

A. THE BOARD'S CONSULTATION PROCESS

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Purpose of the Standard

To provide details of the board's consultation process to the ministry and to the public.

The Peel District School Board follows regulation 464/97 with regard to the establishment and operation of a Special Education Advisory Committee (SEAC).

SEAC is a standing committee of the Peel District School Board that meets the third Tuesday of each month during the school year. These meetings are held at the H.J.A. Brown Education Centre and are open to the public. SEAC advises and makes recommendations to the Board in respect to any matter affecting the establishment, development and delivery of special education programs and services.

Parents, school councils, community organizations and students delegate SEAC as part of the public consultation process. Agendas are organized to include delegations, reports from Community Associations, reports from Officials and Staff, old and new business and communications. In this way SEAC is kept informed of matters pertaining to the establishment, development and delivery of special education programs and services.

Consultation Regarding the Board's Special Education Plan

Changes to elements of the board's special education plan may occur throughout the year and these changes are brought forward to SEAC as reports from staff. Discussion, clarification, suggestions and modifications may ensue. In addition a report was submitted to SEAC containing specific sections of the Standards for School Boards' Special Education Plans that relate to SEAC's role and responsibilities in the process. The development of a plan for SEAC to provide necessary elements in the Special Education Plan was recommended.

Informing Community Members

The primary avenue through which the board informs and consults with the community is through SEAC and the associations it represents. To further facilitate community and parent input into the plan, the following statement will be added to the next printing of IPRC brochure and is in the process of being included in the next update of the Parent Fact Sheet which is distributed to families of all new kindergarten students and is available at schools and on the board web site. Since the 2001-2002 school year the board's Special Education Plan has been made available on the board website.

"Each board is required to maintain a special education plan, to review it annually, to amend it from time to time to meet current needs of its exceptional students, and to submit any amendment(s) to the minister. Members of the community, and particularly parents of children who are receiving special education programs and services are invited to provide input into the board's special education plan. This may be done through the board's SEAC at any point throughout the year prior to April as the ministry requires the plan to be submitted by July 31."

In addition to consultation through SEAC, superintendents, principals and consultants initiate presentations to relevant communities and specific associations regarding the special education service model, delivery, implementation and location as part of an ongoing communication and consultation process.

Reviews of Special Education Programs and Services

Annual Planning Process

The Peel District School Board continually reviews aspects of Special Education program delivery. These reviews involve input from a variety of stakeholders and in a number of forums, including SEAC members, parents, students, teachers, teaching assistants, resource teachers, principals, superintendents and parent associations.

Elementary and Secondary Process

This process involves a thorough review of the progress of "Exceptional" students. General reviews are conducted early in the winter term at the school level with the assistance of the special education resource teachers to discuss program needs, indicators for service, trends and the possible range of placements required for the following year. These data are reviewed with the Field Office Superintendents of Schools to establish plans to address identified needs. Based on the reviews, detailed recommendations are brought forward to the Superintendent of Special Education Support Services for discussion and to provide information for the purposes of regional staffing and budget deliberations. SEAC, individual associations and communities as appropriate are then consulted regarding possible shifts in programs and services for the following year. Decisions related to future planning are aligned with the goals and priorities of the board and department.

Internal Reviews 2002-2003

A. Annual Planning Process

The annual review highlighted factors which affected and will continue to affect decisions concerning special education service and program delivery.

