

SPECIAL EDUCATION AND SECTION PROGRAMS DEPARTMENT PLAN 2009 - 2010

Special Education objectives are to:

1. Develop consistency of practice & procedures across the Board;
2. Build capacity of central & school staff; and
3. Manage and use data to make evidence-based decisions;
4. Improve Student Achievement
5. Support Parent and Community Engagement
6. Support Financial Stability

These objectives support the pillars of the TDSB Board Improvement Plan and the TDSB priorities:

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| 1. Literacy | Student Achievement |
| 2. Numeracy | Parent Engagement |
| 3. Pathways | Financial Stability |
| 4. Community Culture and Caring | |

INITIATIVE	ACTION	ALIGNMENT WITH BOARD IMPROVEMENT PLAN	ALIGNMENT WITH DEPARTMENTAL OBJECTIVES & TDSB Priorities	PERSON RESPONSIBLE	INDICATORS OF SUCCESS
Identification, Placement & Review Committee Process (IPRC)	Expand SpedWeb (SAP Customer Relationship Management (CRM) system) which facilitates efficient collecting, sharing, storing, monitoring and tracking progress towards the IPRC including parent involvement. Timeline: Fall 2009	Community Culture and Caring	Student Achievement Data management Consistency	Marilyn Lowe	<ul style="list-style-type: none"> 87 schools will complete level 1 & 2 reviews in phase one of expansion 100% of 87 schools will be satisfied with final product 100% of issues in phase one will be presented to IT development team for remedy in preparation for phase 2
	Run reports from CRM to ensure appropriate information is collected & shared. Timeline: As required – at least once per term	Community Culture and Caring	Student Achievement Data management Consistency	Marilyn Lowe	<ul style="list-style-type: none"> Reports related to the completion of level 1 & 2 reviews for tracking will be identified Reports of 87 schools will be run and monitored Report issues identified in phase one will be remedied in preparation for phase two
	Continue to provide annual in-service and written procedures to the IPRC teams regarding how IPRCs should be conducted, how supports and services should be documented on the IPRC forms and how decisions reflect current Ministry directions. (Learning for All) Timeline: Fall 2009	Literacy Numeracy Community Culture and Caring	Build capacity Consistency Student Achievement Parent engagement	Marilyn Lowe	<ul style="list-style-type: none"> 95% of IPRC members receive PD focusing on inclusive practice. Over 90% satisfaction rate by parents on IPRC survey (see below)

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	Develop a TDSB Procedure for running IPRCs and IPRC reviews Timeline: June 2010	Literacy Numeracy Community Culture and Caring	Build capacity Consistency Student Achievement Parent Engagement	Marilyn Lowe	<ul style="list-style-type: none"> • Procedure vetted, edited and posted on internal and external websites
Quality Assurance Review of IPRC process	Use quality assurance processes through IPRC survey to parents to determine timeliness, amount and quality of parental involvement and to ascertain quality of process and the meeting itself Timeline: Spring 2010	Literacy Numeracy Pathways Community Culture and Caring	Student Achievement Parent Engagement Data Management	Karen Forbes Cindy Burley	<ul style="list-style-type: none"> • Over 90% satisfaction rate by parents on survey • Over 50% of surveys returned
Individual Education Plan	Expand SpedWeb which makes information needed to prepare the IEP easily available to the preparers through web based application. Timeline: Fall 2009	Literacy Numeracy	Student Achievement Build Capacity Consistency Parent Engagement	Marilyn Lowe	<ul style="list-style-type: none"> • 87 schools in phase one fully operational • Report issues identified in phase one will be remedied in preparation for phase two
	Provide on-going in-services to central program and special education staff, administrators, SOEs and teaching staff (exceptionality) on developing IEPs, with emphasis on results of and response to the Ministry 2007 and TDSB 2009 collaborative reviews. Timeline: 2009-2010	Literacy Numeracy	Student Achievement Consistency Build Capacity Parent Engagement	Marilyn Lowe Cindy Burley Irene Consack	<ul style="list-style-type: none"> • 90% of exceptionality teachers (except gifted) will participate in in-services • 100% of exceptionality staff with students with autism (exception of gifted) receive in-service in 6 selected areas + appropriate programming • Produce a DVD of above in-services for improved accessibility • Improvement of 1.0 in each of 6 areas as measured against established rubrics + improvement in programming
	Conduct a collaborative review and quality assurance process of IEPs for IPRC principal chairs and central special education staff in 2009 to establish a baseline by which to measure future improvement. Repeat in 2010 to determine improvement. Timeline: 2009 / May 2010	Literacy Numeracy Community Culture and Caring	Student Achievement Build Capacity Consistency Parent Engagement	Marilyn Lowe	<ul style="list-style-type: none"> • Baseline established for 6 select areas of the IEP • Improvement of 1.0 in each of 6 areas as measured against established rubrics
	Track timely completion of IEPs through reports generated by SpedWeb process and provide support	Community Culture and Caring	Student Achievement Data Management	Marilyn Lowe	<ul style="list-style-type: none"> • 80% of pilot & phase one users in compliance with October deadline

