monthly meetings to gain further input. The SEAC committee then votes to support or not support the amended plan each year.

Majority or Minority Reports, Board Response

Associations have an opportunity each year to submit a Majority or Minority Report to the Chair and Trustees of the Board concerning the Board's Special Education Plan. The Board issues a response to this report and both are attached as appendices to the plan.

There were no majority or minority reports concerning the Board's approved plan in 2017-2018.*

Means of Communication

The Thames Valley District School Board communicates with parents, board employees and the community in a number of ways.

The Thames Valley District School Board and SEAC are continuously looking for ways to improve the special education section on the TVDSB website. We endeavour to improve the online experience for parents/guardians to easily access information about our board's special education programs and services. Furthermore, there is a section for SEAC that includes member contact information, agendas and minutes.

- ~~• There were no majority or minority reports* concerning the Board's approved plan in 2017-2018.~~

~~Opportunities for public consultation are provided through the Board's website and the Special Education E-News notification at specedplan@tvdsb.on.ca.~~

~~In 2017-18, SEAC, the Special Education Department and Research and Assessment focused on results from the 2016-17 Special Education Plan survey that was conducted.~~

*A majority/minority report is made by a group of people within a larger group who agree/disagree with the report of the whole group.

It is a goal of the Thames Valley DSB's SEAC ~~The priority area of focus was~~ to raise awareness and understanding of the ~~TVDSB~~ Special Education Plan and related services. To endeavor to meet this focus, a SEAC Sub-Committee:

- ~~• Created a summary of the standards of the Special Education Plan which is to be posted on the Special Education Plan website;~~
- ~~• Shared information for all school councils about the Special Education plan and invited their input;~~
- Increased awareness of the Special Education Plan as part of parent information nights, regular professional development with administrators, Learning Support Teachers and other staff;
- Continued to revise each standard to ensure current information and clarity of content;
- Prepared a new SEAC brochure;
- Conducted consultation around Identification Placement Review Committee (IPRC) placement options;
- Conducted surveys of staff and parents/guardians to inform the Special Education Behavioural/Mental Health Program Review.

What are our next steps?

- ~~• Review the 2017 Special Education Plan survey for other areas for improvement and determine SEAC priority in this area;
Consider another survey in the future.~~
- Share information with all school councils about the Special Education Plan and invite their input;
- *Initiate a program review of Special Education programs and services and the model of delivery, with an emphasis on professional services.*



Standard 9: Special Education Placements Provided by the Board

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

Philosophy of Programs and Services

- The Thames Valley District School Board (TVDSB) believes that most exceptional children can and should have their needs met, using a variety of strategies, techniques and resource support in regular classes, in their home schools.
- The application of appropriate programs, services, and placements (which may include regular class, withdrawal assistance, self-contained class, or attendance at a Provincial school) is determined through the Program Development Team (PDT) and/or the Identification Placement and Review Committee (IPRC) processes, in consultation with parent(s)/guardian(s)
- Where a student's needs fall outside of the range of alternatives offered by TVDSB, problem-solving with the parents/guardians, other Boards, other service providers and other support services will be undertaken to seek appropriate alternatives.

Board Criteria for Placement

- The TVDSB provides Special Education programs and services to address the needs of all exceptional students. Information regarding the range of these programs and services are discussed with parent(s)/guardian(s) by the principal and Special Education staff at PDT meetings.
- The vast majority of students identified as exceptional are placed in regular classrooms on Individual Education Plans (IEPS).
- Students being considered for withdrawal assistance placements and self-contained Special Education class placements typically have a history of interventions by the school in response to their unique needs.
- The maximum enrolment of exceptional students in self-contained Special Education class placements conforms to those outlined in Regulation 298, Section 31 of the *Education Act*.

Options for Placement

Following are the options for placement which are allowed to be stated in the IPRC Statement of Decision:

- Regular classroom with indirect support;
- Regular classroom with resource assistance;
- Regular classroom with withdrawal assistance;
- Special Education Self-Contained class with partial integration; or



- Special Education Self-Contained class full time.

