



Special Education

How can we help?

Our Goals

The Special Education Department supports all members of the learning community to maximize potential, promote well-being and enhance student learning and achievement.

- strengthen collaborative practices
- support the development and implementation of effective Individual Education Plans (IEPs)
- optimize student engagement, achievement and well-being
- support student transitions

Thames Valley District School Board

SPECIAL EDUCATION

ORGANIZATIONAL CHART 2017-2018



Superintendent of Student Achievement
Sheila Builder
Jennifer VanderMolen, Assistant

Learning Supervisor
Roseanne Ferrara
Chantelle Kempster, Assistant

Learning Supervisor
Andrea Leatham
Sandi Logan, Assistant
Program Services Officer, Special Education
Mary Kay Horton

Coordinator Speech & Language, Pathology and Audiology Services
Vesna Fernandez
Connie Visser, Assistant

Coordinator Psychological Services System Priorities
Kate Hillman
Departmental Coordinator Psychological Services
Janice Kurita
Connie Visser, Assistant

Coordinator School Counselling & Social Work Services
Melanie Ferdinand
Connie Visser, Assistant

Learning Coordinators					
Emerant EA Team	Lisa Corsaut Kindergarten Portfolio	Marci Damen Learning Disabilities Portfolio	Judy Hubert Gifted Portfolio	Stacey Lawrie Technology Portfolio	Jane Pincombe Deaf & Hard of Hearing Portfolio
Jenn Maguire Rebecca Hand Ahn Nguyen-Duffy Meaghan Veenstra Ashley Woodley Kristen Shepard Swanson, Shauna Emily Feeney Jenn Moody Erin Barban Melissa Frian Amanda Gelinas Jennifer McNeil Melony Faulkner Jennifer Thibert Amarilis Drouillard Shannon Brooker Sara Kosler Stacey Luther Jessica Kettler Jaden Campbell Alicia Vallancourt Jenna Govier Rachel King	KINDERGARTEN TEACHERS ON SPECIAL ASSIGNMENT Kelly Elliott Kern Hills Caleigh Kula Lindsay McQuinn Jennifer Orr Pamela VanBakel	LEARNING DISABILITIES TEACHERS ON SPECIAL ASSIGNMENT Janine Hack Tim Willick Lynne Hart Karen Rowland	GIFTED RESOURCE Mike Dlouhy Colleen Ellison - Waring Mel Golan-Wills Lynda Kriakakis Charleena Phillips Judy Tellers Judy Van Roestel	ASSISTIVE TECHNOLOGY TEAM Glenda Burditt Lynda Mackey	HEARING RESOURCE Brad Carey Angela Carter Kristin Delvies Kierston Fallon Karen Partridge Valerie Schneider Andrew Waterworth AUDIOLOGISTS Brenda Buckrell Lindsay Acton

Learning Coordinators					
Shelly Crosslet Applied Behaviour Team	Angela Gee Autism Spectrum Disorder	Darlene Giffels Port MacLeod-Roberts Developmental Education Portfolio	Janelle Hurlbut / Erin Howarth Mental Health/ Behaviour Portfolio	Cory Veenhof Blind & Low Vision Portfolio	Ray Wiersma STARTIBMS Portfolio
ABA TEAM Alicia Weaver Behaviour Analyst Tecla Bruckshwaiger ABA EA	AUTISM SPECTRUM DISORDER TEAM Brenda Cowan Gwen Crossman Laura Stinson Kristi Troughton	DEVELOPMENTAL TEACHERS ON SPECIAL ASSIGNMENT Jennifer Allegretti Rebecca Blair Cathy Serpa Melissa Somerton	MENTAL HEALTH TEACHERS ON SPECIAL ASSIGNMENT Camie Barker Cathy Braeken-Musso Julie Buchwald Stacy Groppler Naomi Powers Michelle Slack TRANSITIONS CLASSROOM TEACHERS Keri Colley Cheryl Davis Maurice Derby David Groppler Jason Jankowski Leanne Modgett Krista St. Amant Cameron Treacy Marie Von Wahl ADULT, ALTERNATIVE CONTINUING EDUCATION TOSA Samantha Leonard	VISION RESOURCE Lexi DeVos Jaclyn Felder Robert Head Linda Hodgkinson Jason Inrini Leslie Johnston Gideon Lamb Ashley Murray Catherine Sullivan Cindy Williamson ORIENTATION AND MOBILITY EAS Sharlene Huizinga Sharon McCulloch	START TEAM Marilyne Barrington Belinda Copp Mona Fulmer Robin Gladstone Kristine Hamilton Lizeanne Kerhuet Sara Magee Angela McPhee David Minton Lynsley Mueller Rose Pyette Karen Wassing Sandra Wilson

