

SPECIAL EDUCATION ADVISORY COMMITTEE

Wednesday, September 6, 2017

6:30 pm Boardroom C.E.C.

WCDSB Mission Statement

*As disciples of Christ,
we educate and nurture hope
in all learners
to realize their full potential
to transform God's world.*

CHAIR: Zina Bartolotta

MEMBERS

Easter Seals Ontario – **Rhonda Ruetz**
FASD Caregivers Empowerment Alliance – **Zina Bartolotta**
WCDSB Trustee – **Jeanne Gravelle**
WCDSB Trustee – **Bill Conway**
Waterloo Regional Down Syndrome Society – **Kim Murphy**
Waterloo Regional Police - **John Gilbert**
Autism Ontario – Waterloo Chapter – **Richard Gough**
CNIB – **Irene Holdbrook**
Family and Children's Services of Waterloo Region – **Stuart Cross**
WRFN – **Christine Zaza**



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Waterloo Catholic
District School Board

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SEAC Committee Meeting Agenda

Date& Time:	Wednesday, September 6, 2017, 6:30 p.m.
Location:	Board Room, C.E.C.
Next Meeting:	Wednesday, October 4, 2017
Committee Members: Kim Murphy, John Gilbert, Richard Gough, Bill Conway, Jeanne Gravelle, Zina Bartolotta, Irene Holdbrook, Stuart Cross, Christine Zaza, Lorrie McIntyre	
Administrative Officials: Laura Shoemaker, Gerald Foran	

1. Opening Prayer Welcome	L. Shoemaker
2. Approval of Agenda	
3. Declared Pecuniary Interest	
4. Approval of the Minutes <ul style="list-style-type: none">June 7, 2017	
5. School System Operational Business 5.1 Review Thames Valley Board Material 5.2 P.D. Pamphlet and Information 5.3 Election of Co-Chair	L. Shoemaker G. Foran SEAC
6. Ministry Updates (10 min) 6.1 Waterloo Region Special Needs Strategy Planning Table Update #10	L. Shoemaker
7. SEAC Committee Functions 7.1 PAaC on SEAC Effective Practices Handbook (30 minutes) <ul style="list-style-type: none">Associations and development of WCDSB SEAC protocols	SEAC members
8. Policy Advice to the Board	
9. Association Updates (20 minutes) 9.1 Trustee Update	B. Conway J. Gravelle
10. Pending Items	
11. Adjournment	
12. Action Items Place Holder	

Goal: To provide the professional development necessary to meet the diverse needs of all students

"Our Catholic Schools: heart of the community -- success for each, a place for all."

-WCDSB

"As disciples of Christ, we educate and nurture hope in all learners to realize their full potential to transform God's world."

-WCDSB Board Mission Statement



COMING SOON TO WCDSB

**SPECIAL EDUCATION
PROFESSIONAL DEVELOPMENT
2017/18 SCHOOL YEAR**

UPCOMING SEPTEMBER EVENTS

WEDNESDAY, SEPTEMBER 06

THURSDAY, SEPTEMBER 07

IEP Writer for New Special
Education Teachers and
IEP Writer Refresher

FRIDAY, SEPTEMBER 08

Full Day: Opening
In-service for all special
education teachers
including Behaviour
Support Team and Assistive
Technology

SEPTEMBER 11 & 12

Empower Decoding for
teachers new to the program

WEDNESDAY, SEPTEMBER 13

Mandatory KTEA III Brief
Full Day: Important roll out of
our new Assessment Tool

TUESDAY, SEPTEMBER 19

Zones of Regulation: Available
to all Teachers

WEDNESDAY, SEPTEMBER 20

Empower Comprehension for
teachers new to the program

WEDNESDAY, SEPTEMBER 26

PART ONE ASD Learning Series:
Introduction of ASD

WEDNESDAY, SEPTEMBER 27

Mandatory New Special
Education Teachers & Assistive
Technology – Part 1 with Chris
Runstedler

2017/18 PD OPPORTUNITIES



WCDsb

Fall 2017

SEPTEMBER

See Upcoming Events for an extensive list
of September PD Sessions.

OCTOBER

October 3, 2017

Part 2 ASD Learning Series: ABA Methods

October 4, 2017

Boardmaker Online – Intro

October 11, 2017

Mandatory New Special Education Teachers
& A-Tech – Part 2

October 17, 2017

Part 3 ASD Learning Series: Data, BSP and
Safety Plans

October 18, 2017

Boardmaker Online – Intro

October 24, 2017

Part 4 ASD Learning Series: IEP Writing

October 25, 2017 **Mandatory In-service**

**Special Education Teachers and
Principals**

Focus on Executive Functioning &
Fostering Independence

NOVEMBER

November 1, 2017

Read and Write, Snapverter, etext with
pdf reader

November 15, 2017

Ipad apps

November 29, 2017

Boardmaker Online Make and Take

Winter 2018

DECEMBER

Dec. 6, 2017 **Mandatory In-service**
DD/MID Profile & Alternative Programming

JANUARY

January 10, 2018 **Mandatory In-service**
Principals and Special Education

Teachers are invited to participate in an
IEP Audit.

January 24, 2018

Read and Write, Snapverter, etext with
pdf reader

FEBRUARY

February 28, 2018 **Mandatory In-service**
Supporting Executive Functioning through
Assistive Technology) &
Social/Emotional Strategies

February 7 and 14, 2018

- EQAO technology

MARCH

Spring 2018

APRIL

April 11, 2018 **Mandatory In-service**
Gifted Programming suggestions and
practical classroom ideas

MAY

May 16, 2018 **Mandatory In-service**
Principals and Special Education
Teachers

A Focus on Transitions including: Daily
transitions, Grade level Transitions and
transition to the post-secondary with
Tracy Fuschino (Community Support
Worker)

JUNE

Waterloo Region Special Needs Strategy Planning Table

Update – Issue #10



June 2017

Integrated Rehabilitation Moving Forward

On March 9, 2017, the Ministries of Children and Youth Services, Health and Long-Term Care, Education and Community and Social Services communicated with partner agencies, organizations and local planning tables regarding the next steps for the integrated delivery of rehabilitation services.

This communication was in response to the proposal submitted by our Planning Table in October 2015. Our task as a table was to propose changes to service delivery that would allow for:

- A seamless service experience from birth to school exit with no gaps in service as children transition to school or between service providers;
- Child, youth and family centred service as parents and children/youth work together with service providers and educators to set goals based on their individual needs and strengths;
- Access to a broad range of high quality interventions (classroom, parent training, educator consultation) in settings that are most appropriate to their needs and as convenient as possible to families;

- Continuous and consistent services throughout the calendar year regardless of who delivers them in the community.

The Ministries have asked us to form a Steering Committee to (1) finalize the proposal, (2) consult with stakeholders, and (3) develop implementation plans.

In Waterloo Region, the Steering Committee is comprised of:

- Carizon (representing Special Needs Strategy [SNS] Governance)
- Conseil scolaire Mon Avenir (French Catholic)
- Conseil Scolaire Viamonde (French Public)
- Developmental Services Resource Centre
- KidsAbility Centre for Child Development
- KidsAbility School Authority
- Waterloo Catholic District School Board
- Waterloo Region District School Board
- Waterloo Region Family Network
- Waterloo Wellington Local Health Integration Network

Special Needs Strategy

Vision:

A Waterloo Region where children and youth with special needs get the timely and effective services they need to participate fully at home, at school, in the community, and as they prepare to achieve their goals for adulthood.



Looking for More Information?

For the most up-to-date information, you can also visit our dedicated webpage at <http://waterlooregionspecialneedsstrategy.weebly.com/> or the Provincial webpage at <http://specialneedsstrategy.children.gov.on.ca>

It is expected that the proposal will be finalized and submitted to the Ministries for approval in early summer.

We will be using the time over the summer to plan for communication and meaningful consultation with families, staff, partners and stakeholders.