Definitions Related to Curriculum Expectations

Accommodation

- An accommodation is a change in the way a program or course is delivered to a student so that they can gain better access to the program. Accommodations may include changing the length of time needed to complete an assignment/test, using assistive technology, altering the instructions to match a student's style of learning, or photocopying notes. -Accommodations do not alter the provincial curriculum expectations for the grade.

Modification

- A modification refers to a change in the provincial curriculum expectations because the grade level curriculum is inappropriate to the level of the student's abilities: for example, a student whose language program (reading, writing) is significantly lower than that expected for the grade level will have modifications made to his/her program.

Alternative

- Alternative expectations are expectations that are not derived from a provincial curriculum policy document or that are modified so extensively that the Ontario Curriculum expectations no longer form the basis of the student's educational program. Alternative expectations in the areas of life skills, behaviour, enrichment, or orientation and mobility training for the visually impaired are examples of alternative expectations.

Behaviour

Behaviour support/assistance is available to both elementary and secondary schools to support students with behavioural challenges in the regular classroom and in consultation with system staff.

Special Education Teachers on Special Assignment (TOSAs) ~~with the Behaviour Resource Team~~ may assist school teams with programming for students with behaviour and mental health challenges. ~~These team members~~The Special Education TOSA may be accessed through a referral process through the local school principal.

Students with behavioural challenges may receive support in the following ~~settings-placements~~:

- In a regular class on ~~with indirect service on~~ an IEP, Individual Behaviour Plan (IBP) or Management of Aggressive Behaviour Safety Plan

Supports may include:

- In-classroom assistance;



- In-school resource withdrawal.

- In a self-contained Transition program class with partial integration.

Placement in a self-contained class with partial integration must be recommended through the system IPRC process.

The purpose of this class is to:

- Support the strengths and needs of students with a specific mental health diagnosis and deficits in self-regulation and/or social skills to such a high degree that they have been unable to function in a regular classroom placement
 - Provide differentiated instruction and extensive support for student self-regulation and social skill development, enabling students to experience academic and social/emotional growth.
 - Identify protective factors necessary for success in the regular classroom setting and develop resiliency, student self-advocacy and independence skills
 - Support graduated integration into the regular classroom setting.
- In a regular class with withdrawal assistance program at the secondary level.

Placement in a Transitions Program at the secondary school level must be recommended through the system IPRC process.

The purpose of the class is to:

- Support students to successfully complete the requirements for an Ontario Secondary School Diploma (OSSD) or Secondary School Certificate (OSSC).
- Support maximum integration for students enrolled in the program by providing support in their regular classes through a learning resource model.
- Provide a program focus which includes social skill development, and self-advocacy skills and independence skills
- Support student transitions throughout and beyond secondary school.

Criteria for placement in a Transition Program class:

- A student who:
 - Has been identified as an exceptional student through the IPRC process under the category of Behaviour;
 - Has received a specific mental health diagnosis and has been involved in residential and/or ongoing intensive treatment with a mental health professional;
 - Requires extensive social skills and self-regulation development;
 - Has had ongoing interventions in a regular classroom placement, and
 - Is capable of accessing curriculum with accommodations and/or modifications to expectations and the learning environment.



Special Education Plan

Transition Classroom Programs are supported by a Psychologist and Social Worker. The Transition Classroom Programs are not treatment programs.

Autism Spectrum Disorder (ASD)

Students must have a diagnosis of ASD (as outlined in the ~~DSM-V~~—Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (~~DSM-V~~)). Students identified in this area may receive support in the following ~~settings~~placements:

- In a regular class with indirect service on an IEP.

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal; ~~or~~
- Support from the ~~Itinerant~~Special Education Teacher on Special Assignment~~ASD-Resource Team~~ and/or Speech and Language Services.