1. Results of the ISA submission due October 2003 will impact the planning process for 2004-2005.
2. New initiatives will continue to be limited and the emphasis will continue to be on consolidation of existing programs.
3. Population shifts in the board will continue to affect the equity of Special Education Programs.
4. The numbers of students with complex special needs particularly students with a diagnosis of ASD in both contained and mainstream classes continues to increase.
5. Ongoing professional development for current and new staff, both mainstream and special education is required in order to address the needs of an increasingly diverse population.
6. Recruitment of staff and subsequent training is essential to the long term maintenance of the special education model.
7. An increasing number of new administrators will require ongoing professional development with regards to special education policies and regulations.
8. The ISA process will continue to direct the focus of special education staff and services and may result in the redeployment of staff in order to meet the October 2003 ISA submission date.
9. Ongoing implementation of IEP standards will require continuous staff development and training.
10. Support requirements for students at the secondary level have been increasing with the implementation of the new curriculum.
11. Student behaviour continues to be a system issue. Limited mental health services for children continues to exacerbate this issue.
12. The number of group homes opening increases the number of students with significant needs which severely impacts system resources.
13. In order to maintain funding levels, Special Classes will be converted to in-school support as other contained classes are opened.

B. Specific Reviews

Review of Specialty Centres

The plan to review all program types developed as a response to address the issues raised during a preliminary consultation at specific centres in May 2003. This also incorporated a review of **IPRC procedures**, specific aspects of the **Behaviour Services Continuum** and the **continuum of service for high incidence to low incidence exceptionalities**.

This system wide review 2002-2003 was conducted according to the following criteria:

- Consistency of program practice and delivery
- Staff training and development needs
- Resource allocations (staff)
- Technological equipment and support
- Program support materials

Teaching Assistants
 Identification and placement of students
 Program pathways
 Other: as identified by participants

The consultation process included the programs and staff identified below.

Program type	Staff
Communication classes Elementary and Secondary KTLC	Administrators Speech Language Pathologists SERTS Elementary and secondary
Behaviour classes Kindergarten Support Program	Administrators, Psychology staff SERTS
Enhanced Learning Classes	Administration SERTS
GLD Classes:	Administration Speech/language Pathologists Consultants Psychology Staff
Vocational Programs GLE	Administrators SERTS Special Education Department Heads
Developmental Disabilities classes:	Administrators Speech/language Pathologists Consultants Psychology Staff

In addition to the program reviews, consultation regarding issues impacting on special education process, programs and service involved participation from the following groups.

- Special Education Support Services Staff
- Superintendents of Education
- Special Education Resource Teachers elementary and secondary. including survey information from teachers of each type of class
- Special Education Regional Coordinating Committee
- PSSP staff (Psychology Staff, Social Workers, Speech/Language Pathologists
- Consultants and Itinerant teachers
- Teaching Assistants
- Secondary Special Education Department Heads
- Program Services Department/Research Department
- Finance & Administration, Planning & Accommodation Services, Operations Services (Staff Meetings & Coordinating Committees)
- Chairs of Field Office IPRCs
- SEAC

Ministry program standards

These have yet to be released.

IEP standards implementation

This review is ongoing.

Review of the Board's Special Education Plan

- In response to the review of School Board's Special Education Plan 2001-2002, several standards were revised to include the information indicated in the report.
- The remainder of the plan was updated to include current information

C. Summary Of Consultation Feedback

System feedback

The following issues reflect themes that were identified internally as systemic special education priorities.

Increased support for existing programs

- Financial support for learning materials/resources
- People resources (Teaching Assistants, SERTs, Speech Language, Social Work, Psychologists)

Increasing number of students with complex needs

- These increasingly complex needs have made identification and placement more difficult and less consistent
- Difficult for teachers to differentiate for the range of needs within classes

Recruitment and retention of qualified staff

Insufficient number of classes/programs

- Incomplete pathways gr.8-9 and post secondary

Administrator support

- Time commitment to liaison, coordinate agencies and personnel, manage behavior, communicate with parents, managing increased number of personnel, (TAs) not taken into consideration in the allocation of vice-principals, paperwork (compensatory as pertaining to special education pressures)

Teaching Assistants

- Increase number in both mainstream and contained classes
- Length of workday
- Training, management

Technology

- Availability
- Training and integration into curriculum, support for EQAO

ASD

- Continuum of service
- Increasing numbers

Staff Development

- Across all employee groups, (includes administrators)

Research and Evaluation

- Evaluating program effectiveness
- Clarity relating to performance indicators
- Process for data collection, analysis and reporting

SEAC Feedback

Consultation with SEAC followed the same format that was used throughout the system. The following summarizes the results by association.

