

Special Education Plan Update Working Group

TOPICS	MONTH
<p>Staff Allocation for Special Education</p> <p>Background</p> <p>Staff Allocation Process</p> <p>Opening a Special Education Class (Intensive Support Program) in a School</p> <p>Moving a Full Time Special Education Class</p> <p>Closing a Full Time Special Education Class</p> <p>Special Education Staff Allocation for 2019-2020</p> <p>Allocation of Special Education Support Staff</p> <p>Allocation of Special Needs Assistants</p> <p>Placement of Staff in Special Education Programs</p> <p>Targets and Standards for Special Education ISP Staffing</p> <p>Special Education Staff Allocation as of July 31, 2019</p> <p>Professional Support Services Staff Allocation as of June 30, 2019</p> <p>Staff Organization and Responsibilities</p> <p>Learning and Leadership Department Roles and Responsibilities</p> <p>Associate Director - Leadership, Learning and School Improvement</p> <p>Superintendent – Special Education Services</p> <p>Centrally Assigned Principal – Central</p> <p>Centrally-Assigned Principal – Special Education Learning Centre</p> <p>Centrally Assigned Principal - CTCC</p> <p>Vice Principal – CTCC- Elementary and Secondary</p> <p>Central Coordinator – Autism Services</p> <p>Central Coordinator – Processes, Practices and Procedures (SEA/SIP)</p> <p>Special Education Coordinator – CTCC</p> <p>System Coordinators – Deaf/Hard of Hearing, Blind/Low Vision</p> <p>Special Education Inclusion Coordinators</p> <p>Consultants</p> <p>Special Education Inclusion Consultant</p> <p>Special Education Consultants – ASD Team</p> <p>Special Education Consultant – Assistive Technology (SEA)</p>	<p>November 2019</p>

<p>Special Education Itinerant Teachers</p> <p>Special Education Itinerant Teacher – Behaviour (Elementary & Secondary)</p> <p>Special Education Itinerant Teacher – Assistive Technology (SEA)</p> <p>Special Education Itinerant Resource Teachers – Secondary Alternative Programs</p> <p>School-Based Special Education Teaching Staff</p> <p>Paraprofessional Support Staff</p> <p>Professional Support Services Department Roles and Responsibilities</p> <p>Occupational Therapy and Physiotherapy Services</p> <p>Psychological Services</p> <p>Social Work and Attendance Services</p> <p>Speech-Language Pathology Services</p>	
<p>Early and Ongoing Identification and Intervention</p> <p>TDSB Developmental History Form</p> <p>Universal Screening Process for Grade 3 Students</p> <p>Transition Planning for School Entry</p> <p>Entry Plan for Students with Special Needs</p> <p>Early Years Intervention Programs</p> <p>Diagnostic Kindergarten Program (DK)</p> <p>Eligibility for the Diagnostic Kindergarten Program</p> <p>Kindergarten Intervention Program (KIP)</p> <p>Eligibility for the KIP Program</p> <p>Kindergarten Early Language Intervention (KELI)</p> <p>Eligibility for the KELI Program</p> <p>Exceptionalities: Categories, Definitions and Special Education Programming</p> <p>Identifying the Needs of Exceptional Pupils</p> <p>Behaviour Exceptionality</p> <p>Ministry Definition</p> <p>IPRC Determination of Exceptionality: Behaviour</p> <p>Special Education Programming</p> <p>Communication Exceptionalities</p> <p>Autism</p> <p>Ministry Definition</p>	<p>December 2019</p>