The ~~ASD-Resource Team~~Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The ~~team~~TOSA is accessed through the Learning Coordinator-Special Education, and is available for any student in need who has been diagnosed as having ASD. The ~~ASD-Resource~~Special Education Teacher on Special Assignment ~~team~~ also provides occasional and/or ongoing school-based in-service.

- In a self-contained ASD class with partial integration;

Placement in a self-contained class with partial integration must be recommended through the system IPRC process. This is a two-year placement with the goal to generalize learning skills and transfer back to the regular classroom.

The purpose of this class is to:

- Support the strengths and needs of students diagnosed with Autism Spectrum Disorder and deficits in information and/or sensory processing to such a high degree that the student is unable to function in a regular class;
- Modify the environment and provide methods of instruction that are Applied Behaviour Analysis (ABA) based and compatible with the student's learning profile;
- Enable the student to experience academic, social and communication growth and increase both self-advocacy and independence skills and generalize those skills to their home school setting;
- Offer a two-year placement to support the development of learning skills, coping strategies, self-advocacy and independence skills which can be generalized to a regular class placement in their home school.



- *In a regular classroom with withdrawal assistance at the secondary level.*

Placement in an ASD Resource program at the secondary school level must be recommended through the system IPRC process.

The purpose of the program is to:

- Support students to successfully complete the requirements for an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC);
- Facilitate maximum integration for students enrolled in the program by providing support in their regular classes through a learning resource model;
- Provide a program focus which includes developing organization skills, compensatory strategies, utilizing technological support, teaching advocacy within the regular classroom environment, fostering social skills and independence within the secondary school;
- Support student transitions throughout and beyond secondary school.

Criteria for placement in an ASD class:

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Autism;
- Requires a higher level of structured monitoring, individual attention and planning around their particular learning style and modification to the environment;
- Has had ongoing documented interventions in a regular classroom placement with ongoing support from the ASD Resource Team; ~~and~~
- Is capable of accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment.

Deaf and Hard of Hearing

Students identified with a hearing loss receive support in the following settings:

~~settings~~

- *In a regular class with indirect service on an IEP.*

Supports may include:

- Support from an Itinerant Hearing Resource Teacher;



Special Education Plan

- Access to Audiological services; ~~and~~
- The Hearing Resource Teacher and/or Audiologist may provide consultative services such as staff in-service, classroom visitation and demonstration, assistance with program modifications and accommodations, and equipment needs.
- *In a regular class with resource assistance for students requiring direct service at the elementary school level*
- *In a self-contained class program with partial integration delivered by a qualified Teacher of the Deaf at the elementary level.*

Placement in a self-contained class must be recommended through the system IPRC process.

The purpose of this class is to:

- Provide support from a specialist teacher to students with hearing loss;
- Help students develop speech and language skills;
- Foster self-esteem and independence;
- Provide development of auditory-verbal skills;
- Develop skills in use and management of amplification equipment; ~~and~~
- Provide strategies for students to return to a regular classroom.
- *In a regular classroom with withdrawal assistance at the secondary level.*

Placement in a Hearing Resource Program at the secondary school level must ~~be~~ be recommended through the system IPRC process.

- Students must be capable of working towards successfully completing secondary school credits;
- Maximum integration is the goal for students enrolled in the program by providing support in their regular classes through a learning resource model;
- Program focus includes developing organization skills, compensatory strategies, utilizing technological support, teaching advocacy within the regular classroom environment, fostering social skills and independence within the secondary school.

Criteria for placement in a Deaf and Hard of Hearing Program:

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Deaf and Hard of Hearing;
- Audiological report confirming permanent sensorineural hearing loss;
- Assessed speech/language delay of greater than one year compared to chronological age or cognitive ability as documented by an SLP;
- Student uses personal amplification as recommended by an audiologist;



Special Education Plan

- ⊖ Requires a specialized program to address specific needs related to hearing loss; and is recommended to the program through the IPRC process;
- Is in a Provincial School for the Deaf.