Association for Bright Children

- allocation of In School Learning Support staff
- consistency of process
- IEP
 - time requirements
 - content
- decreasing number of students in enhanced programs
- inequity of female /male representation
- teacher qualifications and retention of staff
- Professional Development

Community Living

Concerns regarding:

- emphasis on contained classes and schools
- program emphasis (life skills rather than academics)
- negative impact of ISA on IEPs and academic expectations
- secondary aged students classified as elementary students
- Professional Development for all staff
 - policy and procedures in special education
 - differentiated instruction for diversified classes
 - IEP content and standards
- The Future We Want and Schools Attuned provide exciting possibilities for the inclusion of all students

Learning Disabilities Association

- Communication with parents regarding the impact of accommodations and modifications
- Range, number and location of programs
- Accommodations for EQAO
- IEP
 - Implementation
 - Consistency of process for development and updating
- Professional Development for all staff

Autism Society Ontario –Peel Chapter

- Range of appropriate placements
- IEP content
- Initial transition to school
- Social skills curriculum specific to autism

- Professional Development for all staff

IEWS for Blind and Visually Impaired Children

- Assessment and reporting of skills specific to blind and visually impaired children (orientation and mobility training)
- Qualifications of staff
- Parent awareness of the accommodations available for students
- Professional Development

Tourette Syndrome Association of Ontario

- Qualifications of staff
- Appropriateness of existing categories of identification
- Range of appropriate placements and support
- Professional Development

Peel Parents of Hearing Impaired Children

- Range placements and services
- Increase in the Cochlear Implant Culture
- Qualifications and retention of staff
- Identification
- Professional Development specific to learning/listening styles

In addition to ongoing discussions with SEAC, consultation with regards to the range of placements offered will become an annual agenda item for the November meeting.

D. Results of the 2002-2003 Review

Changes to allocations, programs and services planned for the 2003-2004 school year in response to the consultation process are as follows:

- Increase of 31.5 in special education teachers at all secondary schools
- Increase of 2 teachers for Level 1 vocational
- Increase of .5 teacher in both ASD programs at the secondary level
- Increase in Teaching Assistant support for vocational level1 programs
- Increase in elementary contained classes
 - 9 Communication
 - 10 GLD
 - 7 ASD (autism spectrum disorder)
 - 3 Behaviour
 - 6 Developmentally Disabled
 - 2 PTP (primary transition program)
- Development of an ASD Team including a coordinator, consultant, teachers, Teaching Assistants and support from the Psychology and Speech and Language departments
- Addition of 3 Special Education Resource Teachers to support the new superintendencies
- Addition of 1 SERT to support central initiatives
- Increase of 1 itinerant teacher -vision

- Increase of 41 ISSP teachers (this includes the conversion of 18 special class teachers to ISSP)
- Realignment of ISSP support to maintain equity across the system
- Addition of T.A. support for communication centres
- Additional T.A. support for mainstream students with complex needs, including behaviour and ASD
- Addition of PSSP staff to support identified contained classes and mainstream needs
 - Psychology 4.5
 - Speech and Language 4
 - Social Work 4
- Accountability and research officer
- Technology support for PSSP and itinerant teachers

The need for professional development was identified by all groups as a priority. This is addressed in detail in Section B Special Education Programs and Services, section 12 Staff Development.