Beginning in the Fall, each member of the Steering Committee will be speaking with staff groups, current service providers, labour unions, families and other stakeholders to complete the implementation plans for submission to the Ministries. We will be seeking input, feedback and advice on how to make the proposed changes as seamless as possible for children and youth who will benefit from integrated rehabilitation services.

The final implementation plan is due to the Ministries by December 2017.

In order to ensure that there is no disruption in services for families, phased in implementation will begin in September 2018.

Over the past two years, partners have worked very closely with the input of families to design this exciting new model of service delivery. We are very excited to be advancing our work so that the impact of these changes will be positively experienced by families.

Please continue to watch our website for up to date information. We will be communicating new information as soon as possible.

Planning Table Members

- Carizon/Lutherwood
- Children's Planning Table
- Conseil scolaire de district catholique Centre-Sud (CSDCCS)
- Conseil scolaire Viamonde
- Erinoakkids
- Family and Children's Services
- First Nation, Metis and Inuit of Waterloo Region
- Kerry's Place
- KidsAbility Centre for Child Development
- KidsAbility School Authority
- KW Habilitation
- Region of Waterloo
- Sunbeam
- Waterloo Catholic District School Board
- Waterloo Region District School Board
- Waterloo Region Family Network
- Waterloo Wellington Community Care Access Centre (CCAC)
- Waterloo Wellington Local Health Integration Network (LHIN)



For more information on the Waterloo Region Special Needs Strategy please contact one of our Chairs or visit <http://waterlooregionspecialneedsstrategy.weebly.com/>. This document is available in alternative formats upon request and questions in French can be answered via our Chairs.

Coordinated Service Planning

Laura Thies – l.thies@dscwr.ca

Rehabilitation Services

Linda Kenny – lkenny@kidsability.ca



Waterloo Catholic
District School Board

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SEAC Committee Meeting Minutes

Date & Time:	Wednesday, June 7, 2017 6:30 pm
Location:	Boardroom, C.E.C.
Next Meeting:	Wednesday, September 6, 2017
Committee Members: Jeanne Gravelle, Bill Conway, Rhonda Ruetz, Kim Murphy, Zina Bartolotta, Christine Zaza, Christine Goodeve, John Gilbert	
Administrative Officials: Laura Shoemaker, Gerald Foran	
Regrets: Irene Holdbrook, Richard Gough, Stuart Cross	

<ul style="list-style-type: none">• Opening Prayer Welcome	J. Gravelle
<ul style="list-style-type: none">• Approval of Agenda Motion by: Jeanne Gravelle Seconded: Kim Murphy	
3. Declared Pecuniary Interest Nil	
4. Approval of the Minutes May 24, 2017 Minutes Motion by: Bill Conway Seconded: Jeanne Gravelle	
5. School System Operational Business 5.1 Special Needs Strategy for Integrated Rehabilitation Update L. Shoemaker was unable to attend the Special Needs Strategy meeting last week and there is another planned for next week. To date the plan is good with one point of contention that has to be worked on. Update to ready for the fall.	L. Shoemaker



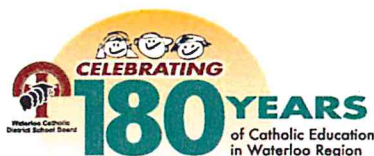
<p>5.2 Planning SEAC 2017/2018 SEAC reviewed the page handed out by the Chair regarding topics and items for the school year 2017-2018 for SEAC meetings. The items that were selected for a priority discussion are:</p> <ul style="list-style-type: none">• SEAC Recruitment<ul style="list-style-type: none">◦ Sub-committee consisting of Kim Murphy, Zina Bartolotta and Jeanne Gravelle◦ L. Shoemaker to contact Thames Valley Board and discuss with them their IPRC package• Increase Parent Engagement• Attendance at Grade 8 Open House for Secondary Schools• Pro-Grant will be discussed at every other meeting for 15 minutes starting in January 2018• Special Needs Strategy will be on each month• Special Education Plan will be on each month• Association representatives to sign up one per month to present for five minutes of information on the association they are representing• Invite Principal Associations to attend SEAC meetings for 2017-2018 <p>5.3 Election of New Chair</p> <p>SEAC members voted Zina Bartolotta as the new chair carried by consensus:</p> <p>Motion by: Christine Zaza Seconded: Kim Murphy</p> <p>SEAC members were asked to reflect on being the co-chair and prepare over the summer for the September meeting to bring forward a name.</p>	SEAC
<p>6. Ministry Updates 6.1 Nil</p>	
<p>7. SEAC Committee Functions</p> <p>7.1 PAaC on SEAC Effective Practices Handbook Associations and development of WCDSB SEAC protocols</p>	SEAC
<p>8. Policy Advice to the Board Nil</p>	
<p>9. Association Concerns/Association Updates (20 minutes) 9.1 Trustee Update Jeanne Gravelle and Bill Conway gave brief updates to SEAC members on the highlights of the May board meeting regarding:</p> <ul style="list-style-type: none">• Energy Conservation Plan• School Travel Planning Initiative• Multi-year Technology Plan 2017-2022• Vimy Ridge Presentation from students who went to France for the Vimy Ridge anniversary• Extended Budget Presentation for 2017-2018 <p>Board Bulletin attached.</p>	J. Gravelle B. Conway



Association Update WRFN is having a family day on September 16 th at St Mary's HS with Ann Douglas as the key note speaker. WRDSS is have a mini workshop on IEP's and Transition on September 30 th , 2017. Zina Bartolotta thanked Jeanne for her hard work and service and Rhonda for her dedication and service over the past years. Rhonda's term has ended as chair and will now be the alternate representative for Easter Seals.	
10. Pending Items	
11. Adjournment Motion by: Jeanne Gravelle Seconded: Bill Conway	
12. Action Items Place Holder	

SEAC TOPICS FOR 2017-2018

Month	Topic	Presenter	Location
September 6, 2017	<ul style="list-style-type: none"> Review Thames Valley material P.D. Pamphlet and information 	SEAC G. Foran	Board Office
October 4, 2017	<ul style="list-style-type: none"> St Jerome Shad Program 	R. Olsen	St Jerome's University
November 1, 2017	<ul style="list-style-type: none"> Mental Health 	S. Porty	Board Office
December 6, 2017	<ul style="list-style-type: none"> BIPSA 	J. Klein	Board Office
January 10, 2018	<ul style="list-style-type: none"> Pro Grant Planning 	SEAC	Board Office
February 7, 2018	<ul style="list-style-type: none"> Coding 	R. Eckert	Board Office
March 7, 2018	<ul style="list-style-type: none"> RMS Math Strategy 	J. Klein	Board Office
April 4, 2018	<ul style="list-style-type: none"> Young Carers 	WRFN	WRFN
May 2, 2018	<ul style="list-style-type: none"> Special Education Plan/Budget Annual Report for Special Education/SEAC 	Corporate Services L. Shoemaker	Board Office
May 23, 2018	<ul style="list-style-type: none"> Special Education Plan/Budget (if needed) 	Corporate Services	Board Office
June 6, 2018	<ul style="list-style-type: none"> Social 	SEAC	Board Office



WCDSB BOARD MEETING BULLETIN

June, 2017

Meetings

Special Public Board Meeting

Monday, June 5, 2017

Agenda: www.wcdsb.ca/about/board/minutes/reg/pdf/2017/agenda/2017-06-05-Special-Board-of-Trustees-Agenda.pdf

Public Board Meeting

Monday, June 19, 2017

Agenda: www.wcdsb.ca/about/board/minutes/reg/pdf/2017/agenda/2017-06-19-Board-of-Trustees-Agenda.pdf

Highlights

2017-18 School Year Budget Approved

On June 19th the Board of Trustees approved the Board's \$271.8 million 2017-18 school year budget. The 2017-18 budget anticipates enrolment will continue to increase in both elementary and secondary schools in the upcoming year. This increased enrolment, along with provincially-negotiated labour agreements, accounts for the large year over year funding change for the Board. The planned expenditures are based on the **Grants for Student Needs** and incorporate the aforementioned provincially-negotiated labour agreements, along with new funding to reduce greenhouse gas emissions and continued supports to reach provincial student achievement goals.