Speech and Language Impairment

Students identified with speech and language impairments (fluency, voice, articulation, and/or language disorders) receive support in any school setting:

- In a regular class *with indirect service* on an IEP.

Supports may include:

- ⊖ Support from Speech and Language Pathologists; ~~and~~
- ⊖ Referral to Community Care Access Centre (CCAC) for students with speech only or swallowing needs that meet the Ministry of Health guidelines.

Speech-Language Pathologists provide the following services:

- ⊖ Assistance with the development of the IEP;
- ⊖ Assessments, screenings and observations;
- ⊖ Resource withdrawal intervention (which can be individual, in pairs or in group format);
- ⊖ Other intervention services include:
 - ⊖ Mediator-based support of Educational Assistants (EAs);
 - ⊖ In-class interventions;
 - ⊖ Home programming to support carry-over of communication goals to student's home and other community settings; ~~and~~
 - ⊖ Consultation and collaboration with classroom teachers; ~~and~~
 - ⊖ Recommendations for assistive technology.

Learning Disability

Students identified with a learning disability may receive support in the following placements: ~~settings may receive support in the following settings: may receive support in the following settings:~~

- In a regular class *with indirect service* on an IEP.



Special Education Plan

Supports may include:

- ⊖ In-classroom assistance;
- ⊖ In-school resource withdrawal;
- ⊖ Support from the LD Resource Team; ~~and~~
- ⊖ Use of Assistive Technology to support the student in accessing the curriculum

The ~~LD Resource Team~~ Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The ~~team~~ Special Education TOSA is accessed through the Learning Coordinator-Special Education, and is available for any student in need who has been diagnosed as having a learning disability. The ~~LD team~~ TOSA also provides occasional and/or ongoing school-based in-service.

- *In a self-contained Accelerate Class with partial integration*

Placement in a self-contained class may be recommended at the late Primary/Junior (Grade 4, 5 or 6) level through the system IPRC process.

The purpose of the Accelerate Class (Grades 4, 5 or 6) is to:

- ⊖ Provide a one-year placement to support students who are experiencing severe academic difficulties, primarily in the areas of reading;
- ⊖ Provide intensive remedial instruction to compensate for severe reading deficits;
- ⊖ Support students in developing strategies to use in all subject areas and learning environments for reading success;
- ⊖ Support students in developing self-advocacy and understanding of their personal learning profiles;
- ⊖ Support students in learning how to integrate assistive technology skills to support their learning needs, ~~and~~
- ⊖ Develop coping strategies for the successful return to a regular classroom program.

Criteria for placement in an Accelerate Class (Grades 4, 5 or 6):

- A student who:
 - ⊖ Is identified as an exceptional student through the IPRC process under the category of Communication: Learning Disability;
 - ⊖ Exhibits increasing gaps between expected levels of academic achievement and current levels of achievement;
 - ⊖ Has received interventions (which have been documented) in a regular classroom placement which have not been successful;
 - ⊖ Has demonstrated strengths in learning skills which can be used to compensate for learning difficulties; ~~and~~
 - ⊖ Will respond to intensive levels of support.

Gifted



Special Education Plan

Students identified as Gifted may receive support in the following settings:

- In a regular class *with indirect service* on an IEP.

Supports may include:

- In-classroom curriculum-related enrichment opportunities;
- Consultation with an Itinerant Gifted Resource Teacher; ~~and~~
- Participation in the Itinerant Gifted Program at the elementary level.

The Itinerant Gifted Resource Teacher may provide school-based in-service to assist with an appropriate classroom curriculum that includes enrichment and extension to enable staff to improve their understanding of the differentiated programming. Itinerant Gifted Resource Teachers, as part of the elementary Itinerant Gifted Program, also provide withdrawal enrichment in a congregated setting on a regularly scheduled basis throughout the school year. They coordinate activities such as conferences, symposia, and family of schools activities appropriate to the needs of identified Gifted students.