Internal Reviews 2003-2004

- A.** The annual review highlighted factors which affected and will continue to affect decisions concerning special education service and program delivery.
1. New initiatives will continue to be limited and the emphasis will continue to be on consolidation of existing programs.
 2. Population shifts in the board will continue to affect the equity of Special Education Programs.
 3. The numbers of students with complex special needs particularly students with a diagnosis of ASD in both contained and mainstream classes continues to increase.
 4. Ongoing professional development for current and new staff, both mainstream and special education is required in order to address the needs of an increasingly diverse population.
 5. Recruitment of staff and subsequent training is essential to the long term maintenance of the special education model.
 6. An increasing number of new administrators will require ongoing professional development with regards to special education policies and regulations.
 7. The ISA process at the Board level will require continuous evaluation, in-service and streamlining.
 8. The Quality Improvement Plan for the IEP requires significant development in conjunction with Learning Technology Support Services and will demand additional training for staff and administrators.
 9. Student behaviour continues to be a system issue. Limited mental health services for children continues to exacerbate this issue.
 10. The number of group homes opening increases the number of students with significant needs which severely impacts system resources.
 11. In order to maintain funding levels, Special Classes will be converted to in-school support as other contained classes are opened.

B. Specific Reviews

Impact of Schools Attuned

- Peel District School Board has included in the Quality Improvement Plan for the IEP the addition of statements that align with Schools Attuned, (neurodevelopmental language), to describe profiles of students who have been attuned
- Two schools are in the process of applying for exemplary school status. These schools have demonstrated a significant commitment to school wide implementation of the Schools Attuned philosophy and practices. One school has had entire staff trained. The tone and culture of the school reflects a focus on strengths and honours the diverse ways in which people approach learning and working. The work of Dr. Levine, specifically the construct of social cognition, formed the basis of the code of behaviour which has been fundamental to the development of a positive school climate.
- The language of Schools Attuned is shared with parents and used during community outreach. Use of a common language has improved communication. In some cases, students have begun to use vocabulary to describe themselves as learners.
- Some of the schools are using the process of attuning students as a way of finding out more about the learning profiles before or, in some cases, instead of providing psychological assessment in developing a learning plan for the students.
- At this point in time, 564 people have been trained in the Schools Attuned curriculum and ten (10) additional people have participated in the SAFDA (Schools Attuned Facilitators Development Academy), and will play important roles in facilitating or supporting Schools Attuned core courses.

ASD Programs

As part of the Ministry pilot project for the Implementation of a Standards-Based Approach For Students with Pervasive Developmental Disorders/Autism Spectrum Disorders (PDD/ASD Program Standards for ASD, a multidisciplinary team compared existing programs and practices with the new standards. Each standard was examined in the following areas:

- Baseline Practices
- Proposed Changes
- Proposed Standards-Based Plans

A summary was prepared for each standard incorporating the information from the gap analysis. Each summary included specific information regarding the following

- Identified changes
- Remaining gaps
- Human resources required to communicate, support and trouble-shoot the planned changes
- Administrative re-alignment required to implement the plan
- Fiscal re-alignment required to implement the plan
- Learning Technology supports required
- Teacher and Teaching assistant supports required
- Stakeholders, parent group and community partner involvement needed to support the implementation of the plan

IEP

Following the receipt of the Ministry review of IEPs in 2002, the board analysis of the results determined that several of the standards had already been addressed through changes to the software. Not all of the IEPs submitted to the ministry had been updated to include the recent software changes prior to the submission deadline and therefore did not meet the standard.

In response to the ministry feedback and in preparation for the development of the Quality Improvement Plan a multidisciplinary team performed a gap analysis and proposed the following plan.

