

Special Education Plan

2019-2020

DRAFT



Acronyms Related to Special Education

Acronym	Definition
ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactive Disorder
AODA	Accessibility for Ontarians with Disabilities Act
APD	Auditory Processing Disorder
ASD	Autism Spectrum Disorder (formerly PDD)
ASL	American Sign Language
BMS	Behaviour Management Systems
CCAT	Canadian Cognitive Abilities Test
CAS	Children's Aid Society
CPRI	Child Parent Resource Institute
CTCC	Care and/or Treatment Custody and Correctional
DE	Developmental Education
D/HH	Deaf and Hard of Hearing
DSENA	Differentiated Special Education Needs Amounts
DSM	Diagnostic and Statistical Manual of Mental Disorders
EA	Educational Assistant
FASD	Fetal Alcohol Spectrum Disorder
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LC	Learning Coordinator
LD	Learning Disability
LHIN	Local Health Integration Network
LST	Learning Support Teacher
MID	Mild Intellectual Disability
O&M	Orientation and Mobility
OAP	Ontario Autism Program
OEYGC	Oxford-Elgin Child and Youth Centre
OSR	Ontario Student Record
OT	Occupational Therapist

Acronym	Definition
PDT	Program Development Team
PT	Physiotherapist
RHPA	Registered Health Professionals Act
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEAS	Special Education Administrative System
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist
TOSA	Teacher on Special Assignment
TVDSB	Thames Valley District School Board
VMI	Visual-Motor Integration
WIAT	Wechsler Individual Achievement Test
WISC	Wechsler Intelligence Scale for Children

Removed:

~~ADD—no longer exists in the DSM 5 (only ADHD—Predominantly Inattentive Type)~~

~~CCAC—no longer exists~~

~~HI—Hearing Impairment is now usually referred to as Hearing Loss (also we do not list VI—Vision Impairment, SI—Speech Impairment or LI—Language Impairment)~~

~~IBI—no longer offered through OAP~~

~~ISC—no longer exists~~

~~PDD—has not existed since DSM-3~~



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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 TVDSB 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 Special Education Advisory Committee (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



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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 2018-2019.*

Means of Communication

TVDSB communicates with parents, board employees and the community in a number of ways.

TVDSB 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.~~

~~It is a goal of the TVDSB'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;~~
- ~~•~~

*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.

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- 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 2: The Board's General Model for Special Education

The purpose of the standard is to provide information on the Board's philosophy and service delivery model for the provision of Special Education programs and services.

The Thames Valley District School Board (TVDSB) Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act.

The TVDSB's approaches to Special Education and its Special Education delivery system are consistent with the Board's Mission, Vision and Strategic Priorities.

The TVDSB Mission, "*We build each student's tomorrow, every day*" lies at the heart of the programs and services that the TVDSB provides through its Special Education department. What has developed is a multi-sourced approach dedicated to the student. This approach illustrates how different stakeholders, both individuals and groups, play integral roles in maximizing student learning.

Approach to Special Education

The following statements represent the position of the TVDSB regarding the provision of Special Education programs and services:

- The general goals of education apply equally to Special Education. For students with special needs, however, differentiated teaching strategies, additional support, facilities and/or equipment may be required.
- Programs shall be designed to assist ~~exceptional~~ students with special needs to develop their maximum potential in the affective (social/emotional/behavioural), cognitive and psychomotor domains of learning.
- Early and ongoing procedures for the identification of the learning needs, learning styles and abilities of students shall be provided. School Program Development Teams (PDTs), which include the parent(s)/~~legal~~-guardian(s) and student, as appropriate, and in consultation with health agencies and/or social agencies will support program accommodations and/or modifications.
- The TVDSB uses a variety of strategies, ~~+~~ techniques and resource support, in order to meet the needs of all students.
- Special Education is a changing and dynamic entity. Over time, the response of the system will change as the needs of the students change. Therefore, ongoing input from students,



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parents/guardians and the public is not only invited, it is a vital component in the change process.

- ~~(To provide input, please go to specedplan@tvdsb.ca. please go to specedplan@tvdsb.on.ca)~~



Goals for Special Education

The Special Education Department supports all members of the learning community to maximize potential, promote well-being and enhance student learning and achievement. The goals of the Special Education Department are reviewed annually and linked to the TVDSB Board Improvement Plan for Student Achievement.

CULTURE FOR LEARNING

Collaborative Practices: Embracing diversity and honouring the contribution of every student, staff and family member.

Equity and Inclusion: Engaging and empowering all members of our learning community to provide learning environments that are safe, equitable and inclusive.

Members of Special Education Services **strengthen collaborative practices** by facilitating engagement of parents and students, support personnel, professionals, and representatives of community agencies consulting on the development and implementation of student Individual Education Plans.

How will this be accomplished?

- Support the PDT process through training and the provision of resources to support best practice
- Engage with school teams in the Program Development Team (PDT) Process
- Support the documentation of meeting action plans (include details regarding services, consult suggestions and recommendations provided by all stakeholders) in PDT minutes
- Coordinate collaboration meetings in support of PDT recommendations
- Support the Individual Education Plan consultation, development and implementation process

How will this be measured?

- Evidence of parent/student, staff, community practitioner, and agency involvement as documented in the IEP consultation record
- Evidence of stakeholder input/recommendations into action plans as documented in PDT minutes
- Yearly review of Case Management System quantitative and qualitative data
 - # of PDT meetings supported by Special Education staff
 - # of Collaboration meetings supported by Special Education Staff



INSTRUCTIONAL LEADERSHIP

~~Assessment for, as and of learning: Supporting school teams to better understand the individual strengths and needs of our students.~~

~~Inspiring new ideas and promoting innovation: Identifying evidence-informed practices and innovative solutions in support of improved student achievement and well-being.~~

Members of Special Education Services will **support the development and implementation of effective Individual Education Plans (IEPs)** which identify appropriate evidence-based practices, informed by assessment, for the provision of personalized and precise programming:

How will this be accomplished?

- ~~Special Education staff support the timely completion, review and interpretation of specialized assessments to provide staff with insights into the student's strengths, needs and learning profile~~
- ~~Collaborate with Learning Support Services to integrate universal design and differentiated instructional strategies into student's programming and learning environments~~
- ~~Providing educators professional learning on
 - ~~The use of assessment information and recommendations when developing Individual Education Plans~~
 - ~~The use of evidence-informed instructional practices that addresses specific student learning needs and/or goals~~~~

How will this be measured?

- ~~Audit of Individual Education Plans: alignment of strategies with assessment data and recommendations~~
- ~~Professional learning opportunities—sessions and number of staff that have received professional learning~~
- ~~Development and use of system resources: evidence-based intervention strategies and differentiated approaches to meet the specific learning needs of students (as documented in PDT Referral Forms and Special Education Program Applications)~~
- ~~Results of annual PPM 140 Implementation Monitoring Survey~~



LEARNING AND ACHIEVEMENT

High Expectations: ~~Collaborating with school teams for the provision of personalized and precise programming to maximize student potential.~~

~~Members of Special Education Services will work with all key stakeholders to optimize student engagement, achievement and well-being using the tiered approach to prevention and intervention.~~

How will this be accomplished?

- ~~Promote the use of a tiered approach to prevention and intervention with members of Special Education Services, educators, administrators, parents, and community partners (communication messages, COS, meetings, website, forms)~~
- ~~Collaborate with parents and students to inform the tiered intervention approach and ensure that parent and student voice is reflected in the process~~
- ~~Ensure timely assessment and interventions to support students to realize their achievement potential~~

How will this be measured?

- ~~Educator and stakeholder feedback survey (levels of knowledge, understanding, and involvement)~~
- ~~Provision and alignment of resources to support the tiered approach to prevention and intervention~~
- ~~Student achievement (EQAO/pass rates) and engagement (attendance) data~~
- ~~PDT referrals reflect a tiered intervention approach~~
- ~~Tiered interventions are documented in Special Education Program applications~~



ENGAGEMENT AND WELL-BEING

Pathways, Transitions and Destinations: Providing information and guidance in exploring pathways, transitions and destinations in support of students' goals for the future.

Members of Special Education Services **support student transitions** to school, within school, between and beyond school by ensuring all transition plans for students are properly completed with relevant action items and appropriate timelines.

How will this be accomplished?

- Provide professional learning opportunities and resources for staff regarding the development of effective transition plans (e.g., exemplars and samples of best practice transition plans)
- Ensure that transition plans include goals, support needs for the transition, and the actions required to realize the transition goals (e.g., who, what, when and how)
- Engage students, parents and community agencies to gather relevant information to inform the development and implementation of transition plans
- Continually review the progress and timelines regarding the implementation of the transition plan

How will this be measured?

- Participation in professional learning opportunities supported by the Special Education Department (best practices)
- Yearly review of IEP documentation (specifically transition plans) for action items and expected timelines
- Student and parent feedback surveys (regarding the development of effective and timely transition plans)

Reporting on Goals for Special Education

A yearly report is provided to the Special Education Advisory Committee (SEAC) by the department outlining the accomplishments of our goals:

Goals for Special Education 2019



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The Special Education Department supports all members of the learning community to maximize potential, promote well-being and enhance student learning and achievement. The goals of the Special Education Department are reviewed annually and linked to the TVDSB Operational Plan.

RELATIONSHIPS: We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

Goals:

1. Students, families and staff are welcomed, respected and valued as partners.
2. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.
3. Create opportunities for collaboration and partnerships.

EQUITY AND DIVERSITY: We provide an equitable and inclusive environment that champions learning opportunities for all.

Goals:

1. Create opportunities for equitable access to programs and services for students.
2. Students and all partners feel heard, valued and supported.
3. Programs and services embrace the culture and diversity of students and all partners.

ACHIEVEMENT AND WELL-BEING: We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Goals:

1. More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
2. Staff will demonstrate excellence in instructional practices.
3. Enhance the safety and well-being of students and staff.

Objective: Improve Student Achievement in Mathematics

Members of Special Education Services will **support the development and implementation of effective Individual Education Plans (IEPs)** which identify appropriate evidence-based practices, informed by assessment, for the provision of personalized and precise programming in Mathematics.

How will this be accomplished?

- Special Education staff support the timely completion, review and interpretation of specialized assessments to provide staff with insights into the student's strengths, needs and learning profile to inform programming;

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- Collaboration within Learning Support Services to integrate universal design and differentiated instructional strategies into professional learning opportunities to support student's programming and learning environments;
- Providing educators professional learning related to:
 - The use of assessment results and recommendations when developing Individual Education Plans;
 - Accommodation and modification of program for improved student achievement and well-being;
 - How will this be measured?

How will this be measured?

- Analysis of EQAO data for students on Individual Education Plans;
- Audit of Individual Education Plans: alignment of strategies with assessment data and recommendations;
- Tracking and monitoring of the number of students receiving modified programming in mathematics;
- Collaborative professional learning opportunities – (sessions and number of staff that have received professional learning);
- Development and use of system resources: evidence-based intervention strategies and differentiated approaches to meet the specific learning needs of students (as documented in PDT Summary Forms and Special Education Program Applications).

Objective: Improve the Five Year Graduation Rate

Members of Special Education Services **support student transitions** to school, within school, between and beyond school by ensuring all transition plans for students are properly completed with relevant action items and appropriate timelines.

How will this be accomplished?

- Provide professional learning opportunities and resources for staff regarding the development of effective transition plans (e.g., exemplars and samples of best practice transition plans);
- Ensure that transition plans include goals, support ~~needs~~ skill development for the transition, and the actions required to realize the transition goals (e.g., who, what, when and how);
- Support staff and students in self-contained classes to complete Student Learning Individual Plans (SLIP);
- Review credit accumulation for students on IEPs, in consultation with school teams;
- Engage students, parents and community agencies in pathway planning and gather relevant information to inform the development and implementation of transition plans.
- Continually review the progress and timelines regarding the implementation of the transition plan.

How will this be measured?



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- Participation in professional learning opportunities supported by the Special Education Department (best practices);
- Participation in Transition Planning events (e.g., Information Nights, Open House Sessions, Passages Transitions Fair);
- Yearly review of IEP documentation (specifically transition plans) for action items and expected timelines;
- Monitor credit accumulation and graduation rates of students on Individual Education Plans;
- Completion of Student Learning Individual Plans (SLIP) in all self-contained classes.

Objective: Enhance Communication and Engagement within the TVDSB Community

Members of Special Education Services **strengthen collaborative practices** by facilitating engagement of parents and students, support personnel, professionals, and representatives of community agencies consulting on the development and implementation of student Individual Education Plans.

How will this be accomplished?

- Support the PDT process through training and the provision of resources to support best practices;
- Engage with multi-disciplinary school teams in the Program Development Team (PDT) Process;
- Support the documentation of PDT meeting summaries with a focus on effective action plans (interventions/referrals/assessments, timelines and follow-up);
- Focus on effective action plans which reflect input from all participants and specify intervention, timelines for implementation;
- Support the Individual Education Plan consultation, development and implementation process;
- Engage with school teams twice a year to review Special Education Supports and Services to support improved student learning and well-being.

How will this be measured?

- Evidence of parent/student, staff, community practitioner, and agency involvement as documented in the IEP consultation record;
- Evidence of stakeholder input/recommendations into action plans as documented in PDT summaries;
- Evidence of data tracking of targeted intervention;
- Yearly review of Case Management System quantitative and qualitative data:
 - # of referrals supported by Special Education staff;
 - # of Collaboration meetings supported by Special Education Staff.

Objective: Create Secondary Learning Environments that are Engaging, Inclusive and Relevant

Members of Special Education Services **promote inclusive environments and practices** that are responsive to the diversity of students, enabling all students to access course content, fully



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participate in learning activities and demonstrate their knowledge and strengths through varied opportunities for assessment.

How will this be accomplished?

- Support the establishment of universally designed classrooms which provide differentiated instruction and assessment at the secondary school level;
- Identify and support the implementation of subject specific universal supports and accommodations;
- Monitor achievement data of exceptional students to inform professional learning focus;
- Work collaboratively with Student Success and Guidance to support the Program Development Team process;
- Ensure equitable access to special education programs and services.

How will this be measured?

- Review of PDT minutes and targeted intervention tracking;
- Review of IEP consultation logs through the IEP Audit;
- Development of UDL Resource for Secondary School;
- Credit accumulation and graduation rates;
- Establish criteria for referral to PDT;
- Contribute to standards of practice for Student Success Meetings;
- Special Education Placement data and analysis.

Objective: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success

Members of Special Education Services will work with all key stakeholders to **optimize student engagement, achievement and well-being using the tiered approach** to prevention and intervention.

How will this be accomplished?

- Engage staff in professional learning opportunities that support the use of a tiered approach to prevention and intervention with members of Special Education Services, educators, administrators, parents, and community partners (communication messages, COS, meetings, website, forms);
- Support the implementation of Universal Design for Learning, Differentiated Instruction and access to appropriate accommodations at the tier one level;
- Collaborate with parents and students to inform the tiered intervention approach and ensure that parent and student voice is reflected in the process;
- Ensure timely assessment and interventions to support students to realize their achievement potential.

How will this be measured?

- Provision and alignment of resources to support the tiered approach to prevention and intervention;
- Student achievement (EQAO/pass rates) and engagement (attendance) data;



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- PDT referrals reflect a tiered intervention approach;
- Tiered interventions are documented in Special Education Program applications.

Reporting on Goals for Special Education

A yearly report is provided to the Special Education Advisory Committee by the department outlining the accomplishments of our goals.

Guiding Principles for Special Education

Twelve guiding principles have emerged as a result of the input received by the Board and serve as a "road map" in the development and implementation of Special Education programs and services.

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. —fFairness can be achieved through the recognition of individual needs and addressed through modified programs, accommodations, universal designs and classroom practice.



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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.

Special Education Delivery System

The TVDSB’s Special Education delivery system includes a continuum of Special Education programs and services. It is a delivery system based upon the needs of the student that strives to match the individual with appropriate programs and services.

This continuum includes:

- Regular classrooms with support, accommodations and/or modifications. The curriculum, method of presentation, instructional strategies and/or classroom environments may be areas of accommodations and modifications.
- Self-contained special education classrooms in which educational programs and services are provided for part or all of the school day, in order to meet the identified needs of the student.
- Programs in the student’s home school, or in another school or setting, in which educational programs and services are designed to meet the identified needs. (i.e., itinerant programs)
- Services in other locations as determined by the student’s needs, when such services are not available in the home school. These services may include, but are not limited to, special programs in which educational services are provided in order to meet the needs of the student.

The Tiered Approach to Prevention and Intervention FRAMEWORK





Standard 3: Roles & Responsibilities

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

The Ministry of Education¹

- Defines, through the *Education Act*, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of Special Education programs and services, and prescribes the categories and definitions of exceptionality;
- Ensures that school boards provide appropriate Special Education programs and services for their exceptional pupils;
- Establishes the funding for Special Education through the structure of the funding model, consisting of a combination of the Foundation Grant, the Special Education Per Pupil Amount, and the ~~High Needs Amount~~ Differentiated Special Education Needs Amount (DSENA);
- Requires school boards to report on their expenditures for Special Education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain Special Education Plans, review them annually, and submit amendments to the Ministry of Education;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) and school boards regarding the identification and placement of exceptional pupils;
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to Special Education programs and services; ~~and~~
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board²

- Establishes Board policy and practices that comply with the *Education Act*, Regulations, and Policy/Program Memoranda;
- Monitors school compliance with the *Education Act*, Regulations and Policy/Program Memoranda;
- Requires staff to comply with the *Education Act*, Regulations, and Policy/Program Memoranda;
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;
- Obtains the appropriate funding and reports on the expenditures for Special Education;

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

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

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

The Special Education Advisory Committee³

- Makes recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services;
- Participates in the Board's annual review of its Special Education Plan;
- Participates in the Board's annual budget process as it relates to Special Education;
- Reviews the financial statements of the Board as they relate to Special Education;
- Provides information to parent(s)/guardian(s), as requested; ~~and~~
- Shares information about association activities and issues.

The School Principal⁴

- Carries out duties as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda, and through Board policies;
- Communicates Ministry of Education and School Board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach Special Education classes;
- Communicates Board policies and procedures about Special Education to staff, students, and parent(s)/guardian(s);
- Ensures that the identification and placement of exceptional pupils through an IPRC is done according to the procedures outlined in the *Education Act*, Regulations, and Board policies;
- Consults with parent(s)/guardian(s) and with school Board staff to determine the most appropriate program for exceptional pupils;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- Ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP; ~~and~~
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

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

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



The Teacher⁵

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

The Special Education Teacher⁶

(In addition to the responsibilities listed under "The Teacher"):

- Holds qualifications, in accordance with Regulation 298, to teach Special Education;
- Monitors the student's progress with reference to the IEP and modify the program as necessary;
- Assists in providing educational assessments for exceptional pupils; ~~and~~
- ~~In the TVDSB~~, the Special Education Teacher is either a Teacher of a self-contained class, a Learning Support Teacher, a Teacher on Special Assignment (TOSA) or an Itinerant Teacher assigned to a specific Special Education Team.
- The Learning Support Teacher (LST) provides support to students and staff, assists with program planning and coordination and facilitates communication and collaboration.