- In a ~~fully~~ self-contained Gifted class.

Placement in a self-contained Gifted class may be recommended at the Grade 5, 6, 7, 8 level through the system IPRC process.

The purpose of this class is to:

- Provide differentiated learning experiences of depth and breadth beyond the regular curriculum;
- Provide the necessary social support and stimulation of peers of similar intellectual abilities;
- Provide an environment in which there is ongoing curriculum-based assessment as required; ~~and~~
- Provide the necessary transition planning and skills for successful entry into secondary school.

- Through Gifted lines at the secondary level.

Secondary schools with Gifted students are given extra staffing allocations in order to address the needs of identified Gifted students.

Criteria for placement in a Gifted class:

- A student who:
 - Is identified as an exceptional student through the IPRC process under the category of Intellectual: Gifted;
 - ~~Possesses documented evidence that ongoing interventions in a regular class have been insufficient to meet the student's needs;~~ Possesses documented evidence that ongoing Tier 1 and 2 interventions in a regular class have been insufficient to meet the student's needs;



Special Education Plan

- Demonstrates signs of low self-esteem, poor motivation, and/or emotional fragility which make it unlikely that the student will thrive in the regular classroom; ~~and~~
- May exhibit exceptionally high performance beyond the grade level expectations in numerous subjects which makes intervention in the regular class difficult.

Mild Intellectual Disability

Students identified with a Mild Intellectual Disability may receive support in the following setting:

- In a regular class *with indirect service on an IEP.*

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal; ~~and~~
- Consultation with the Learning Coordinator–Special Education.

Developmental Disability

Students must have a diagnosis of Developmental Disability (as outlined in the DSM-V – Diagnostic and Statistical Manual of Mental Disorders – 5th Edition). Students identified in this area may receive support in the following settings:

- In a regular class *with indirect service on an IEP.*

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal; ~~and~~
- Support from the Developmental Education (DE) TOSA Team and/or Speech-Language Pathology Services.

The ~~DE team~~ Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The ~~team~~ Special Education TOSA is accessed through the Learning Coordinator–Special Education, and is available for any student in need who has been diagnosed as having a Developmental Disability. The ~~DE team~~ TOSA also provides occasional and/or ongoing school-based in-service.

- In a ~~fully~~ self-contained Developmental Education (DE) class.

Placement in a self-contained class must be recommended through the system IPRC process.

The purpose of this class is to:

- Support the strengths and needs of students diagnosed with a Developmental Disability;



Special Education Plan

- Modify the environment and provide methods of instruction that are compatible with the student's learning profile thereby enabling the student to experience academic, social and communication growth;
- Provide integration opportunities for students based on IEP goals within the wider school community;
- Provide a bridge between school and community with a strong focus on work skills, life skills, leisure and recreational skills;
- Provide the opportunity to achieve a Secondary School Certificate of Accomplishment; and
- Engage in ~~A student's program may be~~ a blend of alternative curriculum and work-place training, individualized to match strengths, interests and needs; ~~and~~
- ~~Members of the staff include teachers who coordinate the program, EAs and other system support staff as required.~~

Criteria for placement in a DE self-contained class:

- A student who:
 - Has been identified as exceptional through the IRPC process under the category of Intellectual: Developmental Disability; ~~or~~
 - Requires a higher level of structured monitoring, individual attention and planning around their particular learning profile and modification to the environment;
 - Has had ongoing interventions in a regular classroom placement; ~~and~~
 - Requires extensive support and program modification to access curriculum or alternative programming for the development of functional communication, literacy and numeracy skills.
- In a self-contained Developmental Education Work Experience (WE) class with the opportunity for partial integration at the secondary level

The purpose of this program is to:

- Support students pursuing a 5 year school to work or school to college pathway;
- Develop the requisite skills to participate in work experience placements in preparation for future employment;
- Provide the opportunity to access instruction in the regular class for the purpose of earning credits toward the achievement of an Ontario Secondary School Certificate.