<p>Quality Improvement Plan</p> <p>Overall Goals:</p> <ul style="list-style-type: none"> • To develop a streamlined, and parent friendly IEP template that clearly shows alignment of teaching strategies, assessment methods and accommodations with identified strengths and areas of needs as identified in the assessment data • To ensure stakeholder voice in the development process • To improve specific areas as identified in the Ministry feedback
<p>Student Profile:</p> <ul style="list-style-type: none"> • Consultation with SEAC with regard to the wording in the summary of assessment
<p>Strengths and Needs:</p> <ul style="list-style-type: none"> • Redefine the strengths and needs statements in the IEP to describe the cognitive/learning profile of the students: as indicated in the assessment information. including statements that align with Schools Attuned (constructs and functions)
<p>Annual Program Goals:</p> <ul style="list-style-type: none"> • Develop sample Annual Program Goal statements which are measurable • Use documents such as "Enduring Understandings" to assist in the development of sample Annual Program Goals statements for the content subject areas
<p>Learning Expectations:</p> <ul style="list-style-type: none"> • Adapt the "Enduring Understandings in Literacy" and the "Reading Conversations" documents to describe more specifically knowledge and/or skills required to meet the Annual Program Goal for Language • Develop sample statements for content subjects • Use the Peel Math continuum to link the specific expectations in mathematics
<p>Accommodations</p> <ul style="list-style-type: none"> • Use the Special Education Companion for support in developing the Strategies and Accommodations section of the IEP which should reflect the identified strengths and needs • Revise the current structure of the Accommodations section of the IEP engine to include the rationale for EQAO accommodations or exemption
<p>Alternative Learning Expectations</p> <ul style="list-style-type: none"> • Use the learning skills from the Ontario Report Card to focus on the behaviours necessary for

<p>successful learning. These are to be measurable and progress may be indicated on the report card. Anecdotal comments may be included on the IEP. Strategies and suggestions from the Special Education Companion will support the development of consistent approaches</p> <ul style="list-style-type: none"> • Behaviour management plans will be included where required and will contain measurable goals • Make the "Positive Pathways" alternative curriculum available for use in developing IEPs where appropriate
<p>Implementation and Monitoring</p> <ul style="list-style-type: none"> • Develop a communication plan to address the philosophical, process and software changes that will result from this plan • Revise the IEP manual used for in service training • Pilot the new IEP • In service to system • Develop a moderation process for administrators in order to further develop understanding of the IEP standards. This would occur several times a year in order to develop and maintain the expertise of administrators to ensure the quality of the IEPs • Align draft parent IEP guide with the revised IEP • Include new parent IEP guide in consultation phase of IEP development

Behaviour Services Continuum

The first stage of the review confirmed the following fundamental philosophy and beliefs:

- to understand that behaviour is generally perceived as being negatively based, yet everyone demonstrates positive and negative behaviours and what differentiates people with significant behavioural challenges are the types and extremities of behaviour, combined with the factors of intensity, frequency and duration of behaviours
- to foster growth of functional behaviours within areas which support academic skill development, social skill development, life skills development and personal development
- to foster a strength-based approach, with an emphasis on direct instruction of above skills
- to emphasize proactive interventions, and planned responsive interventions
- to define success on an individual student-based continuum

Summary of Existing Resource and Program Supports

Elementary:

- Psychology staff support teachers and BTAs in developing Behaviour Management Plans
- Social Work Staff assist children and families with attendance and/or personal/social problems
- Behaviour Teaching Assistants support school wide behaviour, social skills instruction, problem solving; in class student support (Itinerant). Elementary total assigned 168.5 with a 1:800 ratio
- Elementary Mobile Behaviour Support Teams focussing on intensive short term school, teacher and student support, development of behaviour management plans, modelling of interventions and parent support. There are two teams each consisting of .5 Psycho-educational consultant, .5 Social Worker, 1.0 teacher and 4 BTAs
- 140 students have been supported from September 2003 to March 2004
- 20 contained behaviour programs

Secondary:

- Psychology staff and Social Work staff assist students with behavioural issues (limited support available)
- Behaviour Teaching Assistants (Itinerant) 12.5 – shared among 3 superintendents to respond to the needs of particular schools
- Secondary Mobile Behaviour Support Teams focussing on support to high needs acting out students, generally with chronic, severe behaviours, students who have had or will have 'risk assessments', demonstrate physical aggression or assaultive behaviours, use drugs and weapons, have been involved with gang related activities, sexual offences etc. Many of these students are not in their home school, are on part-day programs, are enrolled in alternative programs (INDEC, TELL etc) or involved in community based programming.
The team liases with mental health treatment facilities, legal system (probation, corrections facilities) community agencies, substance abuse programs, Section 20 classes, and Contact Classes.
102 students were supported from September 2003 to March 2004. There are two teams each consisting of .5 Psychoeducational consultant, .5 Social Worker, 1.0 teacher and 4 BTAs.
- Contact Programs: Teacher support and 1 BTA allocation per site. On average, each site supports approximately 40-60 students annually.