The Parent/Guardian⁷

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

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

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

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

The Student⁸

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

The Superintendent of Student Achievement

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

The Learning Supervisor-Special Education

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

The Learning Coordinator-Special Education

- Supports school staff in addressing students with complex Special Education needs; ~~;~~
- Provides **to** principals and teachers, clarification on system and Ministry directions; ~~;~~
- Coordinates **with** principals and school teams, the implementation of Ministry and system Special Education program initiatives; ~~;~~
- Promotes **,** encourages **and** facilitates teacher professional development that will assist schools in the implementation of quality instruction and learning; ~~;~~
- Assumes lead responsibilities for projects as assigned; ~~;~~
- Liaise with subject associations, divisional groups and provincial organizations as assigned.

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



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

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

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

- Provides overall management and supervision of the Speech-Language Pathology and Audiology Department;
- Monitors programs and services;
- Coordinates Speech-Language, as well as Audiology services with outside agencies;
- Acts as a system resource on communication disorders for Special Education, Curriculum and Learning Support Services;
- Oversees specialized equipment for students requiring augmentative or alternative communication systems;
- Participates in staffing, recruiting and supervisory duties for Speech-Language Pathologists and Audiologists;
- Oversees all budgetary needs and yearly temporary funding initiatives and grants relevant to the department;
- Develops departmental policies and standards of practice in compliance with College Standards of Practice, Position Statements, Preferred Practice Guidelines and legislative regulations (e.g., privacy, consent, referrals, PPMs); and
- Participates in system committees, as well as community and Ministry committees.

The **Coordinator**Manager, Psychological Services

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

The Educational Assistant

- Is allocated through the Special Education department and is assigned to schools to assist students identified with extensive and pervasive needs;
- Is assigned to system programs;
- Is assigned to schools based on the following hierarchy of student needs:
 - Physical/Medical: Activities of daily living, positioning, toileting, shallow suctioning, clean catheterization and feeding (bottle and spoon feeding, preparing foods);
 - Behavioural/Safety: Situations where the students are a serious threat to themselves and/or others, and restraint may be required;
 - Severe Developmental Disorders: Students with debilitating social and communication deficits;



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- Interveners: For students who are deaf/blind;
- Transcribers (braille): For students who are blind;
- Interpreters (ASL): For students who are deaf.



Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the Board's early identification procedures and intervention strategies.

Early identification and intervention strategies are recognized as contributing to the well-being of all students. The TVDSB recognizes the importance of early identification of student's strengths and areas for growth. The purpose is to help students succeed by providing early assessment, monitoring, instruction, intervention and community support as needed.

The Thames Valley District School Board pursues a "tiered" approach to prevention and intervention. —This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. The tiered approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement. (Learning for All, 2013)

The tiered approach can:

- facilitate early identification of both students who may be at risk and students who may benefit from greater challenges; **and**
- ensure appropriate and timely intervention to address these students' needs.

"These procedures are a part of the continuous assessment and program planning process which should be initiated when a child is first enrolled in school and no later than the beginning of the program of studies immediately following Kindergarten and should continue throughout a child's school life." (Ministry of Education Policy/Program Memorandum No. 11)

The purpose of Early Identification is to ascertain each child's strengths and learning needs, and to track the success of interventions tried to date.

The Early Identification Process involves the home, the school, and the community which:

- Follows a consistent procedure;
- Considers the child's emotional, social, language, math, and physical development;
- Views language development as a major component;
- Is continuous and may result in changes to the child's program;
- Identifies resources available to support students, teachers and parent(s)/guardian(s);



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- Is used to inform instruction by providing the basis for program planning, on-going assessment, and reporting; ~~and~~
- Treats information from the assessment as confidential.

The Educator's Role in Early Identification:

- makes systematic observations of the student in various settings;
- co-ordinates the information that is available from others who are involved with the student and works collaboratively with them to determine appropriate supports;
- collaborates with the school based team, e.g., the Learning Support Teacher (LST), the multidisciplinary team and, in some cases, community resource personnel;
- coordinates and monitors the delivery of program for the student.

The Parent/Guardian's Role in Early Identification:

- share observations based on interactions in the home and outside the school setting;
- share information between the school and community-based resources;
- gather and communicate valuable information which may include assessments about their child that adds to the overall understanding of their child's needs.

Early Identification and Intervention Strategies – Kindergarten to Grade 3

The Early Identification process consists of a meeting with the administrator, teacher, Early Childhood Educator (ECE) in a Kindergarten classroom and the LST, where the strengths and learning needs of all students in the class are discussed.

Prior to the meeting, the classroom teacher (in collaboration with the ECE in Kindergarten) prepares the Early Identification Class Review Form. This form will record information from four areas of development as defined in A Guide to Observation:

- Social and Emotional Development;
- Physical Development;
- Language Development; ~~and~~
- Mathematical Skills Development.

The teacher summarizes each student's learning strengths and needs that have been identified to date, and any changes that have been made to the program.

To assist the teacher in completing this Class Review Form, the following resources are recommended:

- Elementary Progress Report Card;
- Speech-Language Identification Checklist Junior Kindergarten/Kindergarten;
- A Guide to Observation;
- [English as a Second Language \(ESL\) Program Interpretations](#);
- The Kindergarten Program (2016);
- Early Identification Student Record;



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- Ontario Student Record (OSR);
- Learning For All; ~~and~~
- The Ontario Curriculum.

The teacher (and an ECE in a Kindergarten classroom), in consultation with the administrator and the LST, will determine the response entered beside each of the four areas of development:

- N = Additional program support or intervention is not required at this time.
 Y = Additional and/or ongoing program support or intervention is required.
 W = Wait and Watch (due to specific circumstances which are recorded in the Recommended Actions section of the Early Identification Student Record, the school team determines that there is insufficient information to make a recommendation at this time).

For students needing ongoing and/or additional support or intervention (Y) in any of the four areas, discussion regarding what has been attempted to date, the success of these interventions and what further support is required or recommended should occur. It should also be determined if the involvement of the school Program Development Team (PDT) is necessary. The final decision is recorded in the Recommended Actions section of the form.

For students recorded as Wait and Watch (W) in any of the four areas, discussion should focus on further planned observations and/or proposed interventions. The Committee will set and record a future meeting date to review classroom observations, interventions, or outside documentation. ~~The committee will~~ ~~and~~ make a final decision on what is to be recorded on the Early Identification Student Record.

It is the responsibility of the classroom teacher to communicate with the parent(s)/guardian(s) of students who, in any of the four areas, require further support or interventions (Y) or those who are at the Wait and Watch (W) stage. To communicate with parent(s)/guardian(s), schools may wish to use the sample parent/~~legal~~-guardian letter.

The Early Identification Student Record will be generated at the school and filed in the student's OSR. ~~The most recent form is the one retained, and the preceding year's form is shredded.~~

Timelines

	Early Identification Process	Reporting
Kindergarten	by February 1st - Process by May 1st - Revisit Wait & Watch	Fall - contact parent(s)/guardian(s) November - conference February - first report card using the new Communication of Learning Template June - final report card using the new Communication of Learning Template
Grades 1 to 3	by December 31st - Process by March 1st - Revisit Wait & Watch	Fall - contact parent(s)/guardian(s) November - progress report / conference February - first report card June - final report card



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Early and Ongoing Identification Process Assessments are for All Students JK – Grade 3

Teacher completes [Early Identification Class Review Form](#)

School Team (i.e., educators, administrator, Learning Support Teacher) meets to discuss each student's strengths and needs.

School Team determines whether the student requires further and/or ongoing support and intervention in each of the four areas of development (i.e., social/emotional, language development, mathematical skills and physical development).

No additional support required at this time.

- [Early Identification Student Record](#) completed
- Printed and filed in Ontario Student Record (OSR)

Wait & Watch

- [Early Identification Student Record](#) completed
- Printed and filed in Ontario Student Record (OSR)

- Discuss individual strengths and needs with parent(s)/[legal guardian\(s\)](#)
- Communication documented in OSR

Plan for support(s) or more focused observations of student

Confirm meeting date for School Team to review information

School Team determines whether the student requires further and/or ongoing support and intervention

Yes additional and/or ongoing support is required at this time

Determine Next Steps/Interventions:

- Organize informal discussion with parent(s)/[legal guardian\(s\)](#), other teachers, administration, the school Speech- Language Pathologist, school Psychologist, or ESL teacher.
- Conduct further informal assessment (classroom teacher, LST, etc.).
- Refer to Program Development Team (PDT). The school-based PDT serves as a collaborative resource for the teacher, parent(s)/[legal guardian\(s\)](#) and others as required to review interventions and offer suggestions.
- Contact appropriate Learning Support Services personnel (e.g., Learning Coordinator-Special Education, Learning Coordinator-Behaviour, Itinerant Gifted Teacher, Learning Coordinator-ESL).

- [Early Identification Student Record](#) completed
- Printed and filed in Ontario Student Record (OSR)
- Discuss individual strengths and needs with parent(s)/[legal guardian\(s\)](#)
- Communication documented in OSR

Confirm meeting date for school team to review information

Proactive Approach to Supporting Students Prior to Identification, Placement and Review Committee (IPRC) Meetings

The following interventions outline the process for addressing student needs, from the initial identification of need through to formal Identification by the IPRC.

Classroom Supports

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

Classroom teacher/parent(s)/~~legal~~ guardian(s) recognizes/discusses need.

Areas of need may include:

- Academic;
- Attendance;
- Behaviour/social;
- Health/physical;
- Speech/language; ~~and~~
- Advanced intellectual development.

Interventions within the regular class will include informal consultation with other staff members in the school

Documentation of results of intervention(s)

Need is addressed

Need is ongoing

Consultation with Learning Support Teacher (LST)/principal about referral to Program Development Team (PDT)

Program Development Team (PDT) Meeting

In-service training has been provided for school administration on the PDT process.

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

Preparation for PDT Meeting

Principal / Designate	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel*	Parent(s)-/ Legal Guardian(s)
<ul style="list-style-type: none"> Schedules PDT meeting; Determines participants; Continues tracking/documentation; and Distributes agendas and minutes to team members which includes parent(s)/legal guardian(s). 	<ul style="list-style-type: none"> Prepares information for PDT meeting; Collects work samples and documentation; and Will have discussed previous interventions with parent(s)/legal guardian(s). 	<ul style="list-style-type: none"> May observe student; May review work samples; Consults with teacher(s); and May review previous interventions/strategies. 	<ul style="list-style-type: none"> May be invited as needed to the PDT meeting with consent as required by legislation. 	<ul style="list-style-type: none"> May provide additional information that affects student learning.

At the PDT Meeting

The Program Development Team:

- Reviews data and any previously completed assessments;
- Defines/prioritizes concerns;
- Reviews interventions previously used;
- Establishes needs;
- Plans additional intervention/classroom strategies which are recorded; ~~and~~
- Sends out communications from the meeting to all participants including parent(s)/~~legal~~ guardian(s).

Additional PDT Meeting

- Review and record results of interventions; ~~and~~
- Review, modify, and record strategies according to needs.

- Interventions are successful; ~~and~~
- Teacher continues strategies.

- Interventions are not successful; ~~and~~
- PDT requests a School-Based Assessment.

* Support Personnel might include:
 Learning Coordinator - Special Education
 Educational Assistants
 Speech-Language Services Personnel
 Psychological Services Personnel
 School Counselling/Social Work Personnel
 Community Agency Personnel

School-Based Assessments

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

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

Complete **Support Services Referral Form**
(as required)

A Program Development Team (PDT) 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)/guardians(s):

- Strengths and areas of need for the student;
- Recommendation of referral for assessment;
- Description of the assessment protocol;
- How the test results will be shared;
- 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 Ontario Student Record;
- 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;
- Anticipated timeframe for assessment is shared.

Qualified practitioner conducts the assessment

- Assessments are completed according to protocols;
- Principal/designate informed when assessment is completed; ~~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)/~~legal~~ 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.

Assessment

Assessment needs to:

- Take place within the natural context of the classroom;
- Reference the stated expectations for the grade (The Ontario Curriculum, Grades 1-8; The Kindergarten Program, Revised, 2006);
- Use a variety of tools (e.g., surveys, speech-language checklists, collections of student work, teacher anecdotal notes, Developmental Reading Assessment (DRA), Phonological Awareness Screening);
- Take place over a period of time;
- Reflect the importance of the on-going observations of growth and progress; ~~and~~
- Include information gathered from parent(s)/guardian(s) and other professionals who may be involved with the child.

Assessment of Children for Whom English is a Second Language

- When observing or assessing the learning strengths and needs of students whose first language is not English (English as a Second Language [ESL]/English Literacy Development [ELD]), it is essential to keep in mind that receptive and expressive English language skills will likely be at varied levels of skill development.
- Assessment tools such as language checklists may help determine where an English Language Learner (ELL) student is presently functioning, but may not indicate intellectual or developmental needs.
- If there are significant concerns regarding an English Language Learner's language development and programming strategies are required, this should be noted in the Early Identification process.

Assessment of Children with Speech and Language Needs

- There is a wide range of communicative competence among children in the primary division.
- Many students are continuing to develop basic speech and language skills.
- Early intervention for students with speech and language needs is critical for academic, social and emotional development.



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- A Speech and Language Identification Checklist (JK/K) (Gr 1 to 3) is available to teachers to assist them in determining when students may be in need of further support from the school's Speech-Language Pathologist.

System Support Services

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

Principal/Designate Contacts Parent(s)/guardian(s)

- To discuss referral with parent(s)/guardian(s);
- To answer questions;
- To gain written permission to conduct interviews and/or assessments as required; ~~and~~
- To notify parent(s)/guardian(s) of the date of the assessment, once that has been determined.

School Assessment Conducted

- System staff member reports to the Principal/designate that the assessment is complete; ~~and~~
- System staff member makes a request to the principal/designate that a PDT meeting be called to share the assessment results with the parent(s)/guardian(s) and the PDT.

PDT Meeting Called

- To share results of the assessment; ~~and~~
- To include new interventions and strategies in the student's program plan from the information gained from this assessment.

At this PDT Meeting the Team May Recommend

- That the student's progress be monitored for at least the next three months with the new program plan in place and reviewed within at least three months' time to determine if current needs are being addressed or if further interventions are required; ~~;~~
- That the student's needs indicate that it would be beneficial for that student to move the IPRC; ~~;~~
- That an Individual Education Plan (IEP) be developed.

The Identification, Placement and Review Committee (IPRC) is described in detail in Regulation 181/98 of the *Education Act*. Information on IPRCs, as well as the Individual Education Plan (IEP), can be found on the Ministry of Education website, www.edu.gov.on.ca. ~~The Relevant documents are~~ *is Special Education in Ontario K-12: Policy and Resource Guide 2017* ~~Special Education: A Guide for Educators, 2001 and The Individual Education Plan (IEP): A Resource Guide, 2004.~~ In preparing for the IPRC, parent(s)/guardian(s) can also refer to *Shared*



Special Education Plan

Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007) at www.edu.gov.on.ca.



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

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

Identification, Placement and Review Committee (IPRC)

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

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

At the IPRC Meeting, the Committee May Choose

- To recommend identification (or not);
- To recommend initial placement in regular class on an IEP;
- To recommend continued placement in a regular class on an IEP;
- To demit a student no longer in need of Special Education services; ~~or~~
- To defer decision if the Committee requires more information.

After the IPRC Meeting

Principal/Designate

- Provides one copy of the Statement of Decision to the parent(s)/guardian(s) and the student who is 16 years or older;
- Places one copy of the letter of invitation and the Statement of Decision in the OSR;
- Provides one copy of the IEP to the parent(s)/guardian(s) and the student who is 16 years or older within thirty days of the IPRC; ~~and~~
- Places one copy of the IEP in the OSR.

OR

System IPRC

At the request of the parent(s)/guardians(s) and/or as recommended by the Principal, a placement beyond the regular class is being considered. Therefore the System IPRC process begins.

Preparation for the System IPRC Meeting

Principal/Designate	Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/Legal Guardian(s)
<ul style="list-style-type: none"> • Submits the Application tofor System IPRC to the Learning Coordinator-Special Education; • Informs the parent(s)/guardian(s) of the date, time and location of the meeting; • Discusses the process with the parent(s)/guardian(s); • Provides the Special Education Resource Guide to the parent(s)/guardians(s) ten (10) days prior to the meeting; and • Determines who will present the information at the meeting. 	<ul style="list-style-type: none"> • Collaborates with LST to prepare for IPRC meeting; and • Gathers student information for the meeting. 	<ul style="list-style-type: none"> • Collates any relevant reports from outside agencies; • Collaborates with referring teacher(s) to prepare for IPRC; • Prepares the Application to System IPRC; and • Gathers student information for the meeting. 	<ul style="list-style-type: none"> • May be invited to attend, as required. 	<ul style="list-style-type: none"> • Is invited to attend; • Reads/reviews the Special Education Resource Guide; • Shares any available reports with Principal; • May arrange for a representative to attend the meeting to speak on their behalf or support them; and • Provides any further information.



Special Education Plan

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

After the System IPRC Meeting
Chair <ul style="list-style-type: none"> Provides a copy of the Statement of Decision to the parent(s)/guardians(s) and the student who is 16 years or older; Places one copy of the letter of invitation and the Statement of Decision in the OSR; Provides one copy of the IEP to the parent(s)/guardians(s) and the student who is 16 years or older within thirty (30) days of the IPRC; and Places one copy of the IEP in the OSR.

Referrals

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

A Principal refers the student to an IPRC:

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

In 2017-2018, a total of (TBD) initial referrals were made to the IPRC during the school year.



A School-Based IPRC

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

A System-Based IPRC

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

Exceptionality

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

The Committee shall:

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

Placement

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



After the IPRC Decision

- The IPRC shall send a Statement of Decision which includes the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (16 years and over), and the Principal who made the referral. **This must be done as soon as possible after the completion of the IPRC meeting.**
- A parent(s)-/guardian(s) who has questions about the IPRC's decision or is not sure whether he or she agrees with it may, within fifteen (15) days, make a written request to the Principal to meet with the IPRC before the school Board is notified of the decision. The IPRC will meet to discuss the decision. The IPRC may amend its decision after meeting with the parent(s) /guardian(s) but it is not required to do so.
- As soon as possible following the meeting to discuss the Statement of Decision, the chair of the Committee shall send a written notice to the parent(s) /guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the changes.
- An exceptional student shall not be placed in a Special Education program without the written consent of a parent(s)-/guardian(s). If a parent(s)-/guardian(s) fails to respond to the notice of the IPRC's decision within thirty (30) days, the Board may direct the Principal to implement the placement decision. Written notice of the implementation of the placement decision made by the Committee shall be given to the parent(s)/guardians(s).
- The Principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s)-/guardian(s) for the exceptional student within thirty (30) school days.