Criteria for placement in a Work Experience Program:

- A student who:
 - Demonstrates functional communication and literacy skills;
 - Demonstrates functional numeracy and money sense;
 - Is a motivated learning with consistent attendance and work ethic;

- Demonstrates independence and flexibility skills and the ability to follow two-step instructions;
- Has developed self-regulation and frustration coping skills sufficient to tolerate a dynamic work environment.

Physical Disability

Students with physical disabilities may receive support in the following **setting**placements:

- In a regular class *with indirect service on an IEP.*

Supports may include:

- In-classroom assistance;
- Consultation with a Learning Coordinator–Special Education; **and**
- On-going and/or consultative services from other agencies.

Modifications for students with physical disabilities may include specialized equipment or furniture and assistance of support staff, in addition to appropriate curriculum modifications. Outside agencies such as Thames Valley Children's Centre (TVCC) and the CCAC may provide ongoing and/or consultative services.

A student in a regular class with physical and/or multiple disabilities may be transported to a school or facility other than their home school, if the home school does not have the appropriate plant modifications and/or specialized equipment and facilities to meet the student's needs.

A student with multiple disabilities, which include developmental and physical disabilities or physical and other health-related concerns, may be transported to a self-contained developmental class located in a school or facility which has appropriate plant modifications and/or specialized equipment and facilities to meet the student's needs.

Visual Impairment

Students identified with visual impairments receive support in the following **settings**placements:

- In a regular class *with indirect service on an IEP.*
- The Itinerant Vision Resource Teacher conducts a Functional Vision Assessment, makes recommendations for strategies to support learning and monitors the student's progress and continuing needs.

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;



Special Education Plan

- Support from the Vision Resource Team;
- Specialized equipment or materials;
- Use of Assistive Technology to support the student in accessing the curriculum.

- *In a regular class with resource assistance from a qualified teacher of students who are blind or low vision in the elementary school setting.*
- *In a regular class with withdrawal assistance from a qualified teacher of students who are blind or low vision in the secondary school setting.*

~~Supports may include:~~

- ~~○ In-classroom assistance;~~
- ~~○ Support from a transcriber and/or orientation and mobility trainer, EA; and~~
- ~~○ Support from an Itinerant Vision Resource Teacher.~~

The purpose of this placement is to:

- Provide instruction in the alternative program areas of the Expanded Core Curriculum;
- Provide specific program accommodations and interventions based on the Functional Vision Assessment;
- Provide braille and tactile instruction with appropriately adapted instructional materials;
- Provide orientation and mobility training; and
- Provide the support of a Transcriber Educational Assistant as necessary.

~~The Itinerant Vision Resource Teacher reviews the student's needs, makes recommendations for strategies to support learning, works directly with students, and monitors the student's progress and continuing needs. Occasional and/or ongoing school-based inservice may be provided.~~

Criteria for placement in a Resource Assistance Placement:

A student who:

- Requires instruction in braille and the Expanded Core Curriculum based on the result of a Functional Vision Assessment;

~~Specific program accommodations may include:~~

- ~~○ Preferential seating;~~
- ~~○ Specialized equipment or materials;~~
- ~~○ Orientation and mobility training;~~
- ~~○ Braille instruction, tactile instruction; and~~
- ~~○ Adapted instructional materials.~~

- *In a Provincial School for the Blind.*



Special Education Plan

Standard 15: Accessibility of School Buildings

The purpose of the standard is to provide details of the Board's multi-year **Accessibility Plan**, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