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	and coaching to those in supervisory positions to improve compliance. Timeline: Fall 2009/Monthly		Parent Engagement Consistency		<ul style="list-style-type: none"> • Reports identified and run for monitoring • Report issues identified in phase one will be remedied in preparation for phase two
Programming and the IEP	Create and in-service TDSB IEP exemplars for each exceptionality with emphasis on results of collaborative reviews 2007 & 2009 and setting measurable annual program goals Timeline: June 2010	Literacy Numeracy Community Culture and Caring	Student Achievement Build Capacity Consistency Parent Engagement	Cindy Burley & Irene Consack	<ul style="list-style-type: none"> • Level 3 IEP exemplars will be completed for each exceptionality in 6 key areas of focus • Exemplars shared with exceptionality teachers
	Partner with program department to align and participate in professional learning focused differentiated instruction, high yield strategies, and the IEP and student achievement as related to students with learning disabilities. Timeline: Fall 2009 & ongoing	Literacy Numeracy Pathways	Student Achievement Build Capacity Consistency	Karen Forbes & Karen Grose	<ul style="list-style-type: none"> • 100% of Special Education staff will be familiar with the high yield strategies and how they can support implementation within the schools • 100% of Special Education staff will be rolling out with Program differentiated instruction • Special Education staff will form learning and teaching partnerships with program staff
Program Effectiveness, Quality & Compliance	Establish standards of program delivery for exceptionalities – Developmental Disability, Mild Intellectual Disability. Timeline: June 2010	Literacy Numeracy Pathways	Student Achievement Build Capacity Consistency	Cindy Burley Sandra Tondat	<ul style="list-style-type: none"> • Program standards for DD and MID will be developed and vetted.
Elementary Special Education Program Plan	Articulate a vision for elementary special education and develop a program plan Timeline: Spring 2010	Community Culture and Caring Literacy Numeracy	Consistency Student Achievement Parent Engagement	Karen Forbes Cindy Burley	<ul style="list-style-type: none"> • Elementary special education program plan developed, vetted and shared
Review of Special Education Program Delivery Model	Review program delivery model for the purpose of enhancing program quality while finding cost efficiencies Timeline: June 2010	Literacy Numeracy Community Culture and Caring	Student Achievement Consistency Support Financial Stability	Karen Forbes Cindy Burley	<ul style="list-style-type: none"> • Provide increased opportunities for students to be taught in their neighbourhood school • Reduce transportation distances for students • Increased support to neighbourhood schools
System Improvement Initiatives	Participate on system improvement team to provide special education perspective, strategies and input into initiatives:	Literacy Numeracy Pathways	Student Achievement Build Capacity	Karen Forbes Angela Scarano-Iuorio	<ul style="list-style-type: none"> • Develop and implement special education focus in the School Improvement Framework