SPEECH & LANGUAGE TEAM
Lindsay Acton Serena Ashby Jill Beuermann Carolyn Blenkhorn Beth Bogue Jennifer Bossy Brenda Buckrell Olivia Colosimo Nancy Commisso Ve Coulas Kristina Craven Lori Culhane Sarah Casznik Lisa DeBrusk Courtney Dorington Kelly Gain Lauren Gliders Breann Gillespie Van Moerkerke Jennifer Gould Jillian Graham Krysna Hassan Eliane Henderson Krista Henderson Kristina Hergott Vickie Hady-MacDonald Michelle Lenkos Meaghan Lewcock Tracy Lomas Shirley Ma Trish Major Susan Malby Chris Mathews Danielle McHenry Kate Mointosh Jackie McKeough Shaylin Menard Kelly Millard Donna Moser Lauren Perduk Stephanie Rainham Pam Rodd Teri Sabouni Leah Schwarzenhuber Stephanie Scott Ali Terry-Dawkins Nancy Van Bussel Katie Van Horne Caillin Walker Jackson Wilson

PSYCHOLOGICAL SERVICES
Jennifer Ackford Naom Binnoon Erez Kristin Anglin Bodrug Tamara Burnie Paola Caponetto Sally Christensen Jennifer Cook Anthony Falno Glen Havenga Esther Goldberg Katie Hillman Vanessa Huyder Monique Janssen Janice Kurita Kathleen Lorian Jane Mackley Nicole McLister John Noelle Vanessa Pedden Deb Reitzel-Jaffe Pauline Richards Barb Richardson Michelle Wesley Tammy Whitlock Cathy Young

ATTENDANCE COUNSELLOR / SOCIAL WORKERS
Kelly Appleby Grace Anku Raya Barry Vicki Bridgen Shelley Carroll Adrienne Clarke Kristi Danell Laura Dromgole Ashley Fader Zeina Faddoul Mike Fluit Joanna Haliburton Kim Hepper Donna Horton Elsaine Jones Gail Lalonde Frances Lovaroc Laura Kovacic-Lau Carlie Kramer Ben Maessen Maggie Medcoff Sandra Miller Chris Monis Ieva Naujokaityte Sue Nicolson Sandy Parkins Heather Pelland Craig Read Mike Reid Krista Rivest Wendy Ross Karen Scaman Christine Smith Kathryn Takacs Terri Thompson Campbell Thomson Dana Trask Michelle Watson Mary Whalen Brigid Whitty Erinna Wilson Tiffany Wood-Lyceit

SCHOOL SUPPORT & FNMI COUNSELLORS
Marlene Beyer Kristen Bogart Janet Costello Brigitte Dorsey Sandy Ferreira Brenda Gerard Jody Harris Elisha Kehoe Dave Kehoe Regina Kitching Michele Lsbadie Tom Lutterman Krista Palma Candace Parrack Brooke Plise Laura Prud'homme Marie Renkema Carrie Rogers Daniela Sands Sandra Sargent Chere Schneider Cindy Sheffelt Lorie Shook Tracy Silaby Melissa Spevak Dave Swinden Richard te Brinke Elisha Wiebe Leonna Zeyl TBD (2)