Sound Skills

Language awareness skills refer to a students' ability to consciously think about and demonstrate their knowledge of the structure of spoken language. These skills are important because this is how students learn that letters represent sounds, that these sounds blend together for reading and that words need to be segmented into sounds for spelling. Language awareness skills are important foundation skills necessary for literacy instruction throughout the primary grades. International research point to phonemic awareness as the strongest single determinant of success that a student will experience in learning to read. The results of the pre/post testing indicates that with direct instruction sound awareness skills can be taught and students can improve their language awareness skills. There is a significant correlation between the level of students language awareness skills and how frequently teachers incorporate direct teaching of these skills in the classroom. The more Sound Skills activities are used the higher the students scores on the language awareness screener. The use of the sound skills activities ensures that language awareness instruction is deliberate and purposeful.

Special Education Research

- A Special Education Accountability Framework was developed to include models for three types of research: 1) systemic performance indicators; 2) a standards-based review process; and 3) program evaluation.
- A steering committee from within the system will be formed to study performance indicators and develop the indicators to be used by our programs and services. Use of the indicators will commence in the 2004-2005 school year.
- A standards-based review process has been mapped out based on the Ministry's draft standards for special education programs and services. Currently, the approach to the review process, the tie to standards, has been formalized. The

logistic specifications of the review will not be formalized in the 2004-2005 school year.

- An evaluation approach for the Communication program has been developed. A steering committee has been formed and has met monthly since January, 2004. The committee will finalize instrument selection in May, 2004. Instruments will be pilot tested and refined; the evaluation will run from September, 2004 to June 2005. A final evaluation report will be produced in the summer of 2005.
- An evaluation approach for the Gifted programs will be developed in the 2004-2005 school year.

Next Steps

1. Further gathering and analysis of grade 1 marks and examining the correlation with the screener scores
2. Expansion to grade 1 presently being piloted in Literacy Booster

C. Summary of Consultation Feedback

System Feedback

The following issues reflect themes that were identified internally as systemic special education priorities. The following groups contributed to the consultation: superintendents, administrators (elementary and secondary), CISESS co-ordinators, consultants, special education resource teachers, secondary special education heads, professional support services personnel, resource teachers, teaching assistants and itinerant teachers.

Professional Development:

- Training in all areas of special education -ASD, DD, Behaviour, Gifted, LD for all groups including administration
- Technology support and training in all areas of special education
- In-service in differentiated instruction for mainstream students and contained special education classes
- Increased opportunities and “time” for professional development – Regular Early Release days for PD
- Expand participation in Schools Attuned
- Promote the philosophy of inclusion
- Development of skills to facilitate mediation and parent involvement
- In service ways to include SLP recommendations
- Include a focus on the collaborative development in IEP training
- Develop parent workshops

Identification/Classification:

- More consistent criteria for Identification and Placement – more homogeneous groupings, criteria refinement
- Pathway/direction for students for whom it is difficult to determine whether MID or DD is more appropriate
- Appropriate identification of ESL continues to be a challenge
- Appropriate use of Peel pre-school service by teachers and parents continues to be a challenge

Placement/Program:

- More contained special education classes/placements of all types
- Increase in Alternative Programs i.e. Section 20's, TELL, etc.
- Pathways for transitions – new to board, ASD K entry, division changes

Resources:

- Increase in technology e.g., hardware, software, peripherals, support, etc. across all areas of spec. ed.
- Increase in PSSP – most specifically Psych
- Increase in TA support across all special education
- Increase in “base” resources for all spec. ed. contained programs
- Review information that is included in SIS to facilitate gathering statistics and tracking students

- Need for “physical space” for more contained classes and for resource staff to work
- Increase in Itinerant Resources and clarification of roles and responsibilities

Processes:

- Revising IEP Engine
- Continue to focus on improved communication throughout the system
- Equity – allocate resources based on student/school/community needs e.g. EDI students, staffing
- Develop consistent process for mid year transitions

Accessibility:

- Continue to develop appropriate learning environments– barrier free, e.g., physical, technology, etc.