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	<p>Schools in the Middle (SIM) School Effectiveness Framework Model Schools for Inner City Schools (MSIC)</p> <p>Timeline: Ongoing</p>				<p>and MSIC initiative</p> <ul style="list-style-type: none"> • Special Education Coaching of Schools in the Middle supports school improvements
<p>Programs: FastForWord & Empower</p>	<p>Prepare a feasibility study of FastForWord & Empower and possible implementation of one or both programs</p> <p>Timeline: June 2010</p>	<p>Literacy Numeracy</p>	<p>Student Achievement</p>	<p>Catherine Huycke</p>	<ul style="list-style-type: none"> • Feasibility study presented to SEAC and Board • Funding source found • One or both programs implemented • Research component attached to project to determine impact on student achievement
<p>Reporting on Performance/Progress for Students on Alternative Program</p>	<p>Develop TDSB report card for students whose programs are solely comprised of alternative expectations & implement upon Ministry approval.</p> <p>Timeline: Spring 2010</p>	<p>Pathways Literacy Numeracy Parent Engagement</p>	<p>Student Achievement Consistency</p>	<p>Cindy Burley</p>	<ul style="list-style-type: none"> • Draft TDSB report card for students whose programs are comprised of alternative expectations will be developed and approved by the Ministry for use in Fall 2010
<p>Suspension rates of students with learning disabilities</p>	<p>Obtain baseline data on suspensions for students with learning disabilities within the elementary and secondary panels</p> <p>Work with safe schools and equity on furthering principal and vice principal understanding and use of mitigating factors</p> <p>Professional learning communities established for teachers working with this exceptionality to build capacity to program more effectively for students with learning disabilities, thus, lessening inappropriate behavior that could lead to suspensions</p> <p>Timeline: Ongoing</p>	<p>Community Culture and Caring Literacy Numeracy Pathways</p>	<p>Parent Engagement Student Achievement Build Capacity</p>	<p>Joy Reiter Roberta Anderson</p>	<ul style="list-style-type: none"> • Pre and post surveys conducted with stakeholder groups regarding services to students with learning disabilities and results disaggregated • Reduction in suspension data for students with learning disabilities by 15% over the 09-10 school year
<p>Professional Development</p>	<p>Provide professional development opportunities, job embedded experiences and professional learning communities for staff through</p> <ul style="list-style-type: none"> • Mart/HSP meetings 	<p>Literacy Numeracy</p>	<p>Student Achievement Build Capacity Consistency</p>	<p>Cindy Burley Supervising Principals Coordinators</p>	<ul style="list-style-type: none"> • IEPs will improve by 1.0 in each of six areas as measured against established rubrics • FOS consultants/coordinators will host 2-3 Jeli/Jam days each