Accessibility

- The Learning Support Services staff and **Principals-School Administrators** identify immediate and anticipated **accessibility** needs ~~for barrier-free issues~~ to be addressed at specific school sites based upon existing and anticipated students enrolled at each school.
- The TVDSB provides funds annually to Facility Services specifically targeted to ~~address~~ building ~~accessibility issues~~ renewal and improvement projects. Facilities Services staff work collaboratively with Learning Support Services staff to determine appropriate priority of capital projects.
- Members of the public can obtain a copy of the completed **Plan** from the TVDSB website, annual Special Education Advisory Committee (SEAC) presentation, annual TVDSB presentation, or by contacting Learning Support Services.
- The TVDSB is committed to making its programs, practices and buildings accessible to all students, staff and community members. As such, TVDSB has, under the *Accessibility for Ontarians with Disabilities Act* (AODA), 2005, struck an Accessibility Working Group that ~~has~~ is responsible for developing ~~an action~~ and monitoring the implementation of the **Plan**, and publishing annual status reports on the progress made in achieving the Plan's objectives. ~~that will recommend a process to identify, remove and prevent barriers to the general populace.~~ This **Group** meets ~~as necessary~~ quarterly to review and update the **Plan**. ~~(see andrea marlowe for the vision).~~
- The Board's Accessibility Plan, and a list of accessibility features at each school and Board site, can be found on the Board's website. The Plan is also available in alternate accessible formats upon request, by contacting the TVDSB Diversity and Equity Coordinator: a.marlowe@tvdsb.ca.

Projects Complete During the ~~2018-2019~~ **2017-2018** School Year

The following projects were completed in response to individual student needs and AODA audits:

~~**John Dearness Public School:** provided elevator to access second floor; constructed barrier-free washrooms on the ground and second floor; provided inclined stair lifts to access stair landings to exterior; provided tactile indicators on stair landings; provided barrier-free drinking fountains.~~



Special Education Plan

~~**Lester-B Pearson School for the Arts:** provided elevator to access second floor; constructed barrier free washrooms on the ground and second floor; provided inclined stair lifts to access stage; provided tactile indicators on stair landings; provided auto door operators to exterior doors.~~

~~**Zorra Highland Public School:** provided barrier free bus drop off; provided auto door operators on exterior door and barrier free washroom door.~~

~~**Arthur Ford Public School:** provided elevator to access second floor; constructed barrier free washrooms on the ground and second floor; provided vertical lift to access Gym; provided tactile indicators on stair landings; provided barrier free drinking fountains; provided auto door operators on exterior doors; provided exterior barrier free ramp.~~

~~**Elgin Court Public School:** provided elevator to access second floor; provided tactile indicators on stair landings; provided new fire alarms with strobes.~~

~~**Innerkip Public School:** provided barrier free washroom; constructed barrier free parking space; provided auto door operator on exterior door; provided barrier free drinking fountain; provided inclined stair lift to stage.~~

~~**W. Sherwood Fox Public School:** provided larger washroom facilities and physio area for Special Education.~~

Blenheim District PS – Installed an auto door operator on existing universal washroom door on first and second floor.

Bonaventure Meadows PS – Created a universal washroom, replaced three exterior doors to improve barrier free path of travel and provided auto door operators on two exterior doors.

CC Carrothers PS – Created a universal washroom, provided vertical lift to access first and second floor and inclined stair lift to access the lobby and gym level.

Chippewa PS – Constructed a ramp for addition to access to the playground.

Hickson Central PS – Installed an auto door operator on existing universal washroom door.

Jack Chambers PS – Installed an auto door operator on existing universal washroom door and existing exterior entrance door to playground.

John P Robarts PS – Created a universal washroom on first and second floors and provided a vertical lift to access second floor. Constructed a ramp for addition to access to the playground

Oxbow PS – Provided a new concrete sidewalk to provide barrier free path of travel to main entrance.



Special Education Plan

Tavistock PS – Installed an auto door operator on the existing universal washroom door.

AB Lucas SS – Installed an auto door operator on library door.