SEAC Feedback

Consultation with the SEAC occurred at the regularly scheduled November meeting. All SEAC members had an opportunity to share the concerns and suggestions of their association. The following summary recognizes the re-occurring themes emerging from this consultation as well as the need to honour individuals and unique perspectives. Details of the consultation follow the summary.

1. The need for staff training and professional development was mentioned by almost every association.
2. The need for additional support and resources both human resources and technology.
3. Several groups mentioned IEP's, parental involvement in the development of IEP's and the need to include behaviour meeting plans in student IEP's.
4. Some association asked for additional classes for students with learning disabilities, hearing loss while Community Living asked for a reduced emphasis on contained class placements and an increase in the number of students accessing the mainstream settings.
5. Several associations identified the need to emphasize Ableism and inclusion of students with special needs.

Details of the consultation

**Note: Bold type indicates multi voting (2 or more votes) for a particular issue or priority*

Community Living

- **teachers of DD students involved in School Attuned training**
- **increased emphasis on “ableism” in the Future We Want to help effect a change in attitude towards students with disabilities**
- **programs for secondary aged students with developmental Disabilities staffed by secondary teachers**
- **reduce emphasis on contained class placements**

- increase the number of students accessing the mainstream option
- consider non-physical interpretation of the ODA regarding accessibility plans (e.g. include environmental issues etc.)
- continued PD for all staff with a focus on inclusion
- increased emphasis on academic skills in the Ontario Curriculum
- reduce the focus of instruction on life skills
- development of plans to assist with the timely re entry of students who are currently at home or on part day attendance due to behavioural concerns
- continue to provide feedback to the ministry regarding the harmful effects of the negative focus of the ISA process

Easter Seal Society

- Inclusion and ADRS (Assistive Devices Resources Services)
- Develop awareness of a balance between physical care and academic development
- **Increase parental involvement in IEP process**
- Develop an escape plan during fire drills
- Support and develop strategies toward independence with TA assistance

IEWS for Blind and Visually Impaired Children

- Inclusive physical education for all students regardless of disability
- Advance planning on reading materials and availability in appropriate formats
- Regular and progressive orientation and mobility training
- TAs with experience in Braille
- Assistive software for visually impaired students – staff who are familiar with those software and devices

Peel Parents for Hearing Impaired Children

- Continued support for training “TOD’s” – (teachers of deaf) York University
- **The Future We Want – more emphasis on “Ableism” piece – discrimination based on negative attitudes towards students with disabilities damaging to dignity and self worth**
- AV services/method either hire certified AV / train cert. AVT /fee for service
AVT – Auditory verbal
- Intermediate level transition class (50% of day) from self-contained HOH class to mainstream

Tourettes Syndrome

- **Ensure that Touretters to have access to school trips, sports etc. across the board**
- **Teach strategies to aid in organization skills, written expression**
- **More TA’s in classes for learning disabilities, ESL students, complex disabilities – teachers need more help**
- Need for staff training to develop an understanding of "anti social" behaviour with a focus on friendship development skills/opportunities, and to share best practices
- Training for SEAC members on Tourettes
- Identification “behavioural” designation not appropriate for Tourettes
- Flexibility to adjust programs with waxing/waning of Tourettes