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	<ul style="list-style-type: none"> • ACL/CL meetings • Exceptionality meetings • Jeli/Jam days • Lunch'n'Learn • Workshops/In-services • Webcasts • School Support Team <p>Timeline: Ongoing</p>			Consultants	<ul style="list-style-type: none"> • 90% of exceptionality teachers will have ability to write a level 3 IEP in the six areas as measured against established rubrics and in program goals • 3 Professional Learning Community sessions/year/quadrant focused on building capacity in special education in administrators
Specialized Equipment (SEA)	<p>Conduct work flow analysis to determine and improve delivery time of specialized equipment (SEA) from professionals' recommendation to date it is ready for use.</p> <p>Survey parent satisfaction re SEA implementation and impact of equipment on student achievement through IPRC survey</p> <p>Timeline: Spring 2010</p>	Literacy Numeracy Pathways	Parent Engagement Consistency	Angela Scarano-Iuorio Sharon Petipas Vicki Adelson	<ul style="list-style-type: none"> • Identification of obstacles to timely implementation of SEA equipment and provision of communication to schools, support staff and parents to aid in effective and timely completion • 75% of parents report timely implementation • 90% of parents report positive impact on student learning and achievement • Ensure that all claims are processed through the SAP system so that we can track and sort data online
	<p>Develop communication of process & expected timelines for schools & parents around SEA process.</p> <p>Timeline: January 2010</p>	Community Culture and Caring	Parent Engagement Consistency	Angela Scarano-Iuorio	<ul style="list-style-type: none"> • Parent Brochure produced and distributed to communicate SEA process • Information sessions provided to principals re effective management of SEA claims
Assistive Technology	<p>Streamline all assistive technology practices</p> <p>Enhance and continue professional learning opportunities, online resources and newsletters</p> <p>Develop and begin implementation for Read and Write Gold software on all TDSB computers so all students can access curriculum & complete</p>	Literacy Numeracy	Student Achievement Build Capacity Parent Engagement	Angela Scarano-Iuorio	<ul style="list-style-type: none"> • Online webcasts created and recorded online for future viewing • Provide resources for all assistive tech software and post online • 3 newsletters developed /school year and also posted on external web for parents • 60 sessions provided each term for teachers on Key to Learn • Test software as part of all images for rollout

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	assignments Timeline: Ongoing				<ul style="list-style-type: none"> Establish support for schools through Helpdesk and End User and in school training/coaching 60 schools will be provided with software and training by June 2010
Multiple Intelligence Leadership	Provide classroom teachers with MI Lead training for implementation in 2009-10. Timeline: ongoing	Literacy Numeracy Pathways	Student Achievement Build Capacity	Catherine Huycke & Roberta Anderson	<ul style="list-style-type: none"> Increase participation in MI Lead 100 schools 75% increase of students are more aware of learning style and strengths 60% increased willingness to participate in class activities 60% increase in successful completion of projects or assignments
Early Reading Intervention (ERI)	Make ERI training available to teacher/educational assistant teams Timeline: Fall 2009	Literacy Numeracy Pathways	Student Achievement Build Capacity	Irene Consack	<ul style="list-style-type: none"> 100% of schools with initial ERI training who request refresher courses receive it Provide opportunities for further training to previously trained teams Increase participation in ERI by 25% Improved DRA reading scores
School Support Team (SST) Model	Provide an integrated structure and process for delivering services to address student underserved as noted in the <i>Action Plan in the Urban Diversity Strategy: Focus on Student Achievement</i> by blending the Special Education, Support Services School Support Team processes to include Student Success, Guidance, and Safe Schools within the school setting. Timeline: January 2010	Literacy Numeracy Pathways Community Culture and Caring	Student Achievement Build Capacity Consistency	Catherine Huycke, Support Services, Student Success, Guidance, Safe Schools	<ul style="list-style-type: none"> In-service with Student Success, cross-departmental school teams from all secondary schools in running effective student success teams Gap analysis of survey results for determination of next steps Finalize SST model and SST manual The Individual Learning Profile form becomes web based
Trillium Data Maintenance	Collaborate with staff from SIS and OnSIS to ensure compliance with Ministry reporting requirements Review existing special education program data in Trillium and 'cleanse' it to reduce the potential of data entry error Engage focus groups with central special education		Data Management	Marilyn Lowe Amarjit Dhesi/ Brian Hazel	<ul style="list-style-type: none"> 100% discrepancy errors will be remedied