Reviews

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



Special Education Plan

parent(s)/guardian(s). The IPRC shall also consider any information about the student submitted by the parent(s)/guardian(s) or the student.

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

During the 20178 - 20189 school year a total of (TBD) IPRC Reviews were conducted by the TVDSB.

Principal's Checklist for School-Based IPRC

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

- The Principal or designate communicates with parent(s)/guardian(s) outlining the process.



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

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

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

Principal's Checklist for System-Based IPRC

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

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

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



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

IPRC Structure

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

If Parent(s)/Guardian(s) Disagree with the IPRC Decision

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

- If the parent(s)/guardian(s) does not consent to the IPRC decision and does not appeal it, the Board will instruct the Principal to implement the IPRC decision.

IPRC Appeals

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

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

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



IPRC Parent Guides

- IPRC Parent Resource Guide

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

- Communication Parent Resource Guide

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



Standard 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.

Parent(s)al/Guardian(s) 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

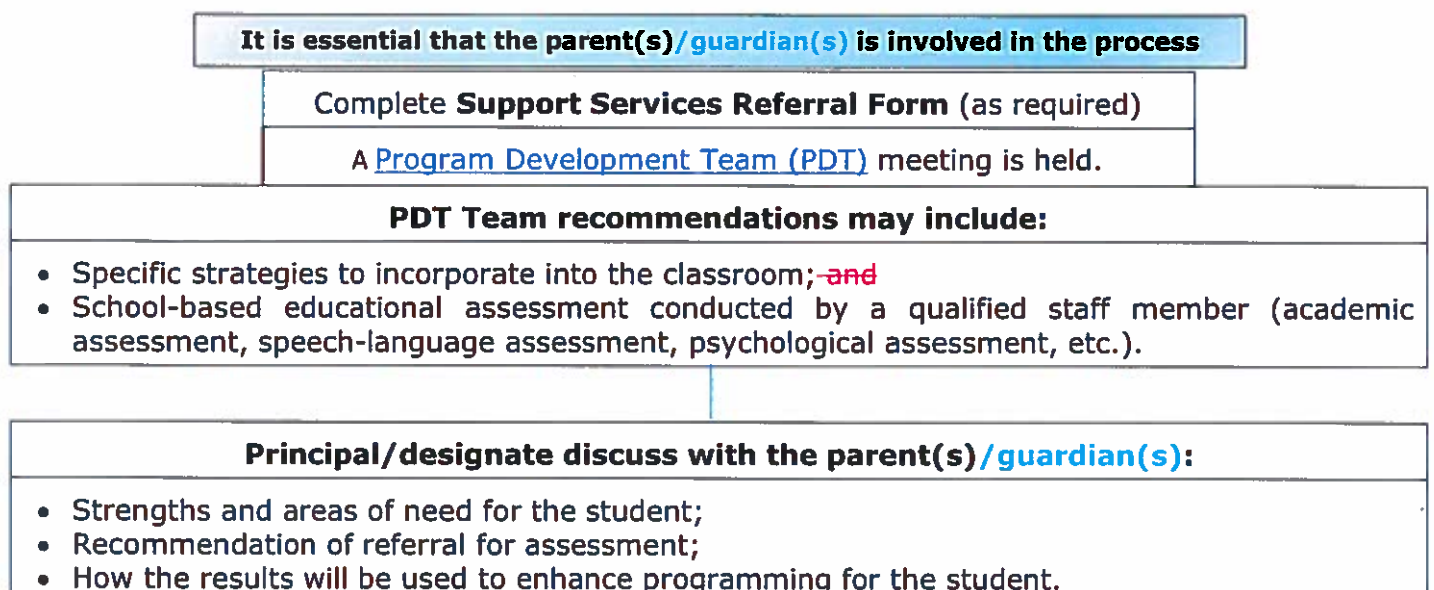
- All information is collected, stored, and shared in accordance with the *Education Act*, *Freedom of Information and Protection of Privacy Act* (FIPPA), *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Personal Health Information Protection Act* (PHIPA) and other legislation 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:





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);
- 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



Special Education Plan

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

Parent(s)/Guardian(s) Consent and Feedback

- Parent(s)/guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(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.

Functional Assessments

Functional Behaviour Assessment (FBA)

What Does it Measure?

- An FBA gathers information to determine the function of a student's behaviour (i.e., why they are engaging in challenging behaviour) for the purpose of creating an individualized, function-based plan including strategies that will address challenging behaviour
- Data collected as part of the FBA process will also help to identify skills that need to be taught in order to support the student in having their needs met in a safer, more appropriate way
- The four functions of behaviour determined using an FBA include: escape from demands, access to tangible items, attention from others and automatic reinforcement
- The FBA can also identify other key components related to the behaviour including, the baseline frequency or duration of the behaviour

Qualifications of Assessors

- Many components of the FBA process can be completed by educators/support staff who have received specific training from a Board Certified Behaviour Analyst (BCBA)* or equivalent. These components include: defining the target behaviour, collecting functional assessment data, hypothesizing function of behaviour, selecting and implementing function-based strategies (antecedent, replacement and consequence) and ongoing data collection to monitor the impact of programming
- If it is determined that a Functional Analysis is required to verify the function of a student's behaviour, these procedures must be completed by a BCBA*



Special Education Plan

- If at any time an educator/support staff is unable to determine the function of a student's behaviour a BCBA* should be consulted

Parental/Guardian Consent and Feedback

- Informed written consent from parent(s)/guardian(s) must be received prior to the assessment by a BCBA for students under 18 years of age, or from the student if 18 years of age or older
- Results are communicated to the parent(s)/guardian(s) by a TVDSB Behaviour Analyst
- Parent(s)/guardian(s) receive 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 TVDSB Behaviour Analyst 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
- BCBA's* maintain student records and raw data for 7 years after discharge

Average Wait Time for Assessments

- The average wait time for assessments by a Behaviour Analyst is 0-3 months from referral by the PDT

*Refers to Board Certified Behaviour Analysts only (those who meet this criteria, as per the Behaviour Analyst Certification Board)

Functional Vision Assessment (FVA)

What does it measure?

- The FVA measures how a student uses their vision in the educational learning environment, and identifies what accommodations are required in order to access their educational program
- The FVA considers visual acuity (sharpness of vision), colour vision, visual fields, visual tracking skills, visual motor skills, visual efficiency skills, reading, printing, etc.
- An FVA is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner

Qualifications of Assessors

- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision

Parental/Guardian Consent and Feedback



Special Education Plan

- Parent(s)/Guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(s) by the Vision Resource Teacher

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.
- The FVA Report is retained in the OSR
- The FVA Report is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program

Average Wait Time for Assessments

- The average wait time for FVA conducted by the Vision Resource Teacher is two to four weeks from referral
- These averages vary and are dependent on referral rates

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);



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- 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*)

Parent(s)/Guardian(s) 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
 - Conners 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).

Parent(s)/Guardian(s) 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~~ five 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



Special Education Plan

- 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 7: Specialized Health Support Services in School Settings

The purpose of the standard is to provide details of the Board's specialized health support services.

The provision of Health Support Services in school settings is addressed through Policy/Program Memorandum (PPM 81) issued July 19, 1984 and the Ministry of Education Office Memorandum issued August 17, 1989.

The responsibility for ensuring the provision of health support services is shared among the Ministries of Education, Health and Long-Term Care, ~~Children and Youth Services, and Community and Social Services~~ Children, Community and Social Services.

At the local level, the responsibility is shared by school boards, the Ministry of Health and Long-Term Care through the South West Local Health Integration Network (SW-LHIN), and ~~agencies operating under the Ministry of Children, Community and Social Services and Youth Services, and Community and Social Services~~ through Thames Valley Children's Centre.

Summary of Services Provided to the Board

- The Ontario Ministry of Health and Long-Term Care through the SW-LHIN is responsible for assessing student needs, and for providing such services as injection of medication, sterile catheterization, manual expression of the bladder, stoma care, postural drainage, deep suctioning and tube feeding.
- The Ministry of Children, ~~Community and Social Services and Youth Services~~ through Thames Valley Children's Centre is responsible for physiotherapy, occupational and some aspects of speech and language therapies.
- Administration of prescribed medication to students during the school day is addressed under the Board's ~~Medical/Health Support for Students Policy and Procedure~~ Supporting Students with Prevalent Medical/Health Conditions in Schools Policy and Procedure.
- The Ontario Ministry of Children, ~~Community and Social Services and Youth Services~~ is responsible for ensuring the provision — of health support services in children's residential care and treatment facilities.

Process for Determining Eligibility

- ~~A parent(s) contacts principal or designated school personnel and R~~requests for assessments and services through the LHIN and/or TVCC may be initiated by either the parent(s)/guardian(s) or the Program Development Team.
- School and parent(s)/guardian(s) complete the School Therapy Services Referral Package for Occupational Therapy, Physiotherapy and/or Speech and Language Services. ~~obtains the Board's Consent to the Disclosure, Transmittal and/or Examination of Records or Information and has it signed by parent(s).~~ Completed referral packages are submitted by the principal to



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TVCC for determination of eligibility and prioritization of services. ~~This allows the school to release information to the LHIN that may assist in determining eligibility (e.g., reports on interventions from other agencies). The school then forwards any documentation that would support the request for service to the LHIN.~~

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- In the case of referrals for speech therapy, the referral process is initiated by the Board Speech-Language Pathologist in consultation with the parent(s)/guardian(s).
- School obtains the Board's Consent to the Disclosure, Transmittal and/or Examination of Records or Information and has it signed by parent(s)/guardian(s). This allows the school to release information to the LHIN that may assist in determining eligibility for nursing care (e.g., reports on interventions from other agencies). The school then forwards any documentation that would support the request for service to the LHIN.
-

Specialized Health Support Services	Agency or position of person who performs the service (e.g., LHIN, TVCC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support.	Criteria for determining when the service is no longer required.	Procedures for resolving disputes about eligibility (if available)
Nursing	LHIN contracted service provider	As determined by LHIN Care Coordinator	LHIN Care Coordinator	As determined by LHIN Care Coordinator and service	Consultation with the principal and LHIN Care Coordinator
Occupational Therapy	TVCC contracted service provider, programming carried out by TVDSB staff, parent/guardian, student	As determined by TVCC	TVCC Intake Coordinator/TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Physiotherapy	TVCC contracted service provider, programming carried out by TVDSB staff, parent/guardian, student	As determined by TVCC	TVCC Intake Coordinator/TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Nutrition	LHIN	LHIN Care Coordinator	LHIN Care Coordinator	LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Speech and language therapy (TVCC)	TVCC contracted service provider	As determined by TVDSB SLPs in consultation with TVCC (Speech Disorders)	Board SLP/TVSS-eligibility TVCC-level of support	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Speech and language intervention (school board)	TVDSB SLPs	As determined by Speech and Language Services (Language and Speech Disorders that affect academics)	Board SLP	When student no longer has moderate/severe speech and/or language disorder or can be maintained by classroom teacher	TVDSB SLP in consultation with the principal, teacher and parent/guardian

Specialized Health Support Services	Agency or position of person who performs the service (e.g., CCAC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support.	Criteria for determining when the service is no longer required.	Procedures for resolving disputes about eligibility (if available)
Administering of prescribed medications	TVDSB staff, the parent/guardian, student, LHIN contracted service provider	LHIN Care Coordinator, physician's prescription	LHIN Care Coordinator	Physician, LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Catheterization	TVDSB staff-clean intermittent LHIN contracted service provider-sterile intermittent	LHIN Care Coordinator	LHIN Care Coordinator	Physician, LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Suctioning	TVDSB staff-shallow surface suctioning LHIN contracted service provider-deep suctioning	LHIN Care Coordinator	LHIN Care Coordinator	Physician, LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Lifting and positioning	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	TVDSB staff, TVCC Care Coordinator	TVDSB staff, TVCC service provider	Consultation with the principal and TVCC Manager
Assistance with mobility	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	TVDSB staff, TVCC	TVDSB staff, TVCC service provider	Consultation with the principal and TVCC Manager
Feeding	TVDSB staff, LHIN contracted service provider (enteral feeds)	TVDSB staff, LHIN Care Coordinator, parent/guardian	The principal, LHIN Care Coordinator	TVDSB staff, and LHIN service provider	Consultation with the principal and LHIN Care Coordinator
Toileting	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	The principal, TVCC	TVDSB staff and TVCC service provider	Consultation with the principal and TVCC Manager



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.~~

A severe learning disorder that is characterized by:

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

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;

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*



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- Dysfluency;
- Voice and articulation development which may or may not be organically or functionally based.

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 it~~ involves perceptual motor aspects of transmitting oral messages; ~~and~~
- ~~That m~~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

⁵ ~~Ministry of Education document Special Education, A Guide for Educators 2001~~ Ministry of Education document *Special Education in Ontario K-12*

Definition⁶

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.
- **Results in** difficulties in the development and use of skills in one or more of the following areas: —reading, writing, mathematics, and work habits and learning skills.
- May typically be associated with 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



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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; ~~or~~
- An inability to profit from a Special Education program that is designed to accommodate slow intellectual development; ~~or~~
- 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*



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- 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*

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- 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;
OF
- 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 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

- **A regular class with indirect support** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- **A regular class with resource assistance** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.

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- **A regular class with withdrawal assistance** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- **A special education class with partial integration** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **A full-time special education class** where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

~~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 withdrawal assistance; 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

- Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum
- ~~• 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 Expectations

- 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.~~

~~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 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 support on an IEP, Individual Behaviour Plan (IBP) or Management of Aggressive Behaviour Safety Plan**

Supports may include:

- ~~⊗~~ In-classroom assistance;
- In-school resource withdrawal.
- Support from the Special Education Teacher on Special Assignment

The Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need presenting with behaviour challenges. The Special Education Teacher on Special Assignment also provides occasional and/or ongoing school-based in-service.

- ~~⊗~~
- 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.

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 with a diagnosis of Autism



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Spectrum Disorder, as outlined in the Diagnostic and Statistical Manual of Mental Disorders–5th Edition (DSM-V), ~~in this area~~ may receive support in the following ~~settings~~ placements:

- *In a regular class with indirect support 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~~ students in need who have 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:

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- ⊖ 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/placements**:

settings

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

Supports may include:

- ⊖ Support from an Itinerant Hearing Resource Teacher;
- ⊖ 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.



Special Education Plan

- 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 *with partial integration* 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 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;
- 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~~ the following placements:

- In a regular class with indirect support 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 can 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 support on an IEP.

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support from the ~~LD Resource Team~~ Special Education Teacher on Special Assignment; ~~and~~
- Use of Assistive Technology to support the student in accessing the curriculum.



Special Education Plan

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~~ students in need who have 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

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

- In a regular class with indirect support 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~~ 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;
 - ~~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~~



Special Education Plan

- 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 support on an IEP.*

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal; ~~and~~
- ~~Consultation with the Learning Coordinator-Special Education~~ Support from the Special Education Teacher on Special Assignment.

The Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been diagnosed as having a Mild Intellectual Disability. The TOSA also provides occasional and/or ongoing school-based in-service.

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

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal; ~~and~~
- Support from the ~~Developmental Education (DE) TOSA Team~~ Special Education Teacher on Special Assignment 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~~ students in need, ~~need~~ who ~~have~~ 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;
- 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;
- 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 IPRC 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 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.



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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 learner 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 support on an IEP.*

Supports may include:

- In-classroom assistance;
- ~~Consultation with a Learning Coordinator-Special Education~~ Support from the Special Education Teacher on Special Assignment; and
- On-going and/or consultative services from other agencies.

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

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-Local Health Integration Network (LHIN)** 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



Special Education Plan

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

~~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.~~

- *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.*

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:~~

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

- *In a Provincial School for the Blind.*



Standard 10: Individual Education Plans (IEPs)

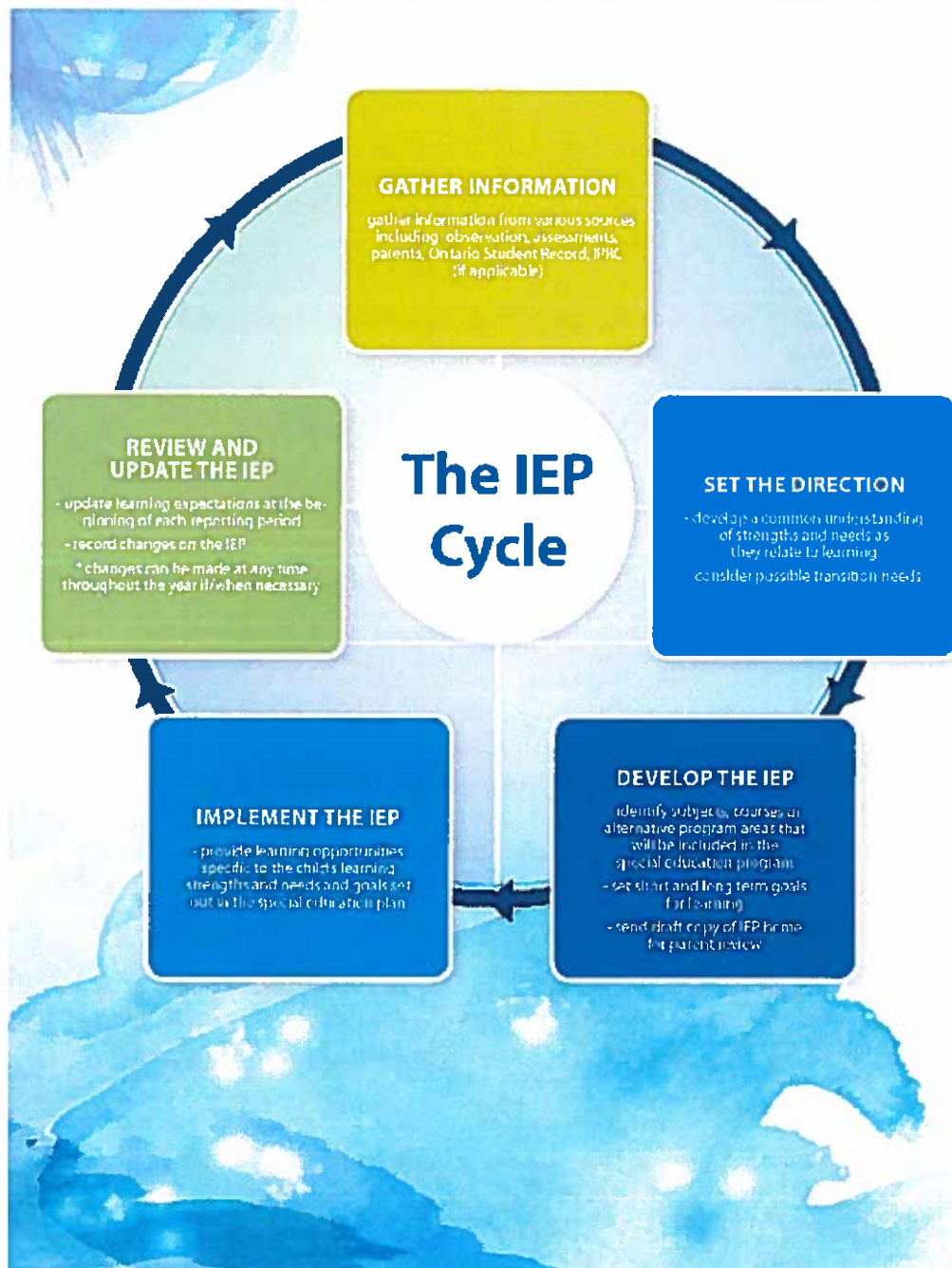
The purpose of the standard is to inform about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

The Individual Education Plan (IEP)

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

The IEP Process

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



Process for Expressing Concerns Regarding the IEP

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

Supporting Student Success Together

This chart shows who you should talk to if you have a concern about your child's learning.