<p>IPRC Determination of Exceptionality: Communication (Autism)</p> <p>Special Education Programming</p> <p>Learning Disability</p> <p>Ministry Definition</p> <p>IPRC Determination of Exceptionality: Communication (Learning Disability)</p> <p>Special Education Programming</p> <p>Language Impairment</p> <p>Ministry Definition</p> <p>IPRC Determination of Exceptionality: Communication (Language Impairment)</p> <p>Special Education Programming</p> <p>Speech Impairment</p> <p>Ministry Definition</p> <p>IPRC Determination of Exceptionality: Communication (Speech Impairment)</p> <p>Special Education Programming</p> <p>Deaf and Hard of Hearing</p> <p>Ministry Definition</p> <p>IPRC Determination of Exceptionality: Communication (Deaf/Hard of Hearing)</p> <p>Special Education Programming</p> <p>Intellectual Exceptionalities</p> <p>Developmental Disability</p> <p>Ministry Definition</p> <p>IPRC Determination for Exceptionality: Developmental Disability</p> <p>Special Education Programming</p> <p>Giftedness</p> <p>Ministry Definition</p> <p>TDSB “Universal Screening Process” and Identification of Giftedness</p> <p>IPRC Determination for Exceptionality: Giftedness</p> <p>IPRC Determination of Giftedness for English Language Learners (ELL)</p> <p>IPRC Determination of Giftedness (for Students with Learning Disabilities)</p> <p>Special Education Programming</p> <p>Mild Intellectual Disability</p> <p>Ministry Definition</p> <p>IPRC Determination for Exceptionality: Mild Intellectual Disability</p> <p>Special Education Programming</p>	
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<p>Multiple Exceptionalities</p> <p>Ministry Definition</p> <p>IPRC Determination of Multiple Exceptionalities</p> <p>Special Education Programming</p> <p>Physical Exceptionalities</p> <p>Blind and Low Vision</p> <p>Ministry Definition</p> <p>IPRC Determination for Exceptionality: Blind and Low Vision</p> <p>Special Education Programming</p> <p>Physical Disability</p> <p>Ministry Definition</p> <p>IPRC Determination of Physical Disability Exceptionality</p> <p>Special Education Programming</p>	
<p>Requesting Regional Support Services</p> <p>Regional Autism Team Services</p> <p>Requesting Regional Autism Team Services</p> <p>ASD Professional Learning (PL)</p> <p>Tiered E-Learning Opportunities</p> <p>Tier 1 – Suggested for ALL</p> <p>Behaviour Regional Services (BRS) Team</p> <p>Blind and Low Vision Itinerant Support</p> <p>Deaf and Hard of Hearing Itinerant Support</p> <p>Care, Treatment, Custody, and Corrections (CTCC)</p> <p>Structure of TDSB Care and Treatment</p> <p>Special Equipment Amount (SEA)</p> <p>Special Incidence Portion (SIP)</p> <p>Specialized Health Support Services</p> <p>Special Needs Strategy</p> <p>Toronto Region Coordinated Service Planning Model</p> <p>Policy/Program Memorandum No. 81 (PPM 81)</p> <p>Clarification of PPM 81 Re: Catheterization and Suctioning</p> <p>Model for Provision of Specialized Health Support Services</p>	<p>January 2020</p>

<p>Transportation for Students in Special Education</p> <p>TDSB Transportation Policy and Procedures</p> <p>Method of Transportation Service</p> <p>Requirements and Responsibilities</p> <p>Changes to Transportation Arrangements</p> <p>Pick-up and Drop-off</p> <p>Driver Responsibilities</p> <p>Seat Belts, Seat Belt Covers, Car Seats, Booster Seats, Safety Vests</p> <p>Transportation for Students in Wheelchairs or with Severe Mobility Limitations</p> <p>Cancellation of Service Due to Inclement Weather</p> <p>September Start-up</p> <p>Transportation Safety</p> <p>Appeal Process</p> <p>Transportation Company Contact Information</p>	<p>February 2020</p>
<p>Partnerships</p> <p>Coordination of Services with Other Ministries and Agencies</p> <p>TDSB Early Intervention Initiatives</p> <p>Kindergarten Early Language Intervention (KELI) Program</p> <p>Toronto Partnership Autism Services (TPAS) Community Services</p> <p>Connections: Supporting Seamless Transitions for Students with ASD</p> <p>Transition from Toronto Preschool Speech and Language Services (TPSLS)</p> <p>External Partnerships with Community Agencies and Services</p> <p>Professional Learning</p> <p>Framework for Professional Learning</p> <p>Overview of Staff Professional Learning</p> <p>2019-2020 Priorities for Professional Learning</p> <p>Safety – Management of Risk-of-Injury Behaviours</p>	<p>March 2020</p>
<p>Introduction to TDSB Special Education Plan</p> <p>Inclusion and Special Education</p> <p>Multi-Year Strategic Plan</p>	<p>April 2020</p>