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	<p>and Trillium staff for the purpose of developing reports to reduce discrepancies in the maintenance of special education data</p> <p>Maintain regular communication with staff responsible for Ministry reporting</p> <p>Timelines: Ongoing</p>				
Secondary Behaviour Review Implementation	<p>Monitor and review effectiveness of 15 pilot behaviour resource rooms</p> <p>Timeline: Ongoing</p>	<p>Literacy Numeracy Pathways Community Culture and Caring</p>	<p>Student Achievement Data Management</p>	<p>Roberta Anderson</p>	<ul style="list-style-type: none"> 70% of students involved in program reduce their behaviours from previous semester or year 80% satisfaction rate by teachers and students re the behaviour resource model and <i>Why Try</i> strategies
Modifications at the Secondary Level	<p>Continue to pilot & implement Modifications Documents for:</p> <ul style="list-style-type: none"> Grade 9 Academic & Applied Math and English Curriculum (Phase 1) <p>Develop & pilot Modifications Document for:</p> <ul style="list-style-type: none"> Grade 9 LDCC English & Math; Grade 10 Academic, Applied & LDCC English & Math; Grade 9 & 10 Academic, Applied & LDCC Science; Grade 9 Academic & Applied Geography; Grade 10 Academic & Applied History; and Grade 10 Open Civics <p>Timeline: Fall – Spring</p>	<p>Literacy Numeracy Pathways</p>	<p>Student Achievement Build Capacity Consistency</p>	<p>Roberta Anderson</p>	<ul style="list-style-type: none"> Phase 1 document is completed All central special education staff, pilot CL's, ACL's and relevant subject teachers are in-serviced on above document Draft phase 2 document is completed and piloted Effectiveness of implementation and quality of documents will be reviewed and evaluated
Autism Services PPM 140 Connections	<p>Continue to build capacity through Professional Learning opportunities for all staff, reinforcing ABA principles as outlined in PPM 140 and supporting documents.</p> <p>Timeline: Ongoing</p>	<p>Literacy Numeracy Pathways</p>	<p>Student Achievement</p>	<p>Jan Fukumoto</p>	<ul style="list-style-type: none"> Successful transition of 56 students with ASD who are exiting Toronto Partnership Autism Services (TPAS) Collaboration of PDD/ASD Team Members, ASD Consultants, Surrey Place Centre and Special Education staff in the presentation of

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					<p>5 system wide professional learning sessions on IEP programming for students with ASD</p> <ul style="list-style-type: none"> • 10 additional system wide professional learning sessions provided to classroom staff on Transitions and practical ABA principles • Development of 3 additional professional learning sessions, as provided by School Support Program, for in-school PD • Provision of “Autism Pro Resource Library” to 60 schools • Provision of practical Resource kit to each school receiving Connections students who are exiting from Toronto Partnership in Autism Services (TPAS)
<p>Home School Resource Program Review</p>	<p>Develop consistency across quadrants for HSP. Timeline: Ongoing</p>	<p>Literacy Numeracy</p>	<p>Student Achievement</p>	<p>Angie Scarano-Iuorio</p>	<ul style="list-style-type: none"> • Distribute “Guidelines of Criteria” system-wide and online. • Have all students who are not formally placed in HSP be re-evaluated at the end of each school year. • Determine baseline for computer status in HSP classes and increase access to current technology by 10%. • Provide specific professional development opportunities for HSP teachers related to programming through Professional Learning Steering committee 2 times a year. • Establish online tool to communicate successful HSP classroom models to all teachers. • Develop brochure for HSP to be distributed to all admin and HSP teachers.