Your child's teachers

Your first step should be to talk to your child's teachers since they are responsible for planning and delivering your child's special education program every day.



The Learning Support Teacher

The Learning Support Teacher in your child's school works with the teachers to plan your child's special education program. They may be able to answer some questions about your child's program.



The Principal

It is the Principal's responsibility to make sure that your child's program is in place. After talking to your child's teacher or Learning Support Teacher, you may speak with the Principal.

Hopefully any questions or concerns you have about your child's education needs can be answered by staff at your child's school. *If you still have questions after talking to the staff at the school, you may contact the following individuals who support special education at the Board level.*

Learning Coordinator of Special Education

The Learning Coordinator of special education supports school staff in providing for students with special education needs.



Learning Supervisor of Special Education

The Learning Supervisor of special education leads the team of special education Learning Coordinators.



Superintendent of Student Achievement

Each school is assigned a Superintendent of student achievement who supports the school in all aspects of education.



Superintendent of Student Achievement - Special Education

The Superintendent of student achievement oversees all special education programming within TVDSB.



Director of Education



IEP Parent Guide

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

IEP Review

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



Standard 11: Provincial and Demonstration Schools in Ontario

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

Provincial Schools

Provincial Schools may:

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

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

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

- The TVDSB has students attending three different Provincial Schools:
 - W. Ross Macdonald School: School for the Blind and Deaf (52 students);
 - Roberts School for the Deaf (142 students);
 - Ernest C. Drury School for the Deaf (12 student).

W Ross Macdonald School: School for the Blind and Deafblind

- W. Ross Macdonald School is located in Brantford and provides a residential, alternative education option for TVDSB students who are blind, visually impaired, or deaf-blind. Programs at W. Ross Macdonald School are tailored to the needs of the individual student.
- These programs:
 - Are designed to help these students learn to live independently in a non-sheltered environment;
 - Are delivered by specially trained teachers;
 - Follow the Ontario curriculum developed for all students in the province;
 - Offer a full range of courses at the secondary level;
 - Offer courses in special subject areas such as music, technological studies, family studies, physical education, and mobility training;
 - Are individualized, to offer a comprehensive "life skills" program; ~~and~~



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

Provincial Schools for the Deaf

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

Demonstration Schools

- Provincial Demonstration Schools provide residential programs for students with severe learning disabilities. In addition, these schools have special programs for students with severe learning disabilities in association with attention deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.
- The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a program for students with severe learning disabilities who require an additional level of social/emotional support.
- Application for admission to a Provincial Demonstration School is made on behalf of students by TVDSB, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.
- The following Demonstration Schools offer services for TVDSB students:



Special Education Plan

- ⊖ Amethyst School in London, with Learning Disability (LD) and LD/ADHD programs serving Western and North-Western Ontario;
 - ⊖ Trillium School with the LEAD Program serving Central and Mid-Northern Ontario; ~~and~~
 - ⊖ Centre Jules-Léger in Ottawa which is a residential school serving francophone students and families throughout Ontario.
- These schools provide special residential education programs for students between the ages of 5 and 21 years. These programs:
 - ⊖ Enhance the development of each student's academic and social skills;
 - ⊖ Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by TVDSB within two (2) years;
 - ⊖ Provide, upon referral from schools, specialized consultative assistance for individual students; ~~and~~
 - ⊖ Provide in-service and teacher education programs designed to share methodologies and materials with TVDSB staff.



Special Education Permanent Staffing Allocation

2019-2020 ~~2018-19~~

Special Education Staff	Elementary	Secondary	Total
TEACHING STAFF			
Learning Support Teachers	201.21	55.35	256.35
Teachers for self-contained classes			
Developmental Education Classes	46.00	76.00	122.00
Gifted Self-Contained Classes (Elementary) / Lines (Secondary)	4.00	4.70	8.7
ASD Self-Contained Classes (Elementary) / Resource Withdrawal (Secondary)	6.00	6.00	12.0
Deaf and Hard of Hearing Self-Contained Classes (Elem.) / Resource Withdrawal (Sec.)	2.00	1.00	3.0
Transition Classes (Elementary) / Resource Withdrawal (Secondary)	5.00	5.00	10.0
Accelerate Self - Contained Classes (Elementary - Junior)	4.00	0.00	4.0
Accelerate Self - Contained Class (Elementary - Primary)	0.2	0.00	0.0
Total Number of Self-Contained Classroom Teachers	67.00	92.70	159.7
Self-Contained Classes (Prep)	13.02	29.04	42.06
Total Self- Contained Classes Staffing (Classroom Teachers / Prep)	80.02	121.74	201.76
Other special education teachers			
Itinerant Teachers	23.82	-	23.82
<ul style="list-style-type: none"> Gifted Resource - 5.2 Elementary Hearing Resource - 7.0 Elementary Vision Resource - 9.211.6 Elementary 	1.40	-	1.40
Secondary-Gifted-Teacher On Special Assignment (TOSA)	12.0	3.0	15.0
Mental Health & Behaviour Teachers on Special Assignment (TOSA), Assistive Technology	7.06	-	7.06
Autism Spectrum Disorder Teacher on Special Assignment (TOSA)	5.00	1.00	6.00
Early Years-Special Education Teachers on Special Assignment (TOSA)	6.00	-	6.00
Developmental Education Teachers on Special Assignment (TOSA)	4.00	1.00	5.00
Learning Disability Teachers on Special Assignment (TOSA)	4.00	1.00	5.00
Learning Coordinators	7.09	4.04	11.03
Learning Supervisors			2.00
EDUCATIONAL ASSISTANTS			
Educational Assistants	735.15	222.00	957.15
<ul style="list-style-type: none"> Special Incident Portion (SIP) 	17.00	28.02	45.02
Total Educational Assistants	752.15	250.02	1002.15
COMPUTER TECHNICIANS			
Technical Support Analysts (TSA)			5.50
OTHER PROFESSIONAL RESOURCE STAFF			
Psychological Services			31.40
Manager, Professional Services Psychological Services Coordinator			21.00
Psychological Services			28.80
Speech-Language Services			35.04
Audiologists			1.00
Speech-Language & Audiological Services Coordinator			1.00
Social Work/ School Support Counselling			24.82
Behaviour Analyst			5.04
Special Equipment Allocation Project Coordinator			1.00
Special Education Allocation Assistant			751.00



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 **S**taff 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;



Special Education Plan

- 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

add details

Professional Development Sessions Provided in 2017-2018

In 2017-2018, 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 |
| • IN Conference—Positive Classroom Culture | |
| • Information Conference (iCon)—Integrating Technology for Students with | |

Special Education Plan

Developmental Disabilities

- 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

Supports for Students with LD

- LD Symposium — Individual Education Plans
- Literacy Conference (LitCon) — Supporting 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

Special Education Plan

- 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 Communication in the Classroom
- The Cost of Caring: Managing Compassion Fatigue
- EQAO Accommodations and Alternative Format Training
- 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 Math Class
- Supporting Learning Support Teachers in Math—Operating with Meaning
- Differently Abled—Supporting Student with Learning Disabilities

Standard 14: Equipment

The purpose of the standard is to provide details about the provision of individualized equipment for some students with special needs.

Equipment

- The Thames Valley District School Board (TVDSB) is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs.
- Student equipment needs are identified through the Program Development Team (PDT) process. Recommendations are received from Board professional personnel and community professional practitioners. Professional assessments can come from a psychologist, psychologist associate, optometrist, ophthalmologist, occupational therapist, physiotherapist, speech-language pathologist and specialist teachers of the blind, deaf or deaf-blind.
- There are two types of Special Equipment Amount (SEA) claims;
 - SEA Per Pupil Amount (computer hardware, software and related equipment); ~~and~~
 - SEA Claims-based Amounts (i.e., lifts, Braille, furniture, etc.).
- A SEA application is completed by the **Learning Support Teacher** ~~school~~ and forwarded through the SEA Automation process to the school's area Learning Coordinator-Special Education for processing.
- Criteria for Specialized Equipment:
 - Practitioner's report (Occupational Therapist, Physiotherapists, Psychologist, Speech-Language Pathologist, etc.);
 - Student must be on an Individual Education Plan (IEP); ~~and~~
 - Parent~~al~~(s)/guardian(s) consent for SEA application.
- The Ministry of Education allocates to school boards SEA revenue generated from the SEA per Pupil Amount and SEA Claims-based Amounts for expenses exceeding \$800. ~~The Board is responsible for SEA approved equipment costs equal to and less than \$800.~~
- All specialized equipment is the property of the Thames Valley District School Board and is allocated at the discretion of the Board. ~~Any required repair for maintenance will be provided by the Board. Repairs and maintenance concerns are to be shared with the Learning Support Teacher of the school.~~



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.~~



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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 addition to access 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 addition to access the playground



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

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 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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Standard 16: Transportation

The purpose of the standard is to provide details of the Board's transportation processes and policies.

Provision of Transportation for Exceptional Students

- The Thames Valley District School Board's (TVDSB) Transportation Policy outlines that the Board, specifically the Special Education department staff, will approve and direct the service parameters of [Southwestern Ontario Student Transportation Services \(STS\)](#) on an annual basis.
- ~~The Southwestern Ontario Student Transportation Services (STS)~~ will make special transportation arrangements for TVDSB students who have been identified and approved by the School Board having either:
 - A permanent physical, mental or emotional disability that prevents them from safely getting to and from their Board-designated school; ~~and/or~~
 - A placement in a self-contained classroom or withdrawal assistance program (secondary).
- STS will manage and administer all of the Board's home-to-school transportation for exceptional students who attend the following programs through an application process:
 - System Special Education classes (Developmental Education, Accelerate, Hearing, Gifted, Autism Spectrum Disorder and Transition);
 - ~~Section 23 Care and/or Treatment, Custody and Correctional (CTCC)~~ day treatment programs offered through Vanier Children's Services, The Child and Parent Resource Institute (CPRI) or ~~the Oxford Elgin Child and Youth Centre (OECYC)~~ [Wellkin Child and Youth Mental Wellness](#); ~~and~~
 - Provincial and Demonstration Schools (day students only).
- For students in regular class programs who require specialized transportation to their designated school, a Specialized Transportation Application Form may be completed by the school and parent(s)/[guardian\(s\)](#) and submitted to ~~Southwestern Ontario Student Transportation Services~~ STS.
- Specialized Transportation arrangements will be made by the TVDSB on behalf of students with a permanent physical, mental or emotional disability that prevents them from safely getting to and from their Board-designated school to access Summer School Programs.
- A determination as to whether the student will be transported with other children or separately is made by the Learning Supervisor of Special Education upon application by the school Principal.
- ~~For each student who requires Specialized Transportation, an individual school transportation plan is developed that:~~
 - ~~Details student assistance needs for each student with a disability, and~~
 - ~~Detail student assistance needs for each student with a disability (duplicate sentence)~~

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- ~~• Communicate to the appropriate parties the roles and responsibilities of the STS, the parents or guardians of the student with a disability, the operator of the vehicle used to transport the student, appropriate school staff and the student with the disability.~~
- An individual school transportation plan is developed for each student who requires Specialized Transportation. An individual transportation plan is a written plan that details:
 - How each student will board, be secure while driving, and de-board;
 - What assistance students may need while boarding, securing themselves, or de-boarding;
 - Responsibilities of students, parents, drivers, school staff, school boards, and transportation companies.
- Consideration by STS during selection of transportation providers for all exceptional students includes criteria related to safety, including, but not limited to:
 - Drivers must have first-aid training;
 - Wheelchairs must be secured while being transported; ~~and~~
 - Criminal record checks must be completed for drivers and bus monitors.



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;



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- 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 3:00 p.m., or the first ~~or~~ second Monday from 6:30 p.m. to 9:00 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 2018~~9~~-2019 is as follows.

2018~~9~~-2019 Special Education Advisory Committee Meeting Dates

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

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



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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 12:15 p.m. (Dundas)~~

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

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

Monday, May ~~27~~25, 201920 6:30 p.m.

Monday~~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 pizzolato@tvdsb.ca	
TVDSB – Trustee	Ruth Tisdale Barb Yeoman r.tisdale@tvdsb.ca b.yeoman@tvdsb.ca	
Association for Bright Children www.abcontario.ca	Christine Thammavongsa thammavo@oxford.net	Beth Mai – email???? Shar Weis shacharweis@gmail.com Beth Mai President.abclondon@gmail.com



Special Education Plan

ASSOCIATION	REPRESENTATIVE	ALTERNATE
<p>Autism Ontario 32-1225 Wonderland Road N. Sherwood Library Sherwood Forest Mall 1340 Dundas St. E., London, ON N6G 2V9 Phone: 519-433-3390 autismontariolondon@bellnet.ca www.autismontario.com/london</p>	<p>Nadia Brown nadiabrown2000@rogers.com Suzanne Young suzanne-young1@hotmail.com</p>	
<p>CAS of London & Middlesex P.O. Box 7010, 1680 Oxford St. London, Ontario N5Y 5R8 Phone: 519-455-9000 www.caslondon.on.ca</p>	<p>Mike Cvetkovich PO Box 7010, 1680 Oxford St. London, ON N5Y 5R8 (519) 455-9000, ext. 2792 Mike.cvetkovich@caslondon.on.ca</p>	<p>Jessica Simpson PO Box 7010, 1680 Oxford St. London, ON N5Y 5R8 (519) 455-9000 Jessica.butcher@caslondon.on.ca</p>
<p>Community Living London 190 Adelaide Street South London, Ontario N5Z 3L1 Phone: 519-432-1149 www.cll.on.ca</p>	<p>Barbara Furac barb.furac@cll.on.ca</p>	
<p>Community Services Coordination Network (CSCN) www.cscn.on.ca</p>	<p>Judy Wright judywright@cscn.on.ca</p>	<p>Cassie Krygsman cassiekrygsman@cscn.on.ca</p>
<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 W.est, 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</p>	<p>Tracy Grant ss12grants@gmail.com</p>	<p>Wendy Conforzi con4zi@rogers.com</p>



Special Education Plan

ASSOCIATION	REPRESENTATIVE	ALTERNATE
fasdelmo@gmail.com www.fasd-elmo.ca www.fasdelmo.wordpress.com		
LDAAO Learning Disabilities Association of Ontario London Region 303 Richmond Street Unit 205 London, Ontario N6B 2H8 Phone: 519-438-6213 www.ldalondon.ca	Paul Cook ed@ldalondon.ca	Deborah Shore Reid supportgroup@ldalondon.ca
London Autism Developmental Disabilities Support Group (no email)	Suzanne Young suzanne_young1@hotmail.com	Christina Devlin Christina.m.devlin@gmail.com
Ontario Parents Advocating for Children with Cancer Phone: 705-828-7965 Email: info@opacc.org www.opacc.org	Tina Smith tina@tiscounselling.ca Lori Turner-Otte Lori.otte@lhsc.on.ca	Kim Vander Scheide oliviakickincancer@gmail.com
Thames Valley Council of Home and School Association www.tvchsa.com	Sheena Davis sheena@execulink.com Jennifer Courtney-Nuyens jennuyens@yahoo.ca	Jennifer Nuyens jennuyens@yahoo.ca Melissa Noszenko mnoszenko@gmail.com
Thames Valley Children's Centre 779 Baseline Road, East London, ON N6C 5Y6 Phone: 519-685-8700 www.tvcc.on.ca	Janet Gritzan janet.gritzan@tvcc.on.ca	Stacy McDougall stacy.mcdougall@tvcc.on.ca Colleen Willoughby Colleen.willoughby@tvcc.on.ca
IEWS 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
Vanier Children's Services 871 Trafalgar Street London, ON N5Z 1E6	Sandy Dobaczewski sdimmell@vanier.com Laura Dunlop-Dibbs	Sharon Walker swalker@vanier.com Sheri Grabstas



Special Education Plan

ASSOCIATION	REPRESENTATIVE	ALTERNATE
Phone: 519-433-3101 www.vanier.com	ldunlop@vanier.com	accounting@vupointsystems.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 Muncney, 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 2017-18 school year, SEAC provided input on a wide range of special education department initiatives, the annual review of the Special Education Plan and the 2018-19 special education budget.

The SEAC included two sub-committees that supporting two 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.



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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:



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- 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 [Children, Community and Social Services](#) ~~a 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~~ school-age programs;
 - Participation in the strategic planning process;
 - Participation in the evaluation process - development of outcome measures and tracking ~~of JK students~~ 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)—~~and/or the Teacher on Special Assignment (TOSA)-Special Education, 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—~~and/or the TOSA-Special Education, 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.



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- 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



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- 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



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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).
- 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.