- Teach basic writing skills for severe Tourettes despite tics otherwise can't spell or write
- Include behavioural piece incorporated into IEP and build in social skills
- TA involvement in planning and assessment activities
- Long term commitment to accommodations and support
- Increased availability of and training for programs i.e. Dragon Naturally Speaking as aid in writing. Include parents, teachers and students
- Lack of space in contained classrooms
- Keyboarding class availability at elementary level
- Need more one-to-one time with TA or ISSP teacher for the child

Association for Bright Children

- **Girls still under represented**
- **Measurable student outcomes relative to input (contained programs and ISELP)**
- Professional support and development for first 2 years of teachers' special education placement
- VP's must have Part 1 & 2 (Special Education) for pre-qualification
- Consistency of process for assessment and identification among schools
- Accounting system to also recognize incremental costs
- Update criteria handbook (e.g. WISC IV)
- Locations of contained classes to be geographically logical
- Develop system wide published broad expectations on program and its delivery
- Proactively seek group/parent input on all Spec. Ed. programs at local contained sites

Autism Society Ontario

- Transition programming for mainstream students
- Social programming generalized to school recreation activities
- Include social skills as part of IEP
- Behaviour management plan developed for each student with ASD and attach to IEP
- Educating peers re: ASD and bullying
- Automatic case conference every 2 years minimum

Learning Disabilities Association of Ontario

- **Increase emphasis on organizational skills and written expression**
- Educate parents, students, teachers about use of technology i.e. Dragon Naturally Speaking -Advocate for Ministry licensed software to be available for use at home i.e. Dragon Naturally Speaking
- Increase numbers of contained classes
- Keyboarding classes at elementary level
- Increase TAs in classes for learning disabilities(students are complex and may have additional needs such as ESL)
- Increase support through TA and ISSP teacher
- No delays in assessments/placements Learning Disabilities
- Professional development regarding learning disabilities and other exceptionalities

Other

- **Ongoing Recruitment and retention of qualified staff**
- **All special needs groups require representation on school councils formalized**
- Availability of TAs affects placement decisions-contained vs mainstream
- Need for IEPs to be consistently followed
- Development of training for TAs that is specific to disabilities
- Compensatory distribution of resources to support students who are not identified yet require support
- Greater variation of program choice (including location)
- Community supports (especially for behaviour in pre-school ages/earlier interventions)
- Linking of ESL support with some Spec. Ed. outside of classroom time
- Behaviour issues causing safety concerns are being managed through informal suspensions for a number of students. This has impact on the education of the student and the family.

D. Results of the 2003-2004 Review

Changes to the allocations, programs and services planned for the 2004-2005 school year in response to the consultation process are as follows:

- Increase of 7 in special education teachers at secondary schools as resource/behaviour support
- Increase of 3 teachers for Level 1 vocational programs
- Increase of 1 teacher in newly created ASD program at the secondary level
- Increase of 1 teacher in newly created Regional Communication Program at the secondary level
- Increase of 1 teacher in the Section 20 (ISA 4 Grant)
- Increase of 16 special education teachers in In-School Support Program (ISSP)
- Conversion of 33 Special classes to ISSP
- Increase in elementary contained programs of
 - 4 GLD
 - 4 Communications
 - 4 Behaviour
 - 1 Hard of Hearing
 - 6 Developmental Disabilities
 - 6 ASD
 - 3 Itinerant (2 ASD added Feb. 2004 1 vision for Sept. 2004)
- Increase of 1 Co-ordinator in Special Education
- Increase of 40 Teaching Assistants –15 Behavioural and 25 in Special programs
- Additional increase of 60 Teaching Assistants with Board approval
- Refocus of the Central SERT position to focus on technology support for staff and students

The need for ongoing Professional Development was identified by groups consulted. This is addressed in detail in Section B Special Education programs and Services, section 12 Staff Development

E. Summary of Special Education Programs and Services 2003-2004

Special Education Program Teacher Allocations
 Deployment of Teaching Assistants
 Professional Support Services
 Summary of Special Education Programs by Location (elementary)
 Summary of Special Education Programs by Location (secondary)