✓ The **overall budget** is as follows:

- ✓ Total Operating: \$252.7 M (+ \$16.7 million)
- ✓ Total Capital: \$19.2 M (+ \$1.8 million)
- ✓ Total Operating & Capital: \$271.8M (+ \$18.5 million)

A key focus of the budget is ensuring students with special needs receive the support and assistance they need to succeed. To that end, the budget provides for the hiring of an additional **26 Educational Assistants** – an 8.4% increase over 2016-17. During the coming fiscal year, the board will closely monitor areas of pressure and create further alignment between risk areas and available funding. The budget plan aligns closely with the board's **2015-2018 Multi-year Strategic Plan**.

For more information about the budget, please visit: www.wcdsb.ca/about/financial/financial.html

Multi-Year Strategic Plan Report

The *Education Act* requires school boards to develop multi-year plans that are three years or more in scope. The multi-year plan provides focus and direction to the board to achieve both the Ministry of Education goals but just as importantly, the vision of the board. The multi-year plan is aimed at achieving the Ministry's goals of increased student achievement and well-being, equity of achievement and opportunity for all students, as well as increased public confidence, which are now re-affirmed within their newest roadmap for education in the province, released in April 2014 -- ***Achieving Excellence: A Renewed Vision for Education in Ontario***.

The **WCDSB Multi-Year Strategic Plan** sets out three clear priority areas:

*Nurturing Our Catholic Community;
Student Engagement, Innovation and Achievement; and,
Building Capacity to Lead, Learn and Live Authentically.*

Using data gathered via a comprehensive survey of students, staff, parents, clergy, trustees and community members, board staff were able to identify areas of strength and areas where growth is still possible. In the final analysis, the stakeholder feedback indicated the board is working well against all identified goals – with 23 or 32 goal areas already being addressed at an optimal level. No identified goals were assessed as deficient.

On June 19, 2017 the Director of Education presented the Board of Trustees with a detailed report on progress made under the plan to date, along with the supporting data. The report is available pages 34-101 via the following link: www.wcdsb.ca/about/board/minutes/reg/pdf/2017/agenda/2017-06-19-Board-of-Trustees-Agenda.pdf

Vimy Ridge Trip

In January 2015, the WCDSB organized an historic trip for 96 students from April 3 - 11, 2017, to the 100th Anniversary of the **Battle of Vimy Ridge**. All five secondary schools had strong student representation on the trip. The organization of this trip originated with a retired WCDSB Canadian history teacher, **Carol Watkins**, a volunteer, who had the support of the senior team and secondary school principals. Each school assigned one history teacher as a liaison. These seven constituted the Vimy Team for the last 2 ½ years. Two additional chaperones per school were added in the 2016/17 school term. Also, the board offered a Grade 12 History Course (CHI4UV) through our continuing education program at St. Louis to complement the trip. A total of 81 students registered in CHI4UV. The academic course ran from September 2016 to May 2017.

For a detailed overview of the academic course, and a complete report on the trip itself, please see pages 7-15 via the following link: www.wcdsb.ca/about/board/minutes/reg/pdf/2017/agenda/2017-06-05-Special-Board-of-Trustees-Agenda.pdf

Student Trustees Report

Student Trustees **Joseph De Sousa** and **Samantha Lim** presented their final report in their Student Trustee roles. Their report summarized the activities in the board's five secondary schools throughout the year – making special note of the strong focus placed on "student voice" during 2016-17. The incoming Student Trustees for 2017-18 are **Kate Jamieson** and **Meghan Nemeth**. The report from Samantha and Joseph is available on pages 102-103 via the following link: www.wcdsb.ca/about/board/minutes/reg/pdf/2017/agenda/2017-06-19-Board-of-Trustees-Agenda.pdf

Upcoming Board Meetings

Committee of the Whole Board Meeting

Monday, September 11, 2017

Public Board Meeting

Monday, September 25, 2017

The Waterloo Catholic District School Board, representing more than 96,000 Catholic school supporters, operates 52 schools and four adult education facilities serving more than 40,000 elementary, secondary and continuing education students in Waterloo Region – continuing a 180-year tradition of quality, inclusive, faith-based education. Follow us on Twitter: @WCDSBNewswire - #WCDSBAwesome.

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For more information, please contact:

John Shewchuk – Chief Managing Officer | (519) 578-3660 | john.shewchuk@wcdsb.ca

ENGAGING

Parents & Guardians in the IEP Process "AN EDUCATOR'S RESOURCE"



The IEP Quick Reference

- ✓ Ensure you have engaged the parent in the PDT and/or IPRC process
- ✓ Meet the 30 day requirement of the IEP review and development
- ✓ Talk to the parent about IEP
- ✓ Invite the parent to collaborate (share Menu of Engagement Options)
- ✓ Provide resource guide
- ✓ Refer to List of Suggested Contributions
- ✓ Work together to review information and set long/short term goals
- ✓ Work together to draft IEP
- ✓ Provide draft to parents, allowing time for feedback
- ✓ Further changes, if necessary
- ✓ Principal signs the IEP
- ✓ IEP is sent home
- ✓ Staff, parents, and students monitor implementation
- ✓ Review the IEP at each report period or as needed (using this reference list)
- ✓ Staff are to remind parents that their input is welcomed at anytime
- ✓ Maintain open and ongoing communication between home and school



The principal of each school is responsible for ensuring that all IEPs for students in the school are created, reviewed and implemented properly.

PARENT INPUT is valued at every step

PARENT COLLABORATION is essential in the IEP cycle

The IEP is a working document and input from parents/guardians is always welcome

Engagement Options

Parents/guardians are offered a variety of options for participation in the IEP development and review, which may include:

- Meeting the teacher or other staff at a convenient time
- Phone meeting with a school staff member
- Providing online input through the Parent Portal
- In writing
- By calling or emailing staff
- Inviting a support person(s) to attend team meetings with the parent/guardian

List of Suggested Contributions

Provide the parent/guardian with a list of suggestions as to what they can contribute to the IEP:

- Their perspective on current school program, child's successes and challenges
- Their impression of child's experience at school and feelings expressed by child about school
- Information on challenges or recent changes at home
- Information on the child's strengths and interests
- Information about child's development or special needs
- Information on strategies and approaches that work at home
- Recent reports from child care or other programs
- Assessment reports from doctors, therapists and specialists
- Information on special equipment or supports required by the child

An accommodation is a change in the way a program or course is delivered to a student.

A modification refers to a change made to the grade level expectations for a subject or course.

Alternative Expectations are expectations that are not derived from the Ontario Curriculum.

Accommodations

Accommodations include special teaching and assessment strategies and/or changes to the environment that help your child learn and show their learning.

Transition Plan

A transition plan must be developed in consultation with you, the parent for your child. The transition plan outlines goals for your child as they move from grade to grade, school to school and/or between school and the community once high school is completed.

Parent/Student Consultation

Parents (and students over the age of 16) should be consulted in the development of the IEP. A record of communication related to the development and review of the IEP is an important part of the IEP.

You and your child (if over the age of 16) need to sign and return the Parent Consultation Form to indicate that you were invited to share information and be part of developing and/or reviewing the IEP.

Your child's IEP contains important information for you, as a parent to understand. Your input into your child's IEP is essential. Be sure to ask questions if something is not making sense. The questions listed below can be used as a guide in helping you to make sense of your child's IEP.

Questions to Ask

☐ Do I understand what the school is doing to help my child learn?