Number of Students by Exceptionality and Grade



School Year: 20172018

Effective as of: 3/24/2018 8:37:24 PM

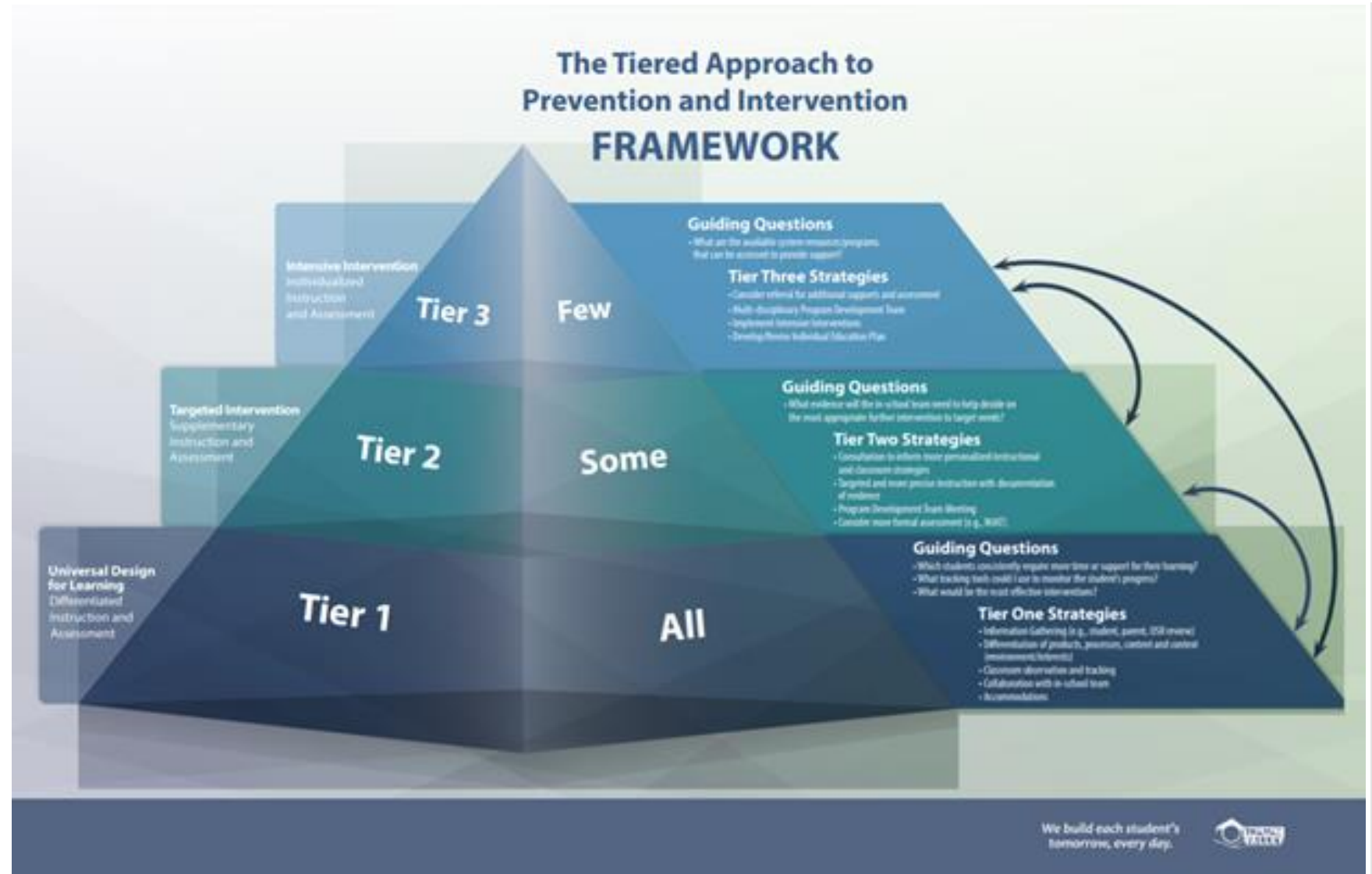
System Wide Summary # of Students by Exceptionality and Grade	JK	SK	01	02	03	04	05	06	07	08	09	10	11	12	Total
Autism	7	27	38	60	55	56	78	49	57	54	47	60	48	103	739
Behavioural	0	