<p>TDSB Learning Centres Facilitate Inclusion</p> <p>Accessibility</p> <p> Background</p> <p> TDSB Accessibility Committees</p> <p> AODA Working Group</p> <p> Barrier Free Committee</p> <p> AODA Capital Committee</p> <p> Capital Spending on Accessibility</p> <p>Assessment</p> <p> Educational Assessment by Teachers</p> <p> Kinds of Educational Assessment</p> <p> Diagnostic Assessment Tools for Teachers</p> <p> Individual Assessment by Qualified Professionals</p> <p> Purpose and Goals</p> <p> Standards for the Provision of Individual Assessments</p> <p> Occupational Therapy and Physiotherapy Assessments</p> <p> Psychological Assessments</p> <p> Social Work Assessment</p> <p> Speech Language Assessments</p> <p> Sharing Professional Assessment Information</p> <p>Consultation</p> <p> TDSB Consultation Process</p> <p> Consultation on the Special Education Plan</p> <p>Continuum of Supports, Programs and Services</p> <p> How Student Needs Are Addressed</p> <p> How Teachers Access Special Education Supports and Services</p> <p> How Individual Student Needs Are Identified</p> <p> Identification, Placement and Review Committees (IPRC)</p> <p> Steps to Student Support and Services</p> <p> Elementary School Community Based Resource Model (CBRM)</p> <p> Special Education Resource</p> <p> Home School Program (HSP)</p> <p> Secondary School Support</p> <p> Special Education Resource</p>	
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<p>Special Course Options</p> <ul style="list-style-type: none"> • Secondary Resource Program (RSE) • Secondary Learning Strategies (GLE) • Locally Developed or Optional Credit Courses <p>Special Education Classes – Elementary and Secondary</p>	
<p><u>Ministry of Education</u></p> <p>Special Education Roles and Responsibilities</p> <p>The Ministry of Education:</p> <p>The District School Board:</p> <p>The School Principal:</p> <p>Special Education Advisory Committee (SEAC):</p> <p>The Teacher:</p> <p>The Special Education Teacher:</p> <p>The Parent(s)/Guardian(s):</p> <p>The Student:</p> <p>Provincial Schools and Demonstration Schools</p> <p>Demonstration Schools</p> <p>Provincial Schools for the Deaf</p> <p>Provincial School for Visually Impaired, Blind and Deafblind Students</p> <p>Special Education Advisory Committee (SEAC)</p> <p>The Role of SEAC</p> <p>2019 - 2020 Meeting Dates and Times</p> <p>SEAC Membership</p> <p>Membership Selection Procedures</p> <p>SEAC Input for 2019 - 2020</p> <p>SEAC Recommendations to the Board</p> <p>SEAC Input into the 2019 TDSB Special Education Plan</p> <p>Communication with SEAC</p> <p>SEAC Association Representatives</p> <p>SEAC Community Representatives</p>	<p>May 2020</p>

Identification and Placement in Special Education The Identification Placement and Review Committee (IPRC) IPRC Decisions about Exceptionality IPRC Decisions about Placement Regular Class Placement Special Education Class Placement External Options for Full Time Support IPRC Recommendations about Special Education Services or Programs IPRC Structure Learning Network and Original IPRCs Central IPRC School-Based IPRC (for the Annual Review) The IPRC Process IPRC Referral Steps Documents Required for an IPRC Attendance at the IPRC Presentations to an IPRC Functions of the IPRC Deferral of IPRC Decisions Process for Annual Review IPRCs Resolving Disputes Appeal Process Special Education Program Recommendation Committee (SEPRC) SEPRC Structure The SEPRC Process SEPRC Referral Steps Documents Required for a SEPRC Attendance at and Presentations to a SEPRC Functions of the SEPRC Required Follow-Up to the SEPRC Appeal Process In-School Team (IST) and School Support Team (SST): Consultation and Support Addressing Student Needs	September 2020
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<p>A Tiered Approach to Prevention and Intervention</p> <p>Individual Learning Profile (ILP)</p> <p>The In-School Team and School Support Team (IST/SST)</p> <p>Role of Professional Support Services at SST Meetings</p> <p>Parental and Student Involvement in IST/SST Processes</p> <p>Secondary School Team Meetings</p> <p>Appendix A: Guide to Special Education for Parent(s)/Guardian(s)</p> <p><u>Appendix H: TDSB Special Education Brochures</u></p> <p>Appendix D: Parent Concern Protocol</p>	
<p>Individual Education Plan (IEP)</p> <p>Accommodations, Modifications and Alternative Expectations</p> <p>Consultation in IEP Development</p> <p>Ministry Standards for Implementation</p> <p>TDSB Guidelines for Individual Education Plans</p> <p>IEP Accommodations and Modifications in Secondary School Settings</p> <p>The IEP Transition Plan</p> <p>Requirements for Transition Plans</p> <p>A Tiered Approach to Transition Planning</p> <p>Education Transitions</p> <p>Filing and Storage of the IEP</p> <p>Process for Dispute Resolution</p> <p>Appendix B: Individual Education Plan</p> <p>Appendix C (1): Consent for Release of Confidential Information</p> <p>Appendix C (2): Individual Learning Profile (Elementary)</p> <p>Appendix C (3): Individual Learning Profile (Secondary)</p> <p>Appendix C (4): Professional Support Services Referral Form</p>	<p>October 2020</p>