☐ Did the school consult with me in the development of the IEP?

☐ Do I feel that my child is able to meet the Annual Program Goal?

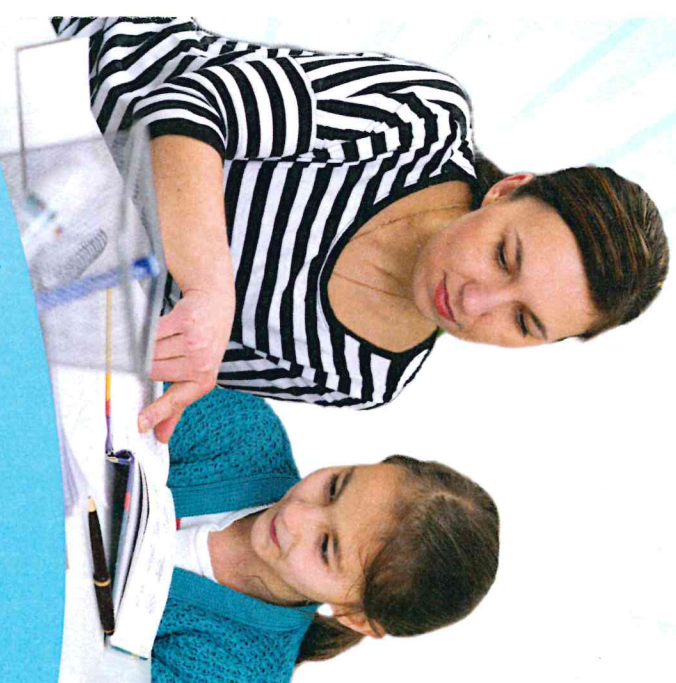
☐ Are the learning expectations clear for this reporting period?

☐ Do the areas of Strength and Need provide a clear picture of my child as a learner?

☐ Do I understand the specialized teaching, assessment strategies and/or environmental changes that are in place to help my child learn?

☐ Have goals been established to support my child in making transitions?

Understanding My Child's Individual Education Plan (IEP)



We build each student's
tomorrow, every day.

UNDERSTANDING MY CHILD'S IEP

An IEP is a written plan of action to support your child in their learning. Parents know their children best. You have valuable information about your child's personality, development and learning that can help to guide teachers in meeting your child's learning needs. It is important for parents to share information that may be used to help make decisions about their child's program.

The IEP will be updated at least twice per year for secondary and three times per year for elementary students. These updates coincide with the change in semester in secondary and reporting periods in elementary.

Your child has now received their individual Education Plan (IEP). This brochure will assist you in understanding your child's IEP by providing a brief explanation of each section.

Assessment Data

Various sources of information can and should be used to determine individual strengths and needs. This information is then used to create your child's special education program. Formal assessments such as educational, psychological, speech and language and/or health assessments will be listed in your child's IEP. Informal assessments such as observation can also be used to help plan your child's special education program.

Student Strengths and Needs

Clear descriptions of your child's strengths and needs are an essential piece of the IEP. These strengths and needs come from formal assessments that have taken place. Your child's special education program should be based on what is known about their strengths and needs.

If your child has been identified as exceptional through the IPRC process, these same strengths and needs will be listed on the Statement of Decision.

Program Supports and Services

In many cases, additional individuals provide support to students in accessing their special education programming. Individuals providing extra support may work for Thames Valley District School Board (e.g., Speech-Language Pathologist, Learning Support Teacher) or they may represent an agency that comes into the school (e.g., Occupational Therapist, Physiotherapist, Nurse etc.). Information about who is providing support to your child, when the support is provided and the frequency of the support is listed in this section of the IEP.

The Principal of each school is responsible for ensuring that all IEPs for students in the school are created, reviewed and implemented properly.

The Special Education Program

For each subject or alternative program area, your child may be receiving **accommodations, modifications** or working towards **alternative expectations**. (see next panel for definitions of these terms)

The following sections of the IEP provide specific details regarding your child's special education program for the current school year.

Current Level of Achievement

This is a starting point from which to measure your child's progress. This information comes from the most recent Provincial Report Card or may be written based on observations, if your child is working on alternative expectations.

Annual Program Goals

Annual goals describe what your child can be expected to accomplish by the end of the school year.

Learning Expectations

Learning expectations describe the knowledge and skills that your child should be able to demonstrate within a reporting period.



Special Education RESOURCES

RESOURCE MATERIALS	AUDIENCE	PURPOSE	DISTRIBUTION
Bookmark	Parent	Provides guiding questions	Sent home at the beginning of the school year
IEP Brochure	Parent	Describes elements of the IEP	Attached to term one IEP
IEP Guide	Parent	Outlines the IEP development process	Provided upon the recommendation of an IEP
IPRC Guide	Parent	Explains the IPRC process	Provided to parents upon invitation to the IPRC
Communication Guide	Parent	Supports positive communication between home and school	Provided to parents prior to PDT
SEAC PDT Brochure	Parent	Supports parents participation in the PDT process	Provided to parents prior to PDT
Poster	School	Supports parent engagement	Posted for staff

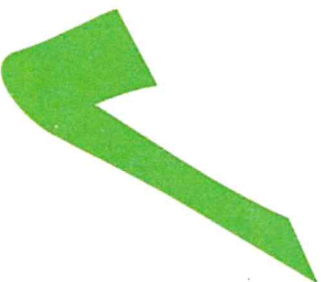


We build each student's tomorrow, every day.



Who is SEAC? SEAC is Thames Valley District School Board's Special Education Advisory Committee. 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
- ♦ To participate in the annual review of the Special Education Report
- ♦ To participate in the annual budget process for Special Education.
- ♦ To communicate with parents and members of the public about Special Education programs and services and the activities of SEAC
- ♦ To interact with other Ministries



How do I find videos to show me what the PDT process looks like?

Go to www.tvdsb.on.ca

From there, look under Programs ->Special Education->Resource Videos for Parents and Guardians or directly to:

<http://www.tvdsb.ca/programs.cfm?subpage=218773>

SEAC presents

Parent Tips
for the Program
Development Team
(PDT) Process

"We build each student's tomorrow, every day" lies at the heart of Learning Support Services in the Thames Valley District School Board's Special Education Department.

Special Education



Parent Tips for the Program Development Team (PDT) Pro-

Before the Meeting:

- ✓ Keep the lines of communication open
- ✓ Share information about your child and how they are feeling about school
- ✓ Ask questions to make sure you understand what the teacher or Learning Support Teacher (LST) is telling you about the purpose of the meeting
- ✓ Find out who will be at the meeting
- ✓ Confirm the date, time, and location
- ✓ Request an agenda, if available for the meeting
- ✓ Identify information, such as assessments and reports, that you could share at the meeting
- ✓ Make a list of the information you want to share and the questions you want to ask
- ✓ Invite someone to attend the meeting with you as a support
- ✓ When you sign consents for assessments or for other professionals to share information about your child, make sure you understand what you are signing

During the Meeting:

- ✓ Bring someone with you to the PDT meeting to take notes or ask questions that you have forgotten
- ✓ Introduce yourself and ask for everyone to be introduced
- ✓ Make sure you understand the purpose of the meeting
- ✓ Ask if minutes will be taken in the meeting and if you can have a copy
- ✓ Be prepared to share information about your child's successes and challenges
- ✓ Listen carefully and ask questions if you are unclear about what is being said or you don't understand the terms or acronyms
- ✓ Offer suggestions about what might help your child
- ✓ Make sure you understand what will happen next
- ✓ Ask who will be responsible for the next steps
- ✓ Ask what you can do to help
- ✓ If additional assessments are required ask: What is the purpose? What will be involved? How can you prepare your child? When will you get the results?
- ✓ Ask if there will be a follow-up meeting

After the Meeting:

- ✓ Request a copy of useful resources, including Resource Guides on Parent Engagement, Individual Education Plan (IEP), or the Identification, Placement and Review Committee (IPRC). **These Guides are available on TVDSB's website.**
- ✓ Thank everyone for their time and effort
- ✓ Talk to the person who went with you to the meeting
- ✓ Review the notes that you and the support person made at the meeting
- ✓ Follow up with the LST to make sure you understand next steps or if you have questions
- ✓ Follow up on any action that was your responsibility
- ✓ Share new information with the school team through LST or designated contact
- ✓ Review and sign any consents needed for further assessments
- ✓ Support school implementation of recommendations and action plan, as appropriate
- ✓ Review the Program Development Team (PDT) minutes when they are available
- ✓ Monitor your child's progress



All about my child...