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Acronyms Related to Special Education

Acronym	Definition
ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactive Disorder
AODA	Accessibility for Ontarians with Disabilities Act
APD	Auditory Processing Disorder
ASD	Autism Spectrum Disorder
ASL	American Sign Language
BMS	Behaviour Management Systems
CCAT	Canadian Cognitive Abilities Test
CTCC	Care and/or Treatment Custody and Correctional
DE	Developmental Education
D/HH	Deaf and Hard of Hearing
DSENA	Differentiated Special Education Needs Amounts
DSM	Diagnostic and Statistical Manual of Mental Disorders
EA	Educational Assistant
FASD	Fetal Alcohol Spectrum Disorder
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
LHIN	Local Health Integration Network
LST	Learning Support Teacher
MID	Mild Intellectual Disability
O&M	Orientation and Mobility
OAP	Ontario Autism Program
OSR	Ontario Student Record
OT	Occupational Therapist
PDT	Program Development Team
PT	Physiotherapist
RHPA	Registered Health Professionals Act
SEA	Special Equipment Amount



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Acronym	Definition
SEAC	Special Education Advisory Committee
SEAS	Special Education Administrative System
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist
TOSA	Teacher on Special Assignment
TVDSB	Thames Valley District School Board
VMI	Visual-Motor Integration
WIAT	Wechsler Individual Achievement Test
WISC	Wechsler Intelligence Scale for Children



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 TVDSB on the provision of programs, services and resources.

Public Consultation with Support from SEAC

In Ontario, school boards are required to establish a Special Education Advisory Committee (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

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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 2018-2019.*

Means of Communication

TVDSB communicates with parents, board employees and the community in a number of ways.

TVDSB 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.

- It is a goal of the TVDSB's SEAC to raise awareness and understanding of the Special Education Plan and related services. To endeavor to meet this focus, a SEAC Sub-Committee:
 - 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?

- 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 2: The Board's General Model for Special Education

The purpose of the standard is to provide information on the Board's philosophy and service delivery model for the provision of Special Education programs and services.

The Thames Valley District School Board (TVDSB) Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act.

The TVDSB's approaches to Special Education and its Special Education delivery system are consistent with the Board's Mission, Vision and Strategic Priorities. The TVDSB Mission, "*We build each student's tomorrow, every day*" lies at the heart of the programs and services that the TVDSB provides through its Special Education department. What has developed is a multi-sourced approach dedicated to the student. This approach illustrates how different stakeholders, both individuals and groups, play integral roles in maximizing student learning.

Approach to Special Education

The following statements represent the position of the TVDSB regarding the provision of Special Education programs and services:

- The general goals of education apply equally to Special Education. For students with special needs, however, differentiated teaching strategies, additional support, facilities and/or equipment may be required.
- Programs shall be designed to assist students with special needs to develop their maximum potential in the affective (social/emotional/behavioural), cognitive and psychomotor domains of learning.
- Early and ongoing procedures for the identification of the learning needs, learning styles and abilities of students shall be provided. School Program Development Teams (PDTs), which include the parent(s)/guardian(s) and student, as appropriate, and in consultation with health agencies and/or social agencies will support program accommodations and/or modifications.
- The TVDSB uses a variety of strategies, techniques and resource support, in order to meet the needs of all students.
- Special Education is a changing and dynamic entity. Over time, the response of the system will change as the needs of the students change. Therefore, ongoing input from students, parents/guardians and the public is not only invited, it is a vital component in the change process.

To provide input, please go to specedplan@tvdsb.ca.



Goals for Special Education 2019

The Special Education Department supports all members of the learning community to maximize potential, promote well-being and enhance student learning and achievement. The goals of the Special Education Department are reviewed annually and linked to the TVDSB Operational Plan.

RELATIONSHIPS: We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

Goals:

1. Students, families and staff are welcomed, respected and valued as partners.
2. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.
3. Create opportunities for collaboration and partnerships.

EQUITY AND DIVERSITY: We provide an equitable and inclusive environment that champions learning opportunities for all.

Goals:

1. Create opportunities for equitable access to programs and services for students.
2. Students and all partners feel heard, valued and supported.
3. Programs and services embrace the culture and diversity of students and all partners.

ACHIEVEMENT AND WELL-BEING: We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Goals:

1. More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
2. Staff will demonstrate excellence in instructional practices.
3. Enhance the safety and well-being of students and staff.

Objective: Improve Student Achievement in Mathematics

Members of Special Education Services will **support the development and implementation of effective Individual Education Plans (IEPs)** which identify appropriate evidence-based practices, informed by assessment, for the provision of personalized and precise programming in Mathematics.

How will this be accomplished?

- Special Education staff support the timely completion, review and interpretation of specialized assessments to provide staff with insights into the student's strengths, needs and learning profile to inform programming;
- Collaboration within Learning Support Services to integrate universal design and differentiated instructional strategies into professional learning opportunities to support student's programming and learning environments;
- Providing educators professional learning related to:
 - The use of assessment results and recommendations when developing Individual Education Plans;
 - Accommodation and modification of program for improved student achievement and well-being;
 - How will this be measured?

How will this be measured?

- Analysis of EQAO data for students on Individual Education Plans;
- Audit of Individual Education Plans: alignment of strategies with assessment data and recommendations;
- Tracking and monitoring of the number of students receiving modified programming in mathematics;
- Collaborative professional learning opportunities – (sessions and number of staff that have received professional learning);
- Development and use of system resources: evidence-based intervention strategies and differentiated approaches to meet the specific learning needs of students (as documented in PDT Summary Forms and Special Education Program Applications).

Objective: Improve the Five Year Graduation Rate

Members of Special Education Services **support student transitions** to school, within school, between and beyond school by ensuring all transition plans for students are properly completed with relevant action items and appropriate timelines.

How will this be accomplished?

- Provide professional learning opportunities and resources for staff regarding the development of effective transition plans (e.g., exemplars and samples of best practice transition plans);
- Ensure that transition plans include goals, support needs skill development for the transition, and the actions required to realize the transition goals (e.g., who, what, when and how);
- Support staff and students in self-contained classes to complete Student Learning Individual Plans (SLIP);
- Review credit accumulation for students on IEPs, in consultation with school teams;
- Engage students, parents and community agencies in pathway planning and gather relevant information to inform the development and implementation of transition plans.



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- Continually review the progress and timelines regarding the implementation of the transition plan.

How will this be measured?

- Participation in professional learning opportunities supported by the Special Education Department (best practices);
- Participation in Transition Planning events (e.g., Information Nights, Open House Sessions, Passages Transitions Fair);
- Yearly review of IEP documentation (specifically transition plans) for action items and expected timelines;
- Monitor credit accumulation and graduation rates of students on Individual Education Plans;
- Completion of Student Learning Individual Plans (SLIP) in all self-contained classes.

Objective: Enhance Communication and Engagement within the TVDSB Community

Members of Special Education Services **strengthen collaborative practices** by facilitating engagement of parents and students, support personnel, professionals, and representatives of community agencies consulting on the development and implementation of student Individual Education Plans.

How will this be accomplished?

- Support the PDT process through training and the provision of resources to support best practices;
- Engage with multi-disciplinary school teams in the Program Development Team (PDT) Process;
- Support the documentation of PDT meeting summaries with a focus on effective action plans (interventions/referrals/assessments, timelines and follow-up);
- Focus on effective action plans which reflect input from all participants and specify intervention, timelines for implementation;
- Support the Individual Education Plan consultation, development and implementation process;
- Engage with school teams twice a year to review Special Education Supports and Services to support improved student learning and well-being.

How will this be measured?

- Evidence of parent/student, staff, community practitioner, and agency involvement as documented in the IEP consultation record;
- Evidence of stakeholder input/recommendations into action plans as documented in PDT summaries;
- Evidence of data tracking of targeted intervention;
- Yearly review of Case Management System quantitative and qualitative data:
 - # of referrals supported by Special Education staff;
 - # of Collaboration meetings supported by Special Education Staff.



Objective: Create Secondary Learning Environments that are Engaging, Inclusive and Relevant

Members of Special Education Services **promote inclusive environments and practices** that are responsive to the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths through varied opportunities for assessment.

How will this be accomplished?

- Support the establishment of universally designed classrooms which provide differentiated instruction and assessment at the secondary school level;
- Identify and support the implementation of subject specific universal supports and accommodations;
- Monitor achievement data of exceptional students to inform professional learning focus;
- Work collaboratively with Student Success and Guidance to support the Program Development Team process;
- Ensure equitable access to special education programs and services.

How will this be measured?

- Review of PDT minutes and targeted intervention tracking;
- Review of IEP consultation logs through the IEP Audit;
- Development of UDL Resource for Secondary School;
- Credit accumulation and graduation rates;
- Establish criteria for referral to PDT;
- Contribute to standards of practice for Student Success Meetings;
- Special Education Placement data and analysis.

Objective: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success

Members of Special Education Services will work with all key stakeholders to **optimize student engagement, achievement and well-being using the tiered approach** to prevention and intervention.

How will this be accomplished?

- Engage staff in professional learning opportunities that support the use of a tiered approach to prevention and intervention with members of Special Education Services, educators, administrators, parents, and community partners (communication messages, COS, meetings, website, forms);
- Support the implementation of Universal Design for Learning, Differentiated Instruction and access to appropriate accommodations at the tier one level;
- Collaborate with parents and students to inform the tiered intervention approach and ensure that parent and student voice is reflected in the process;



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- Ensure timely assessment and interventions to support students to realize their achievement potential.

How will this be measured?

- Provision and alignment of resources to support the tiered approach to prevention and intervention;
- Student achievement (EQAO/pass rates) and engagement (attendance) data;
- PDT referrals reflect a tiered intervention approach;
- Tiered interventions are documented in Special Education Program applications.

Reporting on Goals for Special Education

A yearly report is provided to the Special Education Advisory Committee by the department outlining the accomplishments of our goals.

Guiding Principles for Special Education

Twelve guiding principles have emerged as a result of the input received by the Board and serve as a "road map" in the development and implementation of Special Education programs and services.

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)/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)/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)/guardian(s), staff, SEAC and other stakeholders is an important strategy in maintaining links with the broader community sector.



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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.

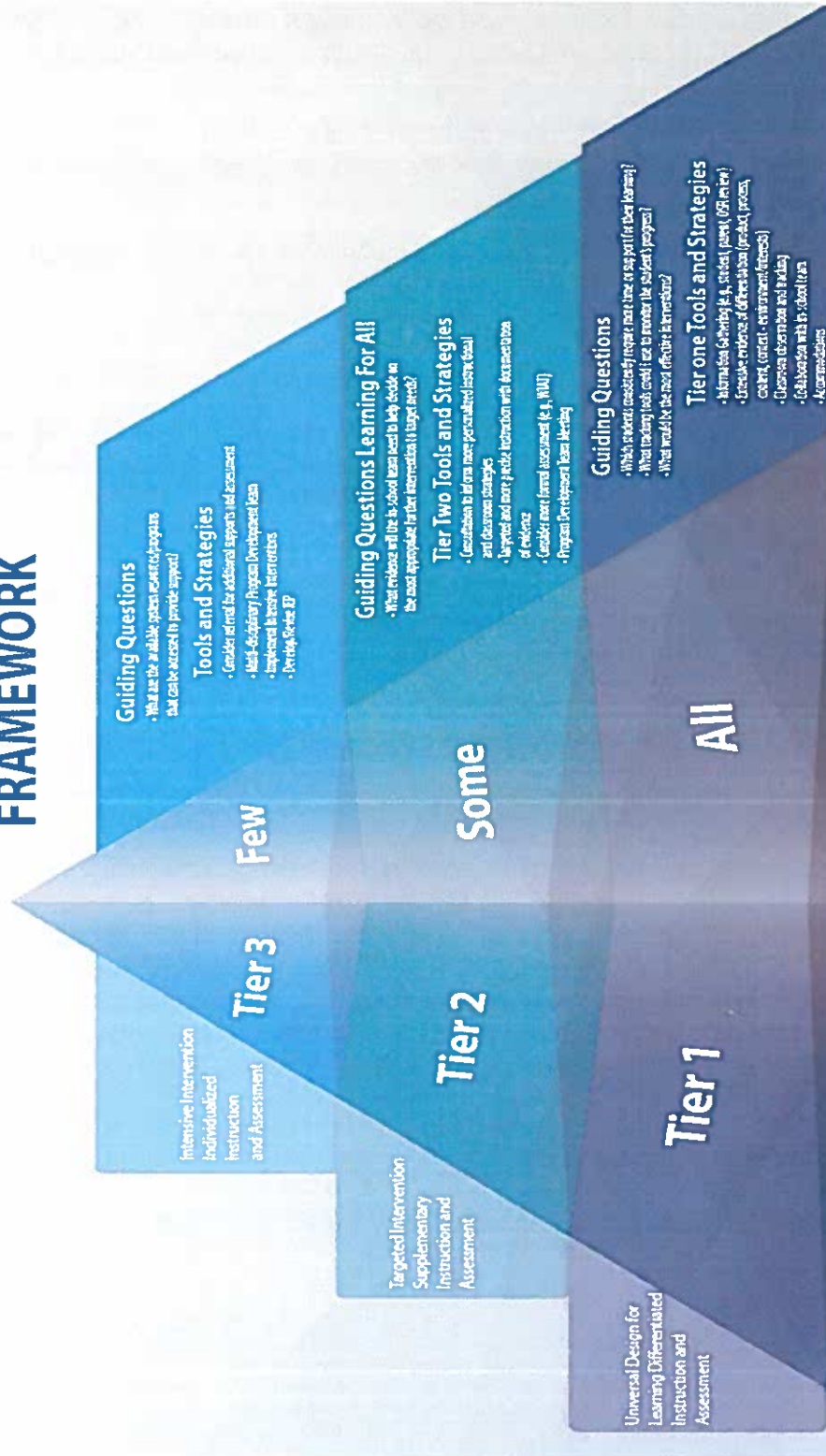
Special Education Delivery System

The TVDSB's Special Education delivery system includes a continuum of Special Education programs and services. It is a delivery system based upon the needs of the student that strives to match the individual with appropriate programs and services.

This continuum includes:

- Regular classrooms with support, accommodations and/or modifications. The curriculum, method of presentation, instructional strategies and/or classroom environments may be areas of accommodations and modifications.
- Self-contained special education classrooms in which educational programs and services are provided for part or all of the school day, in order to meet the identified needs of the student.
- Programs in the student's home school, or in another school or setting, in which educational programs and services are designed to meet the identified needs. (i.e., itinerant programs)
- Services in other locations as determined by the student's needs, when such services are not available in the home school. These services may include, but are not limited to, special programs in which educational services are provided in order to meet the needs of the student.

The Tiered Approach to Prevention and Intervention FRAMEWORK



We build each student's
tomorrow, every day.



Standard 3: Roles & Responsibilities

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

The Ministry of Education¹

- Defines, through the *Education Act*, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of Special Education programs and services, and prescribes the categories and definitions of exceptionality;
- Ensures that school boards provide appropriate Special Education programs and services for their exceptional pupils;
- Establishes the funding for Special Education through the structure of the funding model, consisting of a combination of the Foundation Grant, the Special Education Per Pupil Amount, and the Differentiated Special Education Needs Amount (DSENA);
- Requires school boards to report on their expenditures for Special Education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain Special Education Plans, review them annually, and submit amendments to the Ministry of Education;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) and school boards regarding the identification and placement of exceptional pupils;
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to Special Education programs and services;
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board²

- Establishes Board policy and practices that comply with the *Education Act*, Regulations, and Policy/Program Memoranda;
- Monitors school compliance with the *Education Act*, Regulations and Policy/Program Memoranda;
- Requires staff to comply with the *Education Act*, Regulations, and Policy/Program Memoranda;
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;
- Obtains the appropriate funding and reports on the expenditures for Special Education;
- Develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;

¹ Ministry of Education document [Special Education in Ontario K-12](#)

² Ministry of Education document [Special Education in Ontario K-12](#)

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

The Special Education Advisory Committee³

- Makes recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services;
- Participates in the Board's annual review of its Special Education Plan;
- Participates in the Board's annual budget process as it relates to Special Education;
- Reviews the financial statements of the Board as they relate to Special Education;
- Provides information to parent(s)/guardian(s), as requested;
- Shares information about association activities and issues.

The School Principal⁴

- Carries out duties as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda, and through Board policies;
- Communicates Ministry of Education and School Board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach Special Education classes;
- Communicates Board policies and procedures about Special Education to staff, students, and parent(s)/guardian(s);
- Ensures that the identification and placement of exceptional pupils through an IPRC is done according to the procedures outlined in the *Education Act*, Regulations, and Board policies;
- Consults with parent(s)/guardian(s) and with school Board staff to determine the most appropriate program for exceptional pupils;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- Ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP;
- Ensures that appropriate assessments are requested if necessary and that parental consent is obtained.

³ Ministry of Education document [Special Education in Ontario K-12](#)

⁴ Ministry of Education document [Special Education in Ontario K-12](#)



The Teacher⁵

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

The Special Education Teacher⁶

(In addition to the responsibilities listed under "The Teacher"):

- Holds qualifications, in accordance with Regulation 298, to teach Special Education;
- Monitors the student's progress with reference to the IEP and modify the program as necessary;
- Assists in providing educational assessments for exceptional pupils;
- In the TVDSB, the Special Education Teacher is either a Teacher of a self-contained class, a Learning Support Teacher, a Teacher on Special Assignment (TOSA) or an Itinerant Teacher assigned to a specific Special Education Team.
- The Learning Support Teacher (LST) provides support to students and staff, assists with program planning and coordination and facilitates communication and collaboration.

The Parent/Guardian⁷

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

⁵ Ministry of Education document *Special Education in Ontario K-12*

⁶ Ministry of Education document *Special Education in Ontario K-12*

⁷ Ministry of Education document *Special Education in Ontario K-12*

The Student⁸

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

The Superintendent of Student Achievement

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

The Learning Supervisor-Special Education

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

The Learning Coordinator-Special Education

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

⁸ Ministry of Education document *Special Education in Ontario K-12*



The Manager, School Counselling and Social Work Services

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

The Manager, Speech-Language Pathology and Audiology Services

- Provides overall management and supervision of the Speech-Language Pathology and Audiology Department;
- Monitors programs and services;
- Coordinates Speech-Language, as well as Audiology services with outside agencies;
- Acts as a system resource on communication disorders for Special Education, Curriculum and Learning Support Services;
- Oversees specialized equipment for students requiring augmentative or alternative communication systems;
- Participates in staffing, recruiting and supervisory duties for Speech-Language Pathologists and Audiologists;
- Oversees all budgetary needs and yearly temporary funding initiatives and grants relevant to the department;
- Develops departmental policies and standards of practice in compliance with College Standards of Practice, Position Statements, Preferred Practice Guidelines and legislative regulations (e.g., privacy, consent, referrals, PPMs); and

- Participates in system committees, as well as community and Ministry committees.