College Avenue SS – Created a barrier free washroom on first floor, created a universal washroom on the second floor, and replaced the existing vertical lift and provided inclined stair lift to access to the stage.

East Elgin SS – Replaced existing inclined stair lift from lower floor to main floor.

H B Beal SS – Provided existing passenger elevator with enhancements to modernize the unit and replaced various exterior doors to improve barrier free path of travel.

Huron Park SS – Provided universal washroom on main floor and improved barrier free path of travel on second floor.

Ingersoll District Collegiate and Institute – Provided braille signage throughout school.

Montcalm SS - Provided braille signage throughout school.

Saunders SS - Provided braille signage throughout school.

Sir Wilfrid Laurier SS – Provided universal washroom on first and second floor, replaced four interior corridor doors and frames to improve barrier free path of travel and provide auto door operator on the auditorium door, main office door, Guidance door and three gym doors. Additionally, a paved sidewalk on the south side of the school was added to improve barrier free path of travel.



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April 26, 2019

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

The Honourable Christine Elliott
 Deputy Premier and
 Minister of Health and Long-Term Care
 Hepburn Block, 10th Floor
 80 Grosvenor St.
 Toronto, ON M7A 1E9

The Honourable Lisa MacLeod
 Ministry of Children, Community and Social Services
 438 University Avenue, 7th floor
 Toronto, ON M7A 1N3

Dear Ministers:

Re: Proposed Changes to the Ontario Autism Program Funding

The Durham District School Board's Special Education Advisory Committee writes this letter to express its concerns with respect to the proposed changes to the provincial funding model for the Ontario Autism Program ("OAP"), and the impacts those changes will have on children, families and school boards.

Should the changes to the OAP go ahead as proposed, many children will be entering the school system who have significant needs, requiring specialized programming, care and supports far beyond what is able to be provided in a traditional classroom. Integration of these extremely vulnerable children will require significant pre-planning, involving a multi-disciplinary team to ensure that their needs, and the needs of all students in the classroom, are being met. In order to ensure these needs are met, school boards will need to be provided with specific details of the changes that will occur and provided with enough lead time to ensure that the proper programming and supports can be put in place prior to the student entering the classroom.

We are also concerned that the funding models, as they currently exist, for special education are insufficient to cover the true costs of providing the level of support that these students will require. We ask if the Ministry will commit adjusting the funding models for special education to the current-day enrolment of students who are identified to ensure that all students will have adequate access to the supports they need to be successful.



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www.youtube.com/DurhamDSB

In order to provide an inclusive, welcoming and supportive environment for all students, it is important that any changes to the OAP take into consideration how school boards will be supported in providing for the needs of these exceptional children. Given the ripple-effects of the decisions of these ministries, it is imperative that the ministries work together to consider how changes being made within their respective portfolios affect the others.

In conclusion, we ask that each ministry take the necessary time required to allow for proper consultation, planning and transitioning to ensure that decisions made do not negatively impact the needs of any of our students.

Yours truly,



Eva Kyriakides
SEAC Chair
Durham District School Board

cc: Chairs of Ontario Special Education Advisory Committees
Lisa Millar, Director of Education, DDSB
Andrea McAuley, Superintendent, Inclusive Student Services
Hon. Peter Bethlenfalvy, MPP
Lorne Coe, MPP
Jennifer French, MPP
Lindsay Park, MPP
Hon. Rod Phillips, MPP
Hon. Laurie Scott, MPP





Bluewater District School Board

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January 28, 2019

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

Dear Minister Lisa Thompson:

Bluewater District School Board's Special Education Advisory Committee (SEAC) would like to acknowledge and support Upper Grand District School Board's (SEAC) letter regarding the support of Bill 44 to amend the Education Act to bring awareness and understanding of pupils who may have Fetal Alcohol Spectrum Disorder (FASD).

Sincerely,

Tracy Lynn Atkinson
 Special Education Advisory Committee Chair

cc: Chairs of Ontario Special Education Advisory Committees