**This is a list of information
that could be helpful
in the development of
your child's IEP.**

- Your child's strengths and interests
- Feelings expressed by your child about school
- Your thoughts about your child's successes and challenges at school
- Information about your child's development or special needs
- Any recent changes or challenges at home
- Strategies and approaches used at home
- Any reports from doctors, therapists, specialists, child care providers, etc.
- Special equipment or supports required by your child

We build each student's tomorrow, every day.



Parent Resources

videos and guides for
parents and guardians

www.tvdsb.ca/ParentGuides

Special Education Plan

www.tvdsb.ca/SpecEd

Special Education Advisory Comittee

www.tvdsb.ca/SEAC

We build each student's tomorrow, every day.



We build each student's
tomorrow, every day.

IEP

A Parent Resource Guide

INDIVIDUAL EDUCATION PLAN (IEP)

This guide is intended to help you understand the purpose of an Individual Education Plan. Parent involvement and input is valued in the development of your child's IEP.

An IEP includes:

- An outline of your child's special education program and services
- Specific educational expectations
- An outline of how your child's progress will be measured
- A transition plan

Working together as a team is in the best interest of all.

Accessibility Statement: The Thames Valley District School Board is committed to providing accessible communication for all individuals. This document will be made available in accessible formats upon request.

What is an IEP?

An IEP is...

- 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 includes a transition plan that outlines goals for your child as they move from grade to grade, school to school and/or between school and the community once high school is completed.

Why does a student have an IEP?

- 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 30 days of the initial IPRC decision.
- An IEP may be developed for a student upon the 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.

What is the role of the parent/guardian in the IEP process?

- You know your child best! You have valuable information about your child's personality, development and learning that can help to guide teachers in meeting their learning needs. You are encouraged to share information that can be used to help make decisions about your child's program. For ideas regarding what information to share, please see the attached bookmark.
- Open communication and cooperation between home and school will ensure similar expectations about your child's special education program and services.

Who else is involved in the development of the IEP?

- The IEP needs to be developed by a team of people who know your child best. Members of the team should include you, your child's teachers, the Learning Support Teacher, the Principal and where appropriate, the student.
- The persons involved may include additional people, depending on the needs of your child.

Key Components of an IEP

Assessment Data

- Relevant clinical and/or educational assessment data drives the special education program.
- Assessments completed by a Psychologist, Speech-Language Pathologist, Learning Support Teacher, classroom teacher, or other professionals provide information about a child's individual strengths and needs.

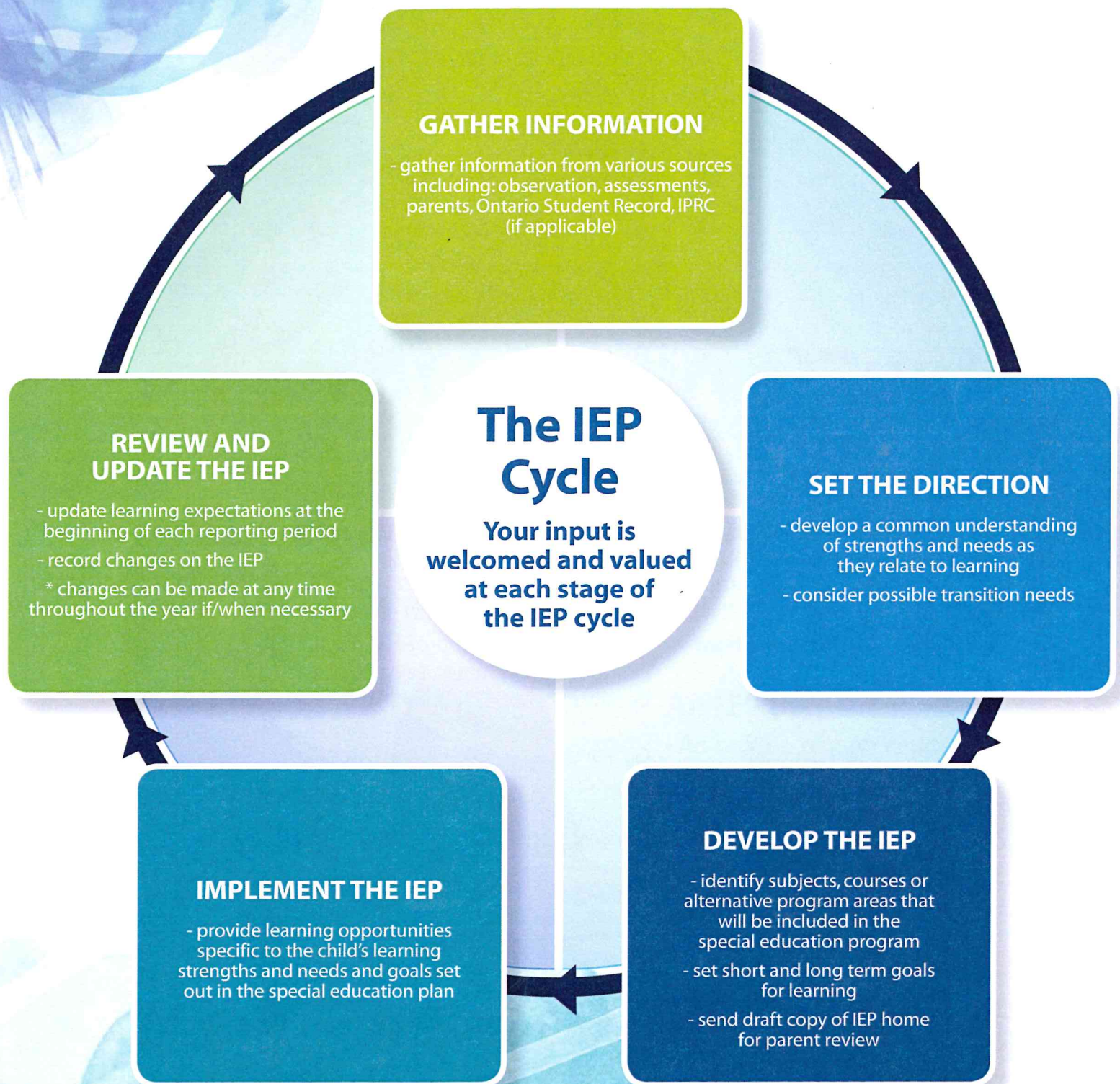
Strengths and Needs

- Student strengths and needs, as identified through assessment, are listed on the IEP and match the assessment.
- The identified strengths and needs inform the special education program.

The Special Education Program

A child's special education program consists of:

- An Annual Goal which is achieved by the end of the school year;
- Learning Expectations from the Ontario Curriculum that the child will be working on this term;
- Accommodations, modifications and/or alternative expectations.



The Principal of each school is responsible for ensuring that all IEPs for students in the school are created, reviewed and implemented properly.

Definitions:

Accommodation: An accommodation is a change in the way a program or course is delivered to enable a student to learn and to demonstrate learning.

Modification: A modification refers to a change made to the grade level expectations for a subject or course in order to meet a student's learning needs.

Alternative Expectations: Alternative expectations are expectations that are not derived from the Ontario Curriculum.

What is an IPRC?