The Manager, Psychological Services

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

The Educational Assistant

- Is allocated through the Special Education department and is assigned to schools to assist students identified with extensive and pervasive needs;
- Is assigned to system programs;
- Is assigned to schools based on the following hierarchy of student needs:
 - Physical/Medical: Activities of daily living, positioning, toileting, shallow suctioning, clean catheterization and feeding (bottle and spoon feeding, preparing foods);
 - Behavioural/Safety: Situations where the students are a serious threat to themselves and/or others, and restraint may be required;

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- Severe Developmental Disorders: Students with debilitating social and communication deficits;
- Interveners: For students who are deaf/blind;
- Transcribers (braille): For students who are blind;
- Interpreters (ASL): For students who are deaf.

Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the Board's early identification procedures and intervention strategies.

Early identification and intervention strategies are recognized as contributing to the well-being of all students. The TVDSB recognizes the importance of early identification of student's strengths and areas for growth. The purpose is to help students succeed by providing early assessment, monitoring, instruction, intervention and community support as needed.

The Thames Valley District School Board pursues a "tiered" approach to prevention and intervention. This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. The tiered approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement.

(Learning for All, 2013)

The tiered approach can:

- facilitate early identification of both students who may be at risk and students who may benefit from greater challenges;
- ensure appropriate and timely intervention to address these students' needs.

"These procedures are a part of the continuous assessment and program planning process which should be initiated when a child is first enrolled in school and no later than the beginning of the program of studies immediately following Kindergarten and should continue throughout a child's school life." (Ministry of Education Policy/Program Memorandum No. 11)

The purpose of Early Identification is to ascertain each child's strengths and learning needs, and to track the success of interventions tried to date.

The Early Identification Process involves the home, the school, and the community which:

- Follows a consistent procedure;
- Considers the child's emotional, social, language, math, and physical development;
- Views language development as a major component;
- Is continuous and may result in changes to the child's program;
- Identifies resources available to support student, teacher and parent(s)/guardian(s);
- Is used to inform instruction by providing the basis for program planning, on-going assessment, and reporting;



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- Treats information from the assessment as confidential.

The Educator's Role in Early Identification:

- makes systematic observations of the student in various settings;
- co-ordinates the information that is available from others who are involved with the student and works collaboratively with them to determine appropriate supports;
- collaborates with the school based team, e.g., the Learning Support Teacher (LST), the multidisciplinary team and, in some cases, community resource personnel;
- coordinates and monitors the delivery of program for the student.

The Parent/Guardian's Role in Early Identification:

- share observations based on interactions in the home and outside the school setting;
- share information between the school and community-based resources;
- gather and communicate valuable information which may include assessments about their child that adds to the overall understanding of their child's needs.

Early Identification and Intervention Strategies – Kindergarten to Grade 3

The Early Identification process consists of a meeting with the administrator, teacher, Early Childhood Educator (ECE) in a Kindergarten classroom and the LST, where the strengths and learning needs of all students in the class are discussed.

Prior to the meeting, the classroom teacher (in collaboration with the ECE in Kindergarten) prepares the Early Identification Class Review Form. This form will record information from four areas of development as defined in A Guide to Observation:

- Social and Emotional Development;
- Physical Development;
- Language Development;
- Mathematical Skills Development.

The teacher summarizes each student's learning strengths and needs that have been identified to date, and any changes that have been made to the program.

To assist the teacher in completing this Class Review Form, the following resources are recommended:

- Elementary Progress Report Card;
- Speech-Language Identification Checklist Junior Kindergarten/Kindergarten;
- A Guide to Observation;
- English as a Second Language (ESL) Program Interpretations;
- The Kindergarten Program (2016);
- Early Identification Student Record;
- Ontario Student Record (OSR);
- Learning For All;

- The Ontario Curriculum.

The teacher (and an ECE in a Kindergarten classroom), in consultation with the administrator and the LST, will determine the response entered beside each of the four areas of development:

- N = Additional program support or intervention is not required at this time.
- Y = Additional and/or ongoing program support or intervention is required.
- W = Wait and Watch (due to specific circumstances which are recorded in the Recommended Actions section of the Early Identification Student Record, the school team determines that there is insufficient information to make a recommendation at this time).

For students needing ongoing and/or additional support or intervention (Y) in any of the four areas, discussion regarding what has been attempted to date, the success of these interventions and what further support is required or recommended should occur. It should also be determined if the involvement of the school Program Development Team (PDT) is necessary. The final decision is recorded in the Recommended Actions section of the form.

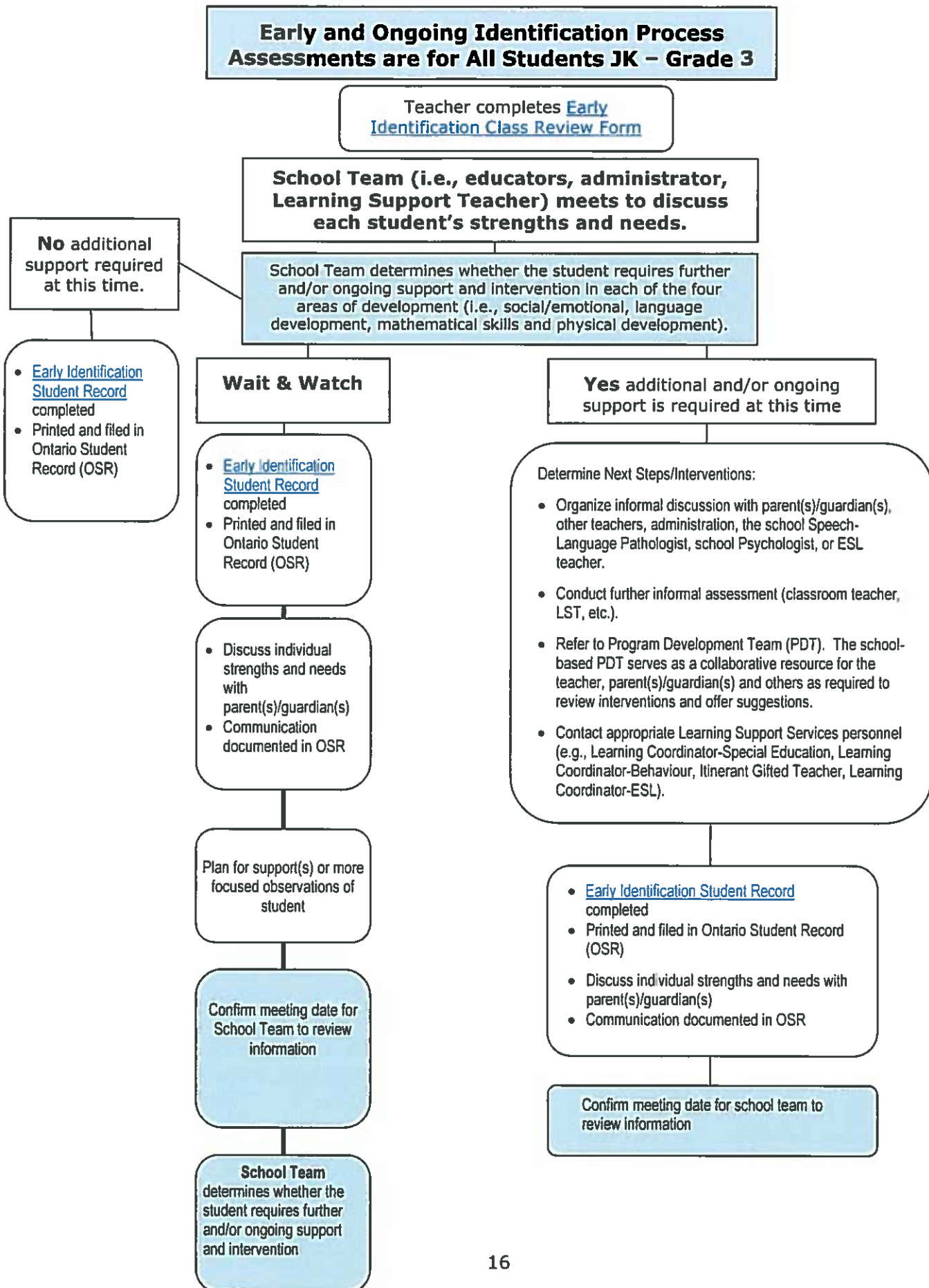
For students recorded as Wait and Watch (W) in any of the four areas, discussion should focus on further planned observations and/or proposed interventions. The Committee will set and record a future meeting date to review classroom observations, interventions, or outside documentation. The committee will make a final decision on what is to be recorded on the Early Identification Student Record.

It is the responsibility of the classroom teacher to communicate with the parent(s)/guardian(s) of students who, in any of the four areas, require further support or interventions (Y) or those who are at the Wait and Watch (W) stage. To communicate with parent(s)/guardian(s), schools may wish to use the sample parent/guardian letter.

The Early Identification Student Record will be generated at the school and filed in the student's OSR.

Timelines

	Early Identification Process	Reporting
Kindergarten	by February 1st - Process by May 1st - Revisit Wait & Watch	Fall - contact parent(s)/guardian(s) November - conference February - first report card using the Communication of Learning Template June - final report card using the Communication of Learning Template
Grades 1 to 3	by December 31st - Process by March 1st - Revisit Wait & Watch	Fall - contact parent(s)/guardian(s) November - progress report / conference February - first report card June - final report card



Proactive Approach to Supporting Students Prior to Identification, Placement and Review Committee (IPRC) Meetings

The following interventions outline the process for addressing student needs, from the initial identification of need through to formal Identification by the IPRC.

Classroom Supports

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

Classroom teacher/parent(s)/guardian(s) recognizes/discusses need.

Areas of need may include:

- Academic;
- Attendance;
- Behaviour/social;
- Health/physical;
- Speech/language;
- Advanced intellectual development.

Interventions within the regular class will include informal consultation with other staff members in the school

Documentation of results of intervention(s)

Need is addressed

Need is ongoing

Consultation with Learning Support Teacher (LST)/principal about referral to Program Development Team (PDT)

Program Development Team (PDT) Meeting

In-service training has been provided for school administration on the PDT process.

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

Preparation for PDT Meeting

Principal / Designate	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel*	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Schedules PDT meeting; Determines participants; Continues tracking/documentation; Distributes agendas and minutes to team members which includes parent(s)/guardian(s). 	<ul style="list-style-type: none"> Prepares information for PDT meeting; Collects work samples and documentation; Will have discussed previous interventions with parent(s)/guardian(s). 	<ul style="list-style-type: none"> May observe student; May review work samples; Consults with teacher(s); May review previous interventions/strategies. 	<ul style="list-style-type: none"> May be invited as needed to the PDT meeting with consent as required by legislation. 	<ul style="list-style-type: none"> May provide additional information that affects student learning.

At the PDT Meeting

The Program Development Team:

- Reviews data and any previously completed assessments;
- Defines/prioritizes concerns;
- Reviews interventions previously used;
- Establishes needs;
- Plans additional intervention/classroom strategies which are recorded;
- Sends out communications from the meeting to all participants including parent(s)/guardian(s).

Additional PDT Meeting

- Review and record results of interventions;
- Review, modify, and record strategies according to needs.

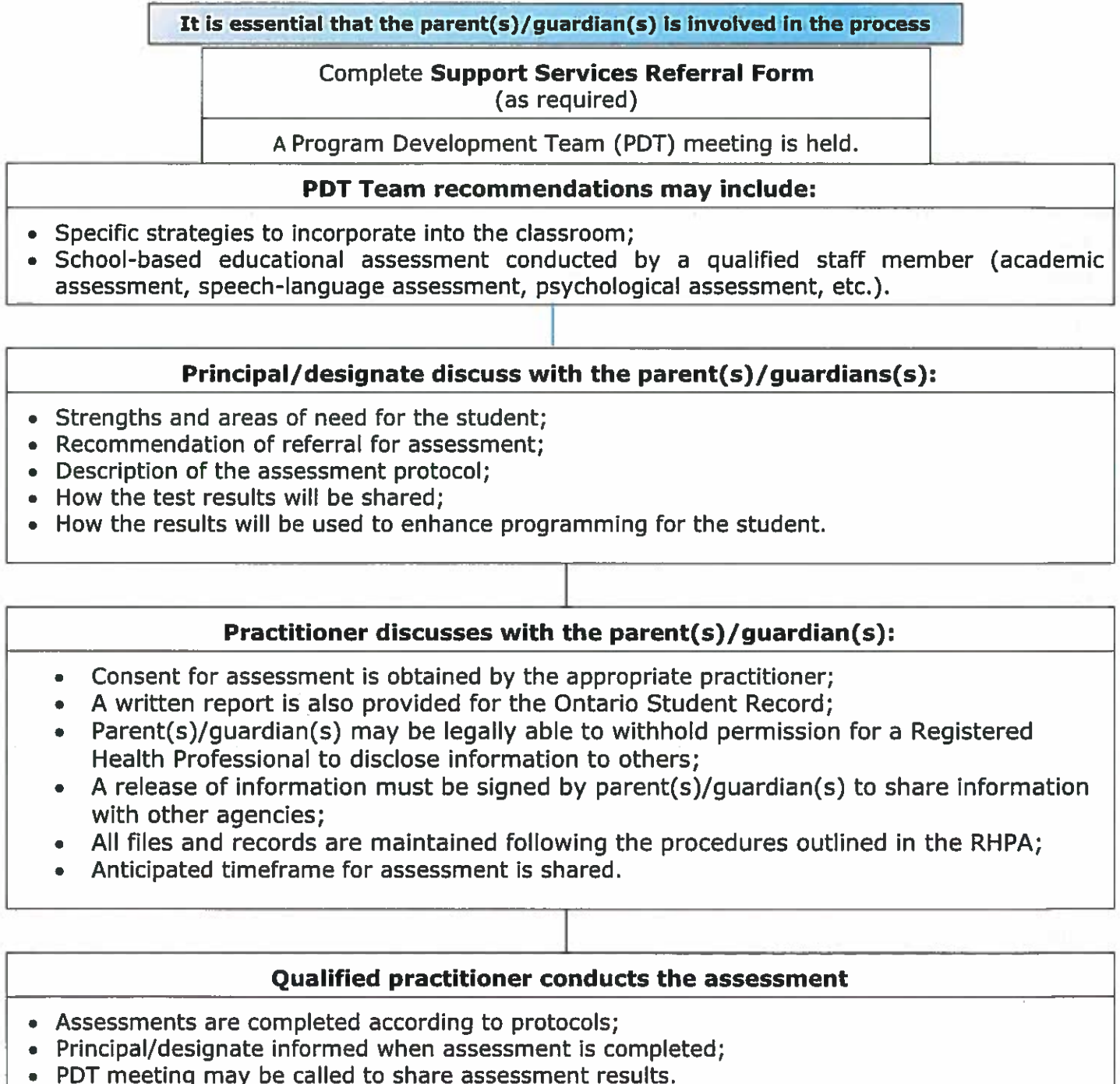
- Interventions are successful;
- Teacher continues strategies.

- Interventions are not successful;
- PDT requests a School-Based Assessment.

* Support Personnel might include:
 Learning Coordinator - Special Education
 Educational Assistants
 Speech-Language Services Personnel
 Psychological Services Personnel
 School Counselling/Social Work Personnel
 Community Agency Personnel

School-Based Assessments

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



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.

Assessment needs to:

- Take place within the natural context of the classroom;
- Reference the stated expectations for the grade (The Ontario Curriculum, Grades 1-8; The Kindergarten Program, Revised, 2006);
- Use a variety of tools (e.g., surveys, speech-language checklists, collections of student work, teacher anecdotal notes, Developmental Reading Assessment (DRA), Phonological Awareness Screening);
- Take place over a period of time;
- Reflect the importance of the on-going observations of growth and progress;
- Include information gathered from parent(s)/guardian(s) and other professionals who may be involved with the child.

Assessment of Children for Whom English is a Second Language

- When observing or assessing the learning strengths and needs of students whose first language is not English (English as a Second Language [ESL]/English Literacy Development [ELD]), it is essential to keep in mind that receptive and expressive English language skills will likely be at varied levels of skill development.
- Assessment tools such as language checklists may help determine where an English Language Learner (ELL) student is presently functioning, but may not indicate intellectual or developmental needs.
- If there are significant concerns regarding an English Language Learner's language development and programming strategies are required, this should be noted in the Early Identification process.

Assessment of Children with Speech and Language Needs

- There is a wide range of communicative competence among children in the primary division.
- Many students are continuing to develop basic speech and language skills.
- Early intervention for students with speech and language needs is critical for academic, social and emotional development.
- A Speech and Language Identification Checklist (JK/K) (Gr 1 to 3) is available to teachers to assist them in determining when students may be in need of further support from the school's Speech-Language Pathologist.

System Support Services

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

Principal/Designate Contacts Parent(s)/guardian(s)

- To discuss referral with parent(s)/guardian(s);
- To answer questions;
- To gain written permission to conduct interviews and/or assessments as required;
- To notify parent(s)/guardian(s) of the date of the assessment, once that has been determined.

School Assessment Conducted

- System staff member reports to the Principal/designate that the assessment is complete;
- System staff member makes a request to the principal/designate that a PDT meeting be called to share the assessment results with the parent(s)/guardian(s) and the PDT.

PDT Meeting Called

- To share results of the assessment;
- To include new interventions and strategies in the student's program plan from the information gained from this assessment.

At this PDT Meeting the Team May Recommend

- That the student's progress be monitored for at least the next three months with the new program plan in place and reviewed within at least three months' time to determine if current needs are being addressed or if further interventions are required;
- That the student's needs indicate that it would be beneficial for that student to move the IPRC;
- That an Individual Education Plan (IEP) be developed.

The Identification, Placement and Review Committee (IPRC) is described in detail in Regulation 181/98 of the *Education Act*. Information on IPRCs, as well as the Individual Education Plan (IEP), can be found on the Ministry of Education website, www.edu.gov.on.ca. The relevant document is *Special Education in Ontario K-12: Policy and Resource Guide 2017*. In preparing for the IPRC, parent(s)/guardian(s) can also refer to *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs* (2007) at www.edu.gov.on.ca.

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

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

Identification, Placement and Review Committee (IPRC)

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

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



Special Education Plan

At the IPRC Meeting, the Committee May Choose

- To recommend identification (or not);
- To recommend initial placement in regular class on an IEP;
- To recommend continued placement in a regular class on an IEP;
- To demit a student no longer in need of Special Education services;
- To defer decision if the Committee requires more information.

After the IPRC Meeting

Principal/Designate

- Provides one copy of the Statement of Decision to the parent(s)/guardian(s) and the student who is 16 years or older;
- Places one copy of the letter of invitation and the Statement of Decision in the OSR;
- Provides one copy of the IEP to the parent(s)/guardian(s) and the student who is 16 years or older within thirty days of the IPRC;
- Places one copy of the IEP in the OSR.

OR

System IPRC

At the request of the parent(s)/guardians(s) and/or as recommended by the Principal, a placement beyond the regular class is being considered. Therefore the System IPRC process begins.