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Parent/Staff Information Opportunities re Special Education Procedures	<p>Provide information for parents and guardians of students with disabilities which fully inform them of their rights and responsibilities throughout the accommodation process with particular emphasis on IEPs and IPRCs.</p> <p>Provide information for parents and guardians of students with disabilities to build awareness, knowledge and skills as described in the <i>Shared Solutions</i> document.</p> <p>Deliver “Getting to Know us Information Sessions” to assist parents in supporting their children and understanding how special education programs and services can support children. Timelines: Ongoing</p>	Community Culture and Caring Literacy Numeracy	Parent Engagement Student Achievement	<p>Supervising Principals and Central Co-ordinating Principal</p> <p>Cindy Burley</p> <p>Sharyn Shell</p>	<ul style="list-style-type: none"> • 2 parent evenings throughout year in East and West • 2 Information sessions provided • 1 4 evening session delivered to each FOS
Review of Allocation Process	<p>Develop and implement a formula for SNA distribution.</p> <p>Explore Itinerant Special Education Teacher position for exceptional circumstances. Timeline: February 2010</p>	Literacy Numeracy Community Culture and Caring	Student Achievement Support Financial Stability	Karen Forbes Cindy Burley	<ul style="list-style-type: none"> • SNA formula implemented • Determine feasibility of itinerant position
Procedure 699	<p>Finalize revisions to PR 699 and roll out to system special education and administration staff. Timeline: Fall 2009</p> <p>BMS Training Timeline: Annually</p>	Community Culture and Caring	Build Capacity Consistency	<p>Karen Forbes Sandra Tondat</p> <p>Lesley Milne Gaye Lew Rhonda Davy</p>	<ul style="list-style-type: none"> • PR 699 finalized and implemented • All Section teachers and EAs will receive annual training
Ministry of Education The Essential Elements For Educational Programs for Pupils in Government Approved Care and/or Treatment Custody and Correctional Facilities Assessment	<p>Implement the Essential Elements Assessment: All Section programs will use one of the following to provide a basis for programming WF:AS, Ekwall-Shanker, Marie Clay, CASI, DRA Reporting Introducing:</p>	Literacy Numeracy	Student Achievement	<p>Lesley Milne</p> <p>Rhonda Davy</p> <p>Gaye Lew</p>	Assessment : 100% of Section teachers will do one of the following assessments: WF:AS, Ekwall-Shanker, Marie Clay, CASI or DRA

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<p>Instruction</p> <p>Transitions</p> <p>Data Collection</p>	<ul style="list-style-type: none"> • TWEA Report Cards • DD Report Cards - pilot • Education Plan for students in Section for fewer than 30 days - pilot • Short term Report cards for students in Section for fewer than 30 days. - pilot <p>Introduction of the following pilot programs:</p> <p>Secondary</p> <ul style="list-style-type: none"> • Co-op • Experiential Learning <p>Elementary</p> <ul style="list-style-type: none"> • OISE program <i>Three to Three</i> <p>Transitions</p> <ul style="list-style-type: none"> • Continued liaison with the quadrant Behaviour Co-ordinators • Continued liaison between Section 23 and a student's home school <p>Data Collection</p> <ul style="list-style-type: none"> • Continued work with IT department to refine <i>Live Registration</i> production of Ministry reports and statistical information for accountability <p>Timeline 2009/2010</p>	<p>Build Capacity Consistency</p>	<p>Data Management</p>	<p>Marlene Steele</p> <p>Sean Hume</p> <p>Rita McMahon Mabel Ifejika Val Antinucci</p> <p>Mary Mallin</p>	<p>Reporting : 100% of Section teachers will complete a report on content taught and competency achieved for all Section students</p> <p>Instruction :</p> <ul style="list-style-type: none"> • 6 students of 8 students will complete 220 hours to earn 2 Co-op credits each • 4 students of 8 students will complete 110 hours of Experiential Learning credit course • 1 Section site will have 40 students involved in <i>Three to Three</i> piloting an early literacy project. <p>Transition :</p> <ul style="list-style-type: none"> • Transition Planning (IPRCs) and Case Conferences for students who require Special Education support (approximately 150 IPRC and 150 case conferences in 2009/10) <p>Data Collection:</p> <ul style="list-style-type: none"> • All section teachers will use <i>Live Registration</i> for attendance and entry of secondary credits courses offered.
<p>Agency/Staff Information Opportunities re Section 23 Education Procedures</p>	<p>Provide a forum to exchange information between agency partners and TDSB to enhance collaboration for student success.</p> <p>Timeline: ongoing</p>	<p>Community Culture and Caring</p>	<p>Build Capacity Consistency</p>	<p>Lesley Milne</p>	<ul style="list-style-type: none"> • 5 afternoon sessions – every other month