IPRC stands for **I**dentification, **P**lacement and **R**eview **C**ommittee

An IPRC is an official meeting that answers the following questions:

Identification — will your child be identified as having an exceptionality?

Placement — what learning environment will best meet your child's needs?

Review — has anything changed over the previous year that would require a change in exceptionality and/or placement?

For more information about the IPRC process, please see the TVDSB IPRC Parent Resource Guide.

Parents are an important part of this meeting.

What is an Exceptionality?

Exceptionalities are outlined by the Ontario Ministry of Education.

Ontario Ministry of Education Categories of Exceptionality:

Behaviour:	Behaviour
Communication:	Autism, Deaf and Hard-of-Hearing, Language Impairment, Learning Disability, Communication Disability
Intellectual:	Giftedness, Mild Intellectual Disability, Developmental Disability
Physical:	Physical, Blind & Low Vision
Multiple:	Two or more exceptionalities

Please Ask!

It is important to communicate with your child's school regularly. The process of developing an IEP is ongoing. If/when you have questions, please contact your child's school.

Acronyms Related to Special Education:

ADHD:	Attention Deficit Hyperactivity Disorder
ASD:	Autism Spectrum Disorder
CCAC:	Community Care Access Centre
DD:	Developmental Disability
D/HH:	Deaf and Hard of Hearing
EA:	Educational Assistant
IEP:	Individual Education Plan
IPRC:	Identification, Placement and Review Committee
LD:	Learning Disability
LST:	Learning Support Teacher
MID:	Mild Intellectual Disability
OT:	Occupational Therapist
PDT:	Program Development Team
PT:	Physiotherapist
SLP:	Speech-Language Pathologist
SEA:	Special Equipment Amount
SEAC:	Special Education Advisory Committee
TVDSB:	Thames Valley District School Board




We build each student's
tomorrow, every day.

IPRC

A Parent Resource Guide

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)



This guide is intended to help you understand the Identification, Placement and Review Committee (IPRC) process. Your involvement and input are valued and important in making decisions concerning your child's education.

IPRC stands for:

I — Identification
P — Placement
R — Review
C — Committee

The IPRC meets and decides if a student should be identified as an exceptional pupil and if so, the placement that will best meet the student's needs.

Working together as a team is in the best interest of all.

Accessibility Statement: The Thames Valley District School Board is committed to providing accessible communication for all individuals. This document will be made available in accessible formats upon request.

What is an IPRC?

Ontario Regulation 181/98 defines the committee as a Special Education Identification, Placement and Review Committee. The Regulation outlines the requirements and procedures under which such Board-appointed committees must operate. The committee consists of at least three people, one of whom must be a school Principal or a Supervisory Officer employed by the Thames Valley District School Board (TVDSB).

What is the role of the IPRC?

The IPRC will:

- decide whether or not the student should be identified as Exceptional;
- identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education;
- decide an appropriate placement for the student;
- review the Identification and Placement at least once in each school year.

May the parent attend the IPRC meeting?

Regulation 181/98 entitles parents and students 16 years of age or older:

- to be present at and participate in all committee discussions about the student; and
- to be present when the committee's Identification and Placement decision is made.

Who else may attend the IPRC meeting?

- the Principal of the student's school;
- other resource people such as the student's teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification;
- the parent's representative - that is, a person who may provide support or speak on behalf of the parent or the student; and
- interpreter, if one is required. Parents may request the services of an interpreter through the Principal.

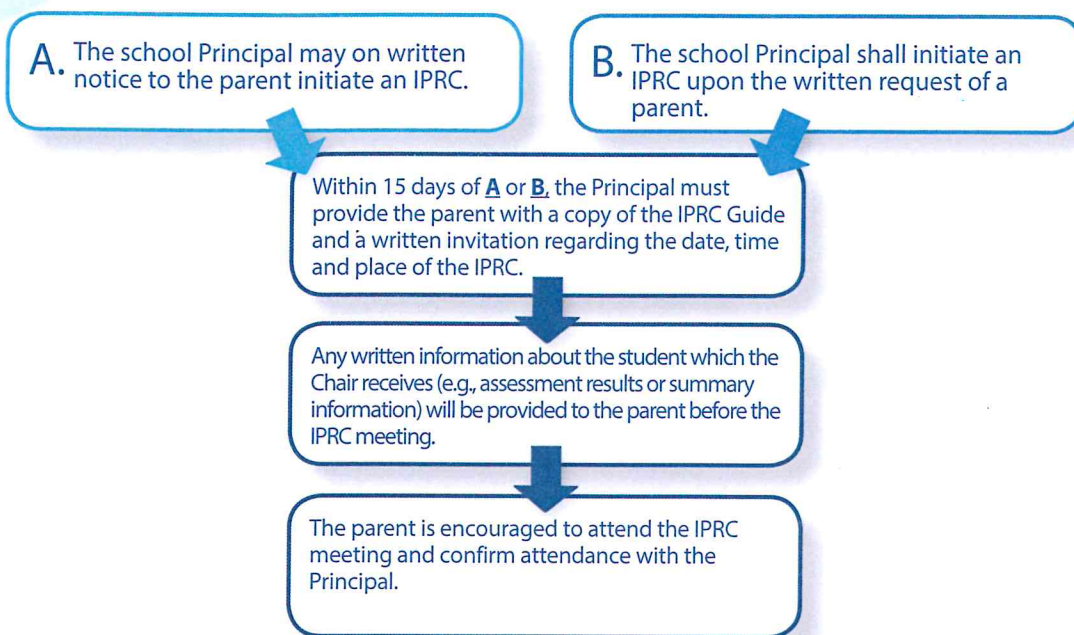
Either the parent or the Principal may request the attendance of others at the IPRC meeting.

What information will the parent receive about the IPRC meeting?

At least 10 days in advance of the meeting, the Chair of the IPRC (Principal) will provide the parent with a written invitation to attend. The parent is an important partner in considering the student's identification. This invitation will notify the parent of the date, time and place of the meeting, and it will ask whether they will attend.

Before the IPRC meeting occurs, the parent will receive a written copy of any information about the student that the Chair of the IPRC has received.

How is an IPRC meeting initiated?



What if the parent is unable to attend the IPRC meeting?

Date inconvenient for the parent	The Principal will try to arrange an alternate date and time.
Parent elects not to attend	The IPRC Statement of Decision and any recommendations regarding special education programs and services will be forwarded to the parent for consideration and signature, as soon as possible.

What happens at an IPRC meeting?

- The Chair introduces everyone and explains the purpose of the meeting.
- The committee will review all available information about the student. The members will consider:
 - educational assessments of the student;
 - a health or psychological assessment of the student conducted by a qualified practitioner, if they feel that such an assessment is required to make a correct identification or placement decision (subject to the Health Care Consent Act, 1996);
 - information from an interview with the student, with parental consent if the student is less than 16 years of age, they feel would be useful; and
 - any information that the parent submits about the student or the student submits if they are 16 years of age or older.
- The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request or at the request of the student, if the student is 16 years of age or older.
- The parent is encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

The IPRC Process

BEFORE

- Communication between home and school should be ongoing.
- This communication can happen informally with staff and during Program Development Team (PDT) meetings.

A Program

Development Team meeting

is a meeting held at the school that includes the parent and the child's teacher and other staff who work with them. The team meets to talk about the child's strengths and needs and plan their program. A PDT can recommend an IPRC.

- **The Principal may request an IPRC meeting.** The school must send a written invitation to the parent at least 10 days before the date of the IPRC meeting.

or

- **The parent may request an IPRC meeting.** The request must be in writing and the Principal must respond within 15 days with the time and date of a meeting.

DURING

- The Chair will lead the discussion and sharing of information.
- Confirm strengths and needs.
- The IPRC will decide if:
 - there is an **Identification** as an Exceptional student and
 - the **Placement** in which the child's strengths and needs will best be met.
- A Statement of Decision will be completed and signed by committee members.