Preparation for the System IPRC Meeting

Principal/Designate	Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> • Submits the Application for System IPRC to the Learning Coordinator-Special Education; • Informs the parent(s)/guardian(s) of the date, time and location of the meeting; • Discusses the process with the parent(s)/guardian(s); • Provides the Special Education Resource Guide to the parent(s)/guardians(s) ten (10) days prior to the meeting; • Determines who will present the information at the meeting. 	<ul style="list-style-type: none"> • Collaborates with LST to prepare for IPRC meeting; • Gathers student information for the meeting. 	<ul style="list-style-type: none"> • Collates any relevant reports from outside agencies; • Collaborates with referring teacher(s) to prepare for IPRC; • Prepares the Application to System IPRC; • Gathers student information for the meeting. 	<ul style="list-style-type: none"> • May be invited to attend, as required. 	<ul style="list-style-type: none"> • Is invited to attend; • Reads/reviews the Special Education Resource Guide; • Shares any available reports with Principal; • May arrange for a representative to attend the meeting to speak on their behalf or support them; • Provides any further information.



Special Education Plan

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

Referrals

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

A Principal refers the student to an IPRC:

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

In 2018-2019, a total of (TBD) initial referrals were made to the IPRC during the school year.



A School-Based IPRC

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

A System-Based IPRC

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

Exceptionality

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

The Committee shall:

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

Placement

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

After the IPRC Decision

- The IPRC shall send a Statement of Decision which includes the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (16 years and over), and the Principal who made the referral. **This must be done as soon as possible after the completion of the IPRC meeting.**
- A parent(s)/guardian(s) who has questions about the IPRC's decision or is not sure whether he or she agrees with it may, within fifteen (15) days, make a written request to the Principal to meet with the IPRC before the school Board is notified of the decision. The IPRC will meet to discuss the decision. The IPRC may amend its decision after meeting with the parent(s) /guardian(s) but it is not required to do so.
- As soon as possible following the meeting to discuss the Statement of Decision, the chair of the Committee shall send a written notice to the parent(s) /guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the changes.
- An exceptional student shall not be placed in a Special Education program without the written consent of a parent(s)/guardian(s). If a parent(s)/guardian(s) fails to respond to the notice of the IPRC's decision within thirty (30) days, the Board may direct the Principal to implement the placement decision. Written notice of the implementation of the placement decision made by the Committee shall be given to the parent(s)/guardians(s).
- The Principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s)/guardian(s) for the exceptional student within thirty (30) school days.

Reviews

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



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parent(s)/guardian(s). The IPRC shall also consider any information about the student submitted by the parent(s)/guardian(s) or the student.

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

During the 2018 - 2019 school year a total of (TBD) IPRC Reviews were conducted by the TVDSB.

Principal's Checklist for School-Based IPRC

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

- The Principal or designate communicates with parent(s)/guardian(s) outlining the process.

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

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

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

Principal's Checklist for System-Based IPRC

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

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

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

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

IPRC Structure

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

If Parent(s)/Guardian(s) Disagree with the IPRC Decision

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

- If the parent(s)/guardian(s) does not consent to the IPRC decision and does not appeal it, the Board will instruct the Principal to implement the IPRC decision.

IPRC Appeals

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

As of June 2019, TVDSB conducted **TBD** IPRC appeals for the 2018 - 2019 school year.

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

IPRC Parent Guides

- IPRC Parent Resource Guide

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

- Communication Parent Resource Guide

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

Standard 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) 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.

Parent(s)/Guardian(s) 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*

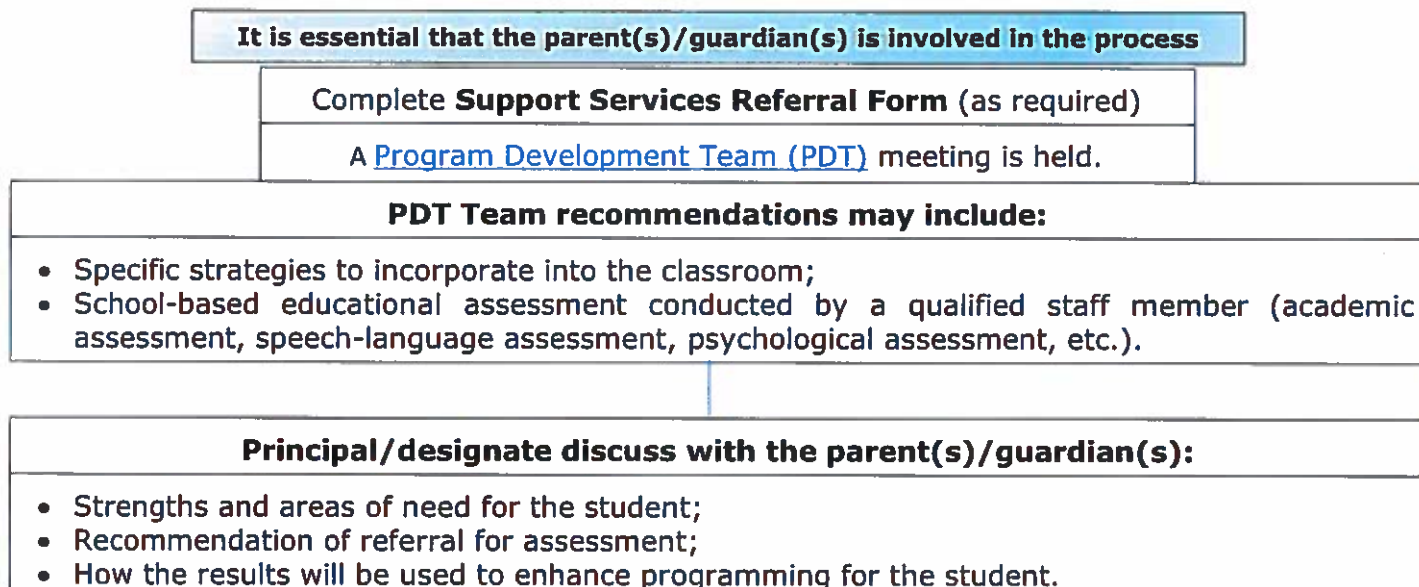
Protection of Privacy Act (MFIPPA), Personal Health Information Protection Act (PHIPA) and other legislation that governs the use of personal information.

- 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 (Or 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:



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);
- 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.



Parent(s)/Guardian(s) Consent and Feedback

- Parent(s)/guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(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.

Functional Assessments

Functional Behaviour Assessment (FBA)

What Does it Measure?

- An FBA gathers information to determine the function of a student's behaviour (i.e., why they are engaging in challenging behaviour) for the purpose of creating an individualized, function-based plan including strategies that will address challenging behaviour
- Data collected as part of the FBA process will also help to identify skills that need to be taught in order to support the student in having their needs met in a safer, more appropriate way
- The four functions of behaviour determined using an FBA include: escape from demands, access to tangible items, attention from others and automatic reinforcement
- The FBA can also identify other key components related to the behaviour including, the baseline frequency or duration of the behaviour

Qualifications of Assessors

- Many components of the FBA process can be completed by educators/support staff who have received specific training from a Board Certified Behaviour Analyst (BCBA)* or equivalent. These components include: defining the target behaviour, collecting functional assessment data, hypothesizing function of behaviour, selecting and implementing function-based strategies (antecedent, replacement and consequence) and ongoing data collection to monitor the impact of programming
- If it is determined that a Functional Analysis is required to verify the function of a student's behaviour, these procedures must be completed by a BCBA*
- If at any time an educator/support staff is unable to determine the function of a student's behaviour a BCBA* should be consulted

Parental/Guardian Consent and Feedback

- Informed written consent from parent(s)/guardian(s) must be received prior to the assessment by a BCBA for students under 18 years of age, or from the student if 18 years of age or older
- Results are communicated to the parent(s)/guardian(s) by a TVDSB Behaviour Analyst
- Parent(s)/guardian(s) receive 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 TVDSB Behaviour Analyst 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
- BCBA's* maintain student records and raw data for 7 years after discharge

Average Wait Time for Assessments

- The average wait time for assessments by a Behaviour Analyst is 0-3 months from referral by the PDT

*Refers to Board Certified Behaviour Analysts only (those who meet this criteria, as per the Behaviour Analyst Certification Board)

Functional Vision Assessment (FVA)

What does it measure?

- The FVA measures how a student uses their vision in the educational learning environment, and identifies what accommodations are required in order to access their educational program
- The FVA considers visual acuity (sharpness of vision), colour vision, visual fields, visual tracking skills, visual motor skills, visual efficiency skills, reading, printing, etc.
- An FVA is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner

Qualifications of Assessors

- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision

Parental/Guardian Consent and Feedback

- Parent(s)/Guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(s) by the Vision Resource Teacher



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Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.
- The FVA Report is retained in the OSR
- The FVA Report is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program

Average Wait Time for Assessments

- The average wait time for FVA conducted by the Vision Resource Teacher is two to four weeks from referral
- These averages vary and are dependent on referral rates

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 – Third Edition (EVT 23);
- Goldman Fristoe 3 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);



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- 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);
- 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*)

Parent(s)/Guardian(s) 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
 - Conners 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).

Parent(s)/Guardian(s) 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 five months from referral by the PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

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;
 - Reallocation of staffing resources to address and reduce wait times.

Standard 7: Specialized Health Support Services in School Settings

The purpose of the standard is to provide details of the Board's specialized health support services.

The provision of Health Support Services in school settings is addressed through Policy/Program Memorandum (PPM 81) issued July 19, 1984 and the Ministry of Education Office Memorandum issued August 17, 1989.

The responsibility for ensuring the provision of health support services is shared among the Ministries of Education, Health and Long-Term Care, Children, Community and Social Services.

At the local level, the responsibility is shared by school boards, the Ministry of Health and Long-Term Care through the South West Local Health Integration Network (SW-LHIN), and the Ministry of Children, Community and Social Services through Thames Valley Children's Centre.

Summary of Services Provided to the Board

- The Ontario Ministry of Health and Long-Term Care through the SW-LHIN is responsible for assessing student needs, and for providing such services as injection of medication, sterile catheterization, manual expression of the bladder, stoma care, postural drainage, deep suctioning and tube feeding.
- The Ministry of Children, Community and Social Services through Thames Valley Children's Centre is responsible for physiotherapy, occupational and some aspects of speech and language therapies.
- Administration of prescribed medication to students during the school day is addressed under the Board's Supporting Students with Prevalent Medical/Health Conditions in Schools Policy and Procedure.
- The Ontario Ministry of Children, Community and Social Services is responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

Process for Determining Eligibility

- Requests for assessments and services through the LHIN and/or TVCC may be initiated by either the parent(s)/guardian(s) or the Program Development Team.
- School and parent(s)/guardian(s) complete the School Therapy Services Referral Package for Occupational Therapy, Physiotherapy and/or Speech and Language Services. Completed referral packages are submitted by the principal to TVCC for determination of eligibility and prioritization of services.
- In the case of referrals for speech therapy, the referral process is initiated by the Board Speech-Language Pathologist in consultation with the parent(s)/guardian(s).
- School obtains the Board's Consent to the Disclosure, Transmittal and/or Examination of Records or Information and has it signed by parent(s)/guardian(s). This allows the school to



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release information to the LHIN that may assist in determining eligibility for nursing care (e.g., reports on interventions from other agencies). The school then forwards any documentation that would support the request for service to the LHIN.

Specialized Health Support Services	Agency or position of person who performs the service (e.g., LHIN, TVCC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support.	Criteria for determining when the service is no longer required.	Procedures for resolving disputes about eligibility (if available)
Nursing	LHIN contracted service provider	As determined by LHIN Care Coordinator	LHIN Care Coordinator	As determined by LHIN Care Coordinator and service	Consultation with the principal and LHIN Care Coordinator
Occupational Therapy	TVCC contracted service provider, programming carried out by TVDSB staff, parent/guardian, student	As determined by TVCC	TVCC Intake Coordinator/TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Physiotherapy	TVCC contracted service provider, programming carried out by TVDSB staff, parent/guardian, student	As determined by TVCC	TVCC Intake Coordinator/TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Nutrition	LHIN	LHIN Care Coordinator	LHIN Care Coordinator	LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Speech and language therapy (TVCC)	TVCC contracted service provider	As determined by TVDSB SLPs in consultation with TVCC (Speech Disorders)	Board SLP/TVSS-eligibility TVCC-level of support	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Speech and language intervention (school board)	TVDSB SLPs	As determined by Speech and Language Services (Language and Speech Disorders that affect academics)	Board SLP	When student no longer has moderate/severe speech and/or language disorder or can be maintained by classroom teacher	TVDSB SLP in consultation with the principal, teacher and parent/guardian

Specialized Health Support Services	Agency or position of person who performs the service (e.g., CCAC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support.	Criteria for determining when the service is no longer required.	Procedures for resolving disputes about eligibility (if available)
Administering of prescribed medications	TVDSB staff, the parent/guardian, student, LHN contracted service provider	LHN Care Coordinator, physician's prescription	LHN Care Coordinator	Physician, LHN Care Coordinator and service provider	Consultation with the principal and LHN Care Coordinator
Catheterization	TVDSB staff-clean intermittent LHN contracted service provider-sterile intermittent	LHN Care Coordinator	LHN Care Coordinator	Physician, LHN Care Coordinator and service provider	Consultation with the principal and LHN Care Coordinator
Suctioning	TVDSB staff-shallow surface suctioning LHN contracted service provider-deep suctioning	LHN Care Coordinator	LHN Care Coordinator	Physician, LHN Care Coordinator and service provider	Consultation with the principal and LHN Care Coordinator
Lifting and positioning	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	TVDSB staff, TVCC Care Coordinator	TVDSB staff, TVCC service provider	Consultation with the principal and TVCC Manager
Assistance with mobility	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	TVDSB staff, TVCC	TVDSB staff, TVCC service provider	Consultation with the principal and TVCC Manager
Feeding	TVDSB staff, LHN contracted service provider (enteral feeds)	TVDSB staff, LHN Care Coordinator, parent/guardian	The principal, LHN Care Coordinator	TVDSB staff, and LHN service provider	Consultation with the principal and LHN Care Coordinator
Toileting	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	The principal, TVCC	TVDSB staff and TVCC service provider	Consultation with the principal and TVCC Manager

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;
- 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*

Communication: Autism*Definition²*

A severe learning disorder that is characterized by:

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

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.

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.

² Ministry of Education document [Special Education in Ontario K-12](#)

³ Ministry of Education document [Special Education in Ontario K-12](#)

⁴ Ministry of Education document [Special Education in Ontario K-12](#)

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;
- Involves perceptual motor aspects of transmitting oral messages;
- 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*

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);

⁵ Ministry of Education document *Special Education in Ontario K-12*

⁶ Ministry of Education Policy/Program Memorandum No. 8

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

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 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;
 - 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 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:
 - 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.

⁷ Ministry of Education document *Special Education in Ontario K-12*

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;
- 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 inability 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

- 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.

⁸ Ministry of Education document *Special Education in Ontario K-12*

⁹ Ministry of Education document *Special Education in Ontario K-12*

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 students 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 the above;
 - a visual problem or related visual stamina that is not correctable and that results in the students 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:
 - 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;
 - the development the of alternative program area(s) of the Expanded Core Curriculum (i.e. braille instruction, assistive technology, orientation and mobility).

¹⁰ Ministry of Education document *Special Education in Ontario K-12*

¹¹ Ministry of Education document *Special Education in Ontario K-12*

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 in Ontario K-12*



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

- **A regular class with indirect support** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- **A regular class with resource assistance** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- **A regular class with withdrawal assistance** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.

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- **A special education class with partial integration** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **A full-time special education class** where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

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

- Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum

Alternative Expectations

- 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

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

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal.
- Support from the Special Education Teacher on Special Assignment

The Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need presenting with behaviour challenges. The Special Education Teacher on Special Assignment also provides occasional and/or ongoing school-based in-service.

- *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, 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;



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- 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,
- Is capable of accessing curriculum with accommodations and/or modifications to expectations and the learning environment.

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 Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (DSM-V). Students identified with a diagnosis of Autism Spectrum Disorder, as outlined in the Diagnostic and Statistical Manual of Mental Disorders–5th Edition (DSM-V), may receive support in the following placements:

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

Supports may include:

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

The Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been diagnosed as having ASD. The 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;
- 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 placements:

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

Supports may include:

- Support from an Itinerant Hearing Resource Teacher;



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- Access to Audiological services;
- 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 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 with partial integration 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;
- 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 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;
- 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 the following placements:

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

Supports may include:

- Support from Speech and Language Pathologists;
- 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 can 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:
 - o Mediator-based support of Educational Assistants (EAs);
 - o In-class interventions;
 - o Home programming to support carry-over of communication goals to student's home and other community settings;
 - o Consultation and collaboration with classroom teachers;
 - o Recommendations for assistive technology.

Learning Disability

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

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support from the Special Education Teacher on Special Assignment;
- Use of Assistive Technology to support the student in accessing the curriculum

The Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been diagnosed as having a learning disability. The 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;
- 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;
 - Will respond to intensive levels of support.

Gifted

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

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

Supports may include:

- In-classroom curriculum-related enrichment opportunities;
- Consultation with an Itinerant Gifted Resource Teacher;
- 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



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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 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;
 - 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 Tier 1 and 2 interventions in a regular class have been insufficient to meet the student's needs;
 - 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 support on an IEP.*

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support from the Special Education Teacher on Special Assignment.

The Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the



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Learning Coordinator–Special Education, and is available for students in need who have been diagnosed as having a Mild Intellectual Disability. The TOSA also provides occasional and/or ongoing school-based in-service.

Developmental Disability

Students with a diagnosis of Developmental Disability, as outlined in the Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (DSM-V), may receive support in the following placements:

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support from the Special Education Teacher on Special Assignment and/or Speech-Language Pathology Services.

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

- *In a 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;
- 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;
- Engage in a blend of alternative curriculum and work-place training, individualized to match strengths, interests and needs;

Criteria for placement in a DE self-contained class:

- A student who:



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- Has been identified as exceptional through the IRPC process under the category of Intellectual: Developmental Disability;
 - 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;
 - 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 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 learner 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 placements:

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

Supports may include:

- In-classroom assistance;
- Support from the Special Education Teacher on Special Assignment;
- On-going and/or consultative services from other agencies.

The Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator–Special Education, and is available for students in need who have been



Special Education Plan

diagnosed as having a Physical Disability. The TOSA also provides occasional and/or ongoing school-based in-service.

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 Local Health Integration Network (LHIN) 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 placements:

- *In a regular class with indirect support 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;
 - 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 a regular class with withdrawal assistance from a qualified teacher of students who are blind or low vision.*

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.