A Statement of Decision lists the student's strengths and needs, and indicates the student's Exceptionality and Placement.

The IPRC's written Statement of Decision will state:

- Whether the IPRC has identified the student as Exceptional.
- Where the IPRC has identified the student as Exceptional:
 - the categories and definitions of any exceptionalities identified, as they are defined by the Ministry of Education;
 - the IPRC's description of the student's strengths and needs;
 - the IPRC's placement decision; and
 - the IPRC's recommendations regarding a special education program and special education services.
- Where the IPRC has decided that the student should be placed in a self-contained special education class, the reasons for that decision.

AFTER

- If the IPRC decision is to identify the child as an Exceptional student, an IEP must be created within 30 school days.
- If the IPRC decides not to identify the child as an Exceptional student, the school will continue to provide appropriate programming for them.
- If your child already has an IEP, it will need to be updated.
- Continued communication between parents and teacher is important.

Your input during the entire **IPRC process** is important and valued.

- If the parent agrees with the IPRC decision, they will be asked to indicate by signing their name that they agree with the Identification and Placement decisions made by the IPRC.
- If the IPRC has identified the student as an Exceptional student and if the parent agrees with the IPRC Identification and Placement decisions, the board will promptly notify the Principal of the school at which the special education program is to be provided of the need to develop of Individual Education Plan (IEP) for the student.
- If the parent does not agree, an appeal process (as indicated on pg. 5) can be initiated.

Who is identified as an exceptional pupil?

The Education Act defines an exceptional pupil as "a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that they are considered to need placement in a special education program..." Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

Ontario Ministry of Education Categories of Exceptionality:

Behaviour:	Behaviour
Communication:	Autism, Deaf and Hard-of-Hearing, Language Impairment, Learning Disability, Communication Disability
Intellectual:	Giftedness, Mild Intellectual Disability, Developmental Disability
Physical:	Physical, Blind & Low Vision
Multiple:	Two or more exceptionalities

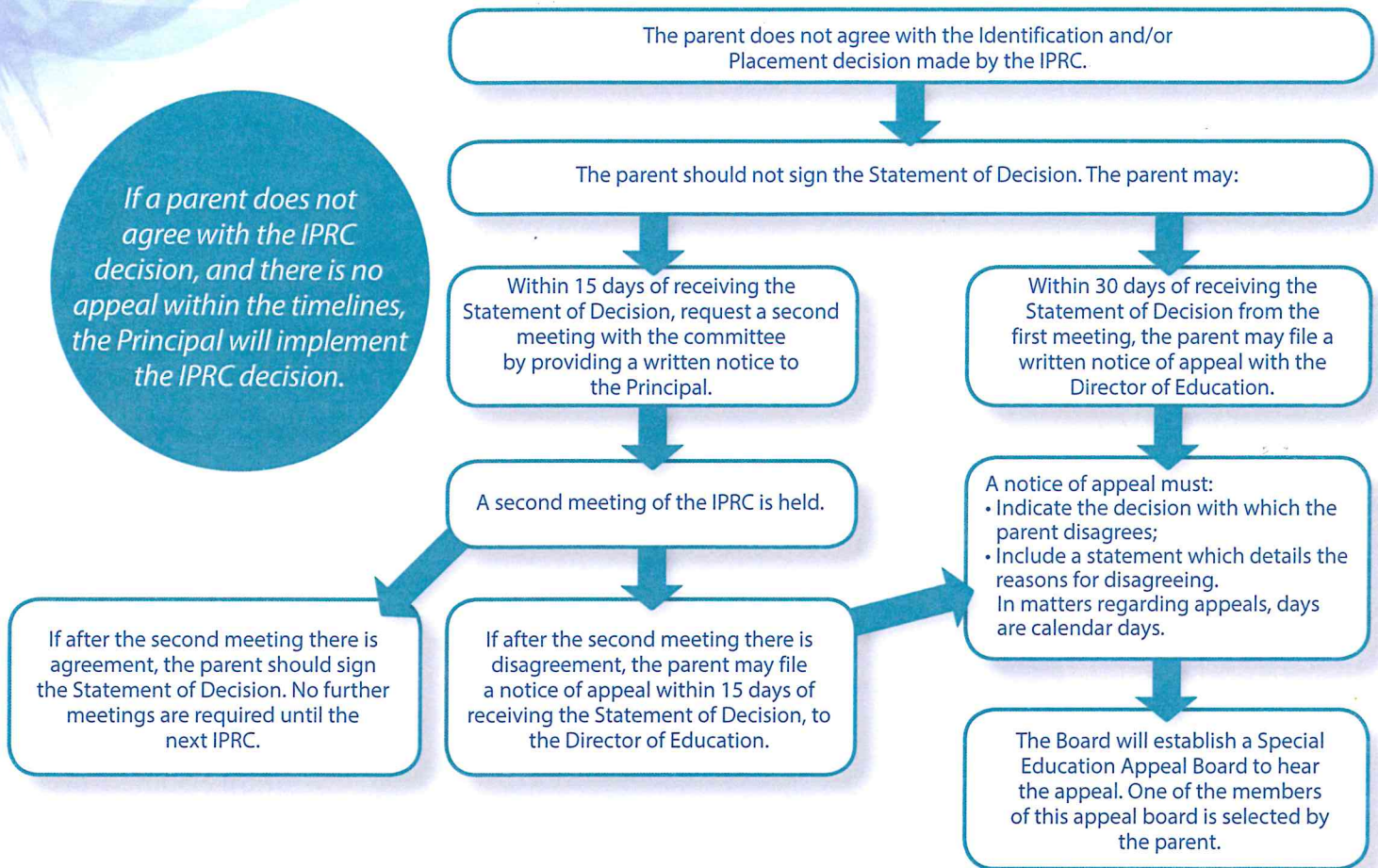
What will the IPRC consider in making its placement decision?

- Before the IPRC can consider placing the student in a self-contained special education class, it must consider whether the placement in a regular class with appropriate special education services will:
 - meet the student's needs; and
 - be consistent with the parent's preferences.

If, after considering all of the information presented to it, the IPRC is satisfied that placement in a regular class will meet the student's needs and that such a decision is consistent with the parent's preferences, the committee will decide in favour of placement in a regular class, with appropriate special education services.

If the committee decides that the student should be placed in a self-contained special education class, it must state the reasons for that decision in its written Statement of Decision.

What if parent disagrees with the IPRC's Statement of Decision?



What happens in the appeal process?

The appeal process involves the following steps:

- The Board will establish a Special Education Appeal Board to hear the appeal. The appeal board will be composed of three persons who have no prior knowledge of the matter under appeal, one of whom is to be selected by the parent.
- The Chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after they have been selected (unless parents and Board provide written consent to a later date).
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal.
- The parent, and the student, if they are 16 years old or over, are entitled to be present at, and to participate in, all discussions.
- The appeal board must make its recommendation within three days of the meeting. It may:
 - Agree with the IPRC and recommend that the decision be implemented; or
 - Disagree with the IPRC and make a recommendation to the Board about the child's Identification or Placement or both.

What happens after the appeal process?

- The appeal board will report its recommendations in writing, to the parent and to the school board, providing the reasons for its recommendations.
- Within 30 days of receiving the appeal board's written statement, the school board will decide what action it will take with respect to the recommendation (boards are not required to follow the appeal board recommendation).
- The parent may accept the decision of the school board or may appeal to the Secretary of the provincial Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision.

What is a special education program?

A special education program is defined in the Education Act as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation; and
- includes a plan (called an Individual Education Plan or IEP) containing specific objectives and an outline of special education services that meet the needs of the student.

What are special education services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.

What is an IEP?

The IEP must be developed for a student in consultation with the parent. It must include:

- An outline of the student's special education program and services
- Specific educational expectations
- An outline of how the student's progress will be measured
- A transition plan

Once the student has been placed in a special education program, can the placement be reviewed?

- A review IPRC meeting should be held annually.
- The annual IPRC meeting can be waived, upon the written notification of the parent to the Principal, when no changes to the Identification or Placement of a student is being considered. In the TVDSB, a letter is provided to the parent for signature to serve as this written notification.
- The parent may request a review of the IPRC meeting any time after the student has been in a special education program for three months.

What does the review IPRC consider and decide?

- The review IPRC will consider the progress the student has made in relation to the IEP. It will consider the same type of information that was originally considered by the IPRC, as well as any new information.
- The IPRC will review the Placement and Identification decisions and decide whether they should be continued or whether a different decision should now be made.

What special education programs and services are provided by the board?

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 the parent 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 (IEP). Students being considered for 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.

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 (this applies to the Secondary Autism Spectrum Disorder (ASD), Transitions and Hearing Impaired Resource programs); or
- Special education self-contained class full-time.

What organizations are available to assist parents?

Many parent associations and organizations are available to provide information and support to parents of children with special needs. Our Special Education Advisory Committee (SEAC) representatives include members from:

Association for Bright Children

Autism Ontario

Children's Aid Society of London & Middlesex

Community Living London

Easter Seals Ontario

Epilepsy Support Centre

Fetal Alcohol Spectrum Disorder Network

First Nations Representative (Oneida Nation of the Thames, Chippewas of the Thames First Nation, Munsee-Delaware Nation)

Learning Disabilities Association of Ontario London

Ontario Federation of Home & School Associations

Ontario Parents Advocating for Children with Cancer

Thames Valley Children's Centre

Vanier Children's Services

IEWS for the Visually Impaired

VOICE for the Hearing Impaired

What are the Ministry's Provincial and Demonstration Schools?

The Ministry operates Provincial and Demonstration Schools throughout Ontario for students who are deaf, blind, deaf-blind, and severely learning-disabled, as well as those with attention deficit hyperactivity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Schools for the Deaf

Ernest C. Drury School

255 Ontario Street South
Milton, ON L9T 2M5
Telephone: 905-878-2851
TTY: 905-878-7195

Robarts School

1090 Highbury Avenue
P.O. Box 7360, Station E
London, ON N5Y 4V9
Telephone and TTY: 519-453-4400

Sir James Whitney School

350 Dundas Street West
Belleville, ON K8P 1B2
Telephone and TTY: 613-967-2823

School for the Blind and Deaf-Blind

W. Ross Macdonald School
350 Brant Avenue
Brantford, ON N3T 3J9
Telephone: 519-759-0730

Demonstration Schools for English-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

Amethyst Demonstration School

1515 Cheapside Street
London, ON N5V 3N9
Telephone: 519-453-4408

Sagonaska Demonstration School

350 Dundas Street West
Belleville, ON K8P 1B2
Telephone: 613-967-2830

Trillium Demonstration School

347 Ontario Street
Milton, ON L9T 3L3
Telephone: 905-878-2851

French-language school for the deaf and Demonstration School for French-speaking students with severe learning disabilities, including learning disabilities associated with ADHD

Centre Jules-Leger

281 rue Lanark
Ottawa ON K1Z 6R8
Telephone: 613-761-9300
TTY: 613-761-9302 and 613-761-9304

Please Ask!

When used in this guide, the word "parent" includes guardians.

The purpose of this guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to describe for you the procedures involved in identifying a pupil as "Exceptional", deciding the pupil's placement, or appealing such decisions.

If, after reading this guide, you require more information, please contact your child's Learning Support Teacher (LST).

Acronyms Related to Special Education:

ADHD:	Attention Deficit Hyperactivity Disorder
ASD:	Autism Spectrum Disorder
CCAC:	Community Care Access Centre
DD:	Developmental Disability
D/HH:	Deaf and Hard of Hearing
EA:	Educational Assistant
IEP:	Individual Education Plan
IPRC:	Identification, Placement and Review Committee
LD:	Learning Disability
LST:	Learning Support Teacher
MID:	Mild Intellectual Disability
OT:	Occupational Therapist
PDT:	Program Development Team
PT:	Physiotherapist
SLP:	Speech-Language Pathologist
SEA:	Special Equipment Amount
SEAC:	Special Education Advisory Committee
TVDSB:	Thames Valley District School Board




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tomorrow, every day.

Communication GUIDE

A Parent Resource Guide

SUPPORTING STUDENT SUCCESS TOGETHER

A photograph of a man with short dark hair, wearing a red and white checkered shirt, leaning over a table and pointing at a large map or project with a yellow pencil. A young boy with short dark hair, wearing a light blue shirt, is sitting at the table and looking down at the map. The man has his hand on the boy's shoulder.

The purpose of this guide is to help you understand how to work with the school team to support your child's school success.

As a parent/guardian, you are recognized and valued as an important partner in your child's education.

School:

Teacher:

Learning Support Teacher:

Principal:

Working together as a team is in the best interest of all.

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How do I help support a positive learning environment for my child?

There are many people involved in supporting your child. You, the school staff, TVDSB Board of Education staff and community agencies all work together to help your child succeed. It is very important for everyone involved to work together as a team. In order to build a positive relationship, you and the school staff should:

- meet early in the school year to begin building a positive relationship
- decide with the teachers the best way to communicate
- talk to each other regularly
- treat each other with respect
- listen to what each other is saying.

When I have a concern, where do I start?

The best place to start if you have a concern is with the teacher. You can communicate with your child's teacher by phone, in the planner or in person. You may want to start by asking your question in one of these ways, or you could ask for a meeting with the teacher at a time that works for both of you.

What if finding a solution is difficult?

Sometimes, finding the best solution takes time. It is important for everyone to keep talking, trying to find new solutions and work together. You may find it helpful to have a friend, relative or someone else with you when you meet or talk with school staff. Remember, the most important thing is your child's learning and well-being.

Finding Solutions “Do’s”

- Focus on student strengths, needs and interests
- Focus on issues, not personalities
- Take a collaborative approach and work together
- Ask questions and listen actively
- Focus on building effective and positive relationships
- Build trust and respect with each other
- Seek a common understanding

What is the student's role?

It is a commitment of the TVDSB to promote student voice and advocacy for self and others. In advocating for themselves, students need to be supported to develop:

- an understanding of their strengths and needs
- goal setting skills
- communication skills to share their needs
- skills necessary to work with others to find solutions.

Self-advocacy skills will look different for every child.

If your child sees you working together with their teachers and school staff, they will learn how to self-advocate in a positive way.

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

Working together

Finding shared solutions depends on the ability to think constructively and avoid attitudes and behaviours that block progress. Important components of constructive thinking include:

- Believing that a solution can be found
- Believing that everyone is focused on the student's interests and wants to find a solution
- Accepting that there can be more than one way to solve a problem

For further information on preventing and resolving conflicts about your child's education, please refer to "Shared Solutions: A Guide to Preventing and Resolving Conflict Regarding Special Education Programs and Services (2007) for Students with Special Education Needs". This guide can be found on the Ministry of education website at: www.edu.gov.on.ca

Please Ask!

It is important to communicate with your child's school regularly. If/when you have questions, please contact your child's school.

Parent Resource GUIDES

The following additional resources are available:

- IEP Parent Resource Guide
- IPRC Parent Resource Guide
- PDT Brochure

Thames Valley District School Board Contact Information:

Please inform the receptionist of the specific school when asking for a Learning Coordinator or Superintendent of Education.

Education Centre	519-452-2000
Learning Coordinator - Special Education	519-452-2000
Learning Supervisor - Special Education	519-452-2000 ext. 20415
Superintendent of Education	519-452-2000
Superintendent of Special Education	519-452-2000 ext. 20081
Trustee's Office	519-452-2000 ext. 20219
Ministry of Education Regional Office	519-667-1440