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;
- *In a Provincial School for the Blind.*



Standard 10: Individual Education Plans (IEPs)

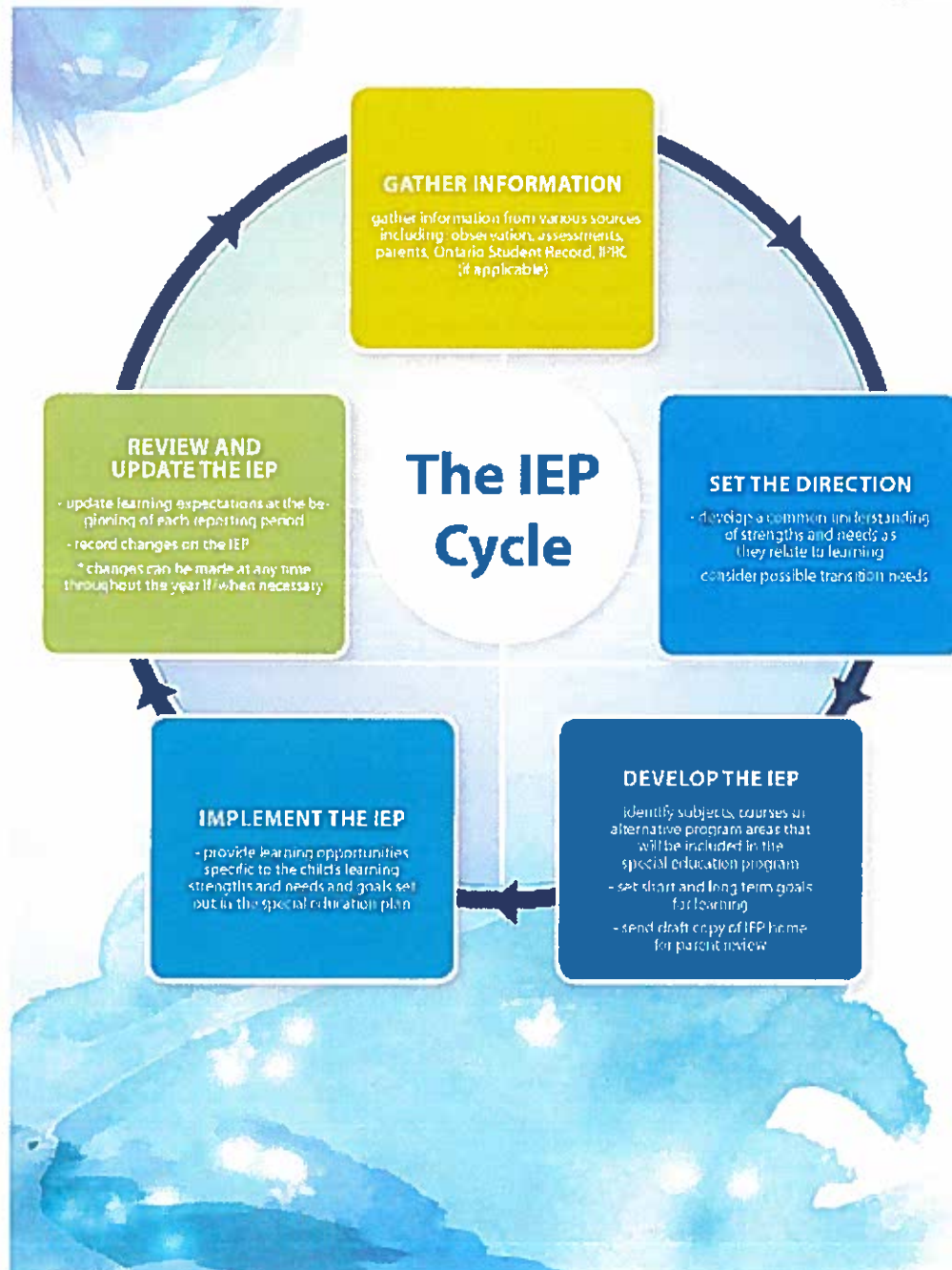
The purpose of the standard is to inform about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

The Individual Education Plan (IEP)

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

The IEP Process

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



Process for Expressing Concerns Regarding the IEP

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

Supporting Student Success Together

This chart shows who you should talk to if you have a concern about your child's learning.

Your child's teachers

Your first step should be to talk to your child's teachers since they are responsible for planning and delivering your child's special education program every day.



The Learning Support Teacher

The Learning Support Teacher in your child's school works with the teachers to plan your child's special education program. They may be able to answer some questions about your child's program.



The Principal

It is the Principal's responsibility to make sure that your child's program is in place. After talking to your child's teacher or Learning Support Teacher, you may speak with the Principal.

Hopefully any questions or concerns you have about your child's education needs can be answered by staff at your child's school. *If you still have questions after talking to the staff at the school, you may contact the following individuals who support special education at the Board level.*

Learning Coordinator of Special Education

The Learning Coordinator of special education supports school staff in providing for students with special education needs.



Learning Supervisor of Special Education

The Learning Supervisor of special education leads the team of special education Learning Coordinators.



Superintendent of Student Achievement

Each school is assigned a Superintendent of student achievement who supports the school in all aspects of education.



Superintendent of Student Achievement - Special Education

The Superintendent of student achievement oversees all special education programming within TVDSB.



Director of Education



IEP Parent Guide

A Parent Resource Guide – Individual Education Plan (IEP)

http://www.tvdsb.ca/files/3335/iep_parent%20resource%20guide_single%20pages.pdf

IEP Review

In 2011 –12 the Ministry conducted a Provincial IEP review.

In 2018-2019, an internal IEP audit was conducted.

Standard 11: Provincial and Demonstration Schools in Ontario

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

Provincial Schools

Provincial Schools may:

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

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

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

- The TVDSB has students attending three different Provincial Schools:
 - W. Ross Macdonald School: School for the Blind and Deaf (2 students);
 - Roberts School for the Deaf (2 students);
 - Ernest C. Drury School for the Deaf (2 student).

W Ross Macdonald School: School for the Blind and Deafblind

- W. Ross Macdonald School is located in Brantford and provides a residential, alternative education option for TVDSB students who are blind, visually impaired, or deaf-blind. Programs at W. Ross Macdonald School are tailored to the needs of the individual student.
- These programs:
 - Are designed to help these students learn to live independently in a non-sheltered environment;
 - Are delivered by specially trained teachers;
 - Follow the Ontario curriculum developed for all students in the province;
 - Offer a full range of courses at the secondary level;
 - Offer courses in special subject areas such as music, technological studies, family studies, physical education, and mobility training;
 - Are individualized, to offer a comprehensive "life skills" program;



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

Provincial Schools for the Deaf

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

Demonstration Schools

- Provincial Demonstration Schools provide residential programs for students with severe learning disabilities. In addition, these schools have special programs for students with severe learning disabilities in association with attention deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.
- The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a program for students with severe learning disabilities who require an additional level of social/emotional support.
- Application for admission to a Provincial Demonstration School is made on behalf of students by TVDSB, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.
- The following Demonstration Schools offer services for TVDSB students:



Special Education Plan

- Amethyst School in London, with Learning Disability (LD) and LD/ADHD programs serving Western and North-Western Ontario;
 - Trillium School with the LEAD Program serving Central and Mid-Northern Ontario;
 - Centre Jules-Léger in Ottawa which is a residential school serving francophone students and families throughout Ontario.
- These schools provide special residential education programs for students between the ages of 5 and 21 years. These programs:
 - Enhance the development of each student's academic and social skills;
 - Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by TVDSB within two (2) years;
 - Provide, upon referral from schools, specialized consultative assistance for individual students;
 - Provide in-service and teacher education programs designed to share methodologies and materials with TVDSB staff.



Special Education Permanent Staffing Allocation

2019-2020

Special Education Staff	Elementar	Secondary	Total
TEACHING STAFF			
Learning Support Teachers	201	55.35	256.35
Teachers for self-contained classes			
Developmental Education Classes	46.0	76.00	122.00
Gifted Self-Contained Classes (Elementary) / Lines (Secondary)	4.0	4.70	8.7
ASD Self-Contained Classes (Elementary) / Resource Withdrawal (Secondary)	6.0	6.00	12.0
Deaf and Hard of Hearing Self-Contained Classes (Elem.) / Resource Withdrawal (Sec.)	2.0	1.00	3.0
Transition Classes (Elementary) / Resource Withdrawal (Secondary)	5.0	5.00	10.0
Accelerate Self - Contained Classes (Elementary - Junior)	4.0	-	4.0
Accelerate Self - Contained Class (Elementary - Primary)	-	-	-
Total Number of Self-Contained Classroom Teachers	67.0	92.70	159.7
Self-Contained Classes (Prep)	13.02	29.04	42.06
Total Self- Contained Classes Staffing (Classroom Teachers / Prep)	80.02	121.74	201.76
Other special education teachers			
Itinerant Teachers <ul style="list-style-type: none"> • Gifted Resource – 5.2 Elementary • Hearing Resource – 7.0 Elementary • Vision Resource – 11.6 Elementary 	23.8	-	23.8
Teacher On Special Assignment (TOSA)	12.0	3.0	15
Teachers on Special Assignment (TOSA), Assistive Technology	7.0		7.0
Learning Coordinators	7.0	4.0	11.0
Learning Supervisors			2.00
EDUCATIONAL ASSISTANTS			
Educational Assistants <ul style="list-style-type: none"> • Special Incident Portion (SIP) 	735.15	222.00	957.15
	17.00	28.0	45.0
Total Educational Assistants	752.15	250.0	1002.15
COMPUTER TECHNICIANS			
Technical Support Analysts (TSA)			5.50
OTHER PROFESSIONAL RESOURCE STAFF			
Manager, Professional Services			2.00
Psychological Services			28.80
Speech-Language Services			35.0
Audiologists			1.00
Social Work / School Support Counselling			24.8
Behaviour Analyst			5.0
Special Equipment Allocation Project Coordinator			1.00
Special Education Allocation Assistant			.75



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) 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 TVDSB 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;
 - 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
 - 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;
 - 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;
 - Professional learning.



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- In 2018-2019, 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

add details

Standard 14: Equipment

The purpose of the standard is to provide details about the provision of individualized equipment for some students with special needs.

Equipment

- The Thames Valley District School Board (TVDSB) is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs.
- Student equipment needs are identified through the Program Development Team (PDT) process. Recommendations are received from Board professional personnel and community professional practitioners. Professional assessments can come from a psychologist, psychologist associate, optometrist, ophthalmologist, occupational therapist, physiotherapist, speech-language pathologist and specialist teachers of the blind, deaf or deaf-blind.
- There are two types of Special Equipment Amount (SEA) claims;
 - SEA Per Pupil Amount (computer hardware, software and related equipment);
 - SEA Claims-based Amounts (i.e., lifts, Braille, furniture, etc.).
- A SEA application is completed by the Learning Support Teacher and forwarded through the SEA Automation process to the school's area Learning Coordinator–Special Education for processing.
- Criteria for Specialized Equipment:
 - Practitioner's report (Occupational Therapist, Physiotherapists, Psychologist, Speech-Language Pathologist, etc.);
 - Student must be on an Individual Education Plan (IEP);
 - Parent(s)/guardian(s) consent for SEA application.
- The Ministry of Education allocates to school boards SEA revenue generated from the SEA per Pupil Amount and SEA Claims-based Amounts for expenses exceeding \$800. The Board is responsible for SEA approved equipment costs equal to and less than \$800.
- All specialized equipment is the property of the Thames Valley District School Board and is allocated at the discretion of the Board. Any required repair for maintenance will be provided by the Board. Repairs and maintenance concerns are to be shared with the Learning Support Teacher of the school.



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 School Administrators identify immediate and anticipated accessibility needs 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 building 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 is responsible for developing and monitoring the implementation of the Plan, and publishing annual status reports on the progress made in achieving the Plan's objectives. This Group meets quarterly to review and update the Plan.
- 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 School Year

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

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.



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

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

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 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.

Standard 16: Transportation

The purpose of the standard is to provide details of the Board's transportation processes and policies.

Provision of Transportation for Exceptional Students

- The Thames Valley District School Board's (TVDSB) Transportation Policy outlines that the Board, specifically the Special Education department staff, will approve and direct the service parameters of Southwestern Ontario Student Transportation Services (STS) on an annual basis.
- STS will make special transportation arrangements for TVDSB students who have been identified and approved by the School Board having either:
 - A permanent physical, mental or emotional disability that prevents them from safely getting to and from their Board-designated school;
 - A placement in a self-contained classroom or withdrawal assistance program (secondary).
- STS will manage and administer all of the Board's home-to-school transportation for exceptional students who attend the following programs through an application process:
 - System Special Education classes (Developmental Education, Accelerate, Hearing, Gifted, Autism Spectrum Disorder and Transition);
 - Care and/or Treatment, Custody and Correctional (CTCC) day treatment programs offered through Vanier Children's Services, The Child and Parent Resource Institute (CPRI) or Wellkin Child and Youth Mental Wellness;
 - Provincial and Demonstration Schools (day students only).
- For students in regular class programs who require specialized transportation to their designated school, a Specialized Transportation Application Form may be completed by the school and parent(s)/guardian(s) and submitted to STS.
- Specialized Transportation arrangements will be made by the TVDSB on behalf of students with a permanent physical, mental or emotional disability that prevents them from safely getting to and from their Board-designated school to access Summer School Programs.
- A determination as to whether the student will be transported with other children or separately is made by the Learning Supervisor of Special Education upon application by the school Principal.
- An individual school transportation plan is developed for each student who requires Specialized Transportation. An individual transportation plan is a written plan that details:
 - How each student will board, be secure while driving, and de-board;
 - What assistance students may need while boarding, securing themselves, or de-boarding;
 - Responsibilities of students, parents, drivers, school staff, school boards, and transportation companies.



Special Education Plan

- Consideration by STS during selection of transportation providers for all exceptional students includes criteria related to safety, including, but not limited to:
 - Drivers must have first-aid training;
 - Wheelchairs must be secured while being transported;
 - Criminal record checks must be completed for drivers and bus monitors.



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;
 - 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 2019-20 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;
 - 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;



Special Education Plan

- 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;
 - 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
 - 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 3:00 p.m., or the first or second Monday from 6:30 p.m. to 9:00 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 2019-20 is as follows.

2019-20 Special Education Advisory Committee Meeting Dates

Monday, September 9, 2019 6:30 p.m.

Tuesday, October 1, 2019 12:15 p.m.

Monday, November 11, 2019 6:30 p.m.



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

Tuesday, February 4, 2020 12:15 p.m.

Monday, March 9, 2020 6:30 p.m.

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

Monday, May 4, 2020 6:30 p.m.

Monday, May 25, 2020 6:30 p.m.

Monday, June 8, 2020 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 2019-2022

ASSOCIATION	REPRESENTATIVE	ALTERNATE
TVDSB – Trustee	Joyce Bennett j.bennett@tvdsb.ca	
TVDSB – Trustee	Lori-Ann Pizzolato l.pizzolato@tvdsb.ca	
TVDSB – Trustee	Barb Yeoman b.yeoman@tvdsb.ca	
Association for Bright Children www.abcontario.ca	Christine Thammavongsa thammavo@oxford.net	Beth Mai President.abclondon@gmail.com
Autism Ontario 1340 Dundas St. E., London, ON N6G 2V9 Phone: 519-433-3390 autismontariolondon@bellnet.ca www.autismontario.com/london	Nadia Brown nadiabrown2000@rogers.com	
Community Living London 190 Adelaide Street South London, Ontario N5Z 3L1 www.cll.on.ca	Barbara Furac barb.furac@ccl.on.ca	



Special Education Plan

ASSOCIATION	REPRESENTATIVE	ALTERNATE
Community Services Coordination Network (CSCN) www.cscn.on.ca	Judy Wright judywright@cscn.on.ca	Cassie Krygsman cassiekrygsman@cscn.on.ca
Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, Ontario M3C 3N6 Toll Free: 1-800-668-6252 easterseals.org London Office 2265 Oxford Street W., Unit 1 London, Ontario N6K 4P1 Phone: 519-432-9669 Toll Free: 1-888-278-7797	Alison Morse amorse@easterseals.org	
Epilepsy Support Centre 690 Hale Street London, Ontario N5W 1H4 Phone: 519-433-4073 Executive Director: Michelle Franklin www.epilepsysupport.ca	Bob Harvey bsharvey@execulink.com	Jayme Arts jayme@epilepsyswo.ca
Fetal Alcohol Spectrum Disorder Network fasdelmo@gmail.com www.fasdelmo.wordpress.com	Tracy Grant ss12grants@gmail.com	Wendy Conforzi con4zi@rogers.com
Learning Disabilities Association of Ontario London Region 303 Richmond Street Unit 205 London, Ontario N6B 2H8 Phone: 519-438-6213 www.ldalondon.ca	Paul Cook ed@ldalondon.ca	Deborah Shore Reid supportgroup@ldalondon.ca
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Special Education Plan

ASSOCIATION	REPRESENTATIVE	ALTERNATE
Thames Valley Children's Centre 779 Baseline Road, East London, ON N6C 5Y6 Phone: 519-685-8700 www.tvcc.on.ca	Janet Gritzan janet.gritzan@tvcc.on.ca	Colleen Willoughby Colleen.willoughby@tvcc.on.ca
VOICE for the Deaf and Hard of Hearing admin@voicefordeafkids.com www.voicefordeafkids.com 302-177 Danforth Avenue Toronto, Ontario M4K 1N2 Phone: 416-487-7719	Michele Barbeau michelebarbeau65@gmail.com	Natalie Davison N5davison@sympatico.ca
Vanier Children's Services 871 Trafalgar Street London, ON N5Z 1E6 Phone: 519-433-3101 www.vanier.com	Laura Dunlop-Dibbs ldunlopd@vanier.com	Sheri Grabstas accounting@vupointsystems.ca
Chippewas of the Thames First Nations www.cottfn.com	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 **what email address??**

SEAC Activities

In the 2018-19 school year, SEAC provided input on a wide range of special education department initiatives, the annual review of the Special Education Plan and the 2019-20 special education budget.

The SEAC included two sub-committees that support two ~~three~~ priorities: the revisions to the Special Education Plan, and the development of a SEAC brochure. 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.



Special Education Plan

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

- CTCC
- 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

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

- Annual Thames Valley Parent Involvement Committee (TVPIC) Symposium
- Annual PASSAGES transition conference
- The Special Education INConference

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 Committee

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;
- 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 Children, Community and Social 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)/guardian(s) workshops;
 - 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.



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- Learning Coordinators-Special Education and/or the Teacher on Special Assignment (TOSA)-Special Education, 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 and/or the TOSA-Special Education, 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 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.



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- 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)

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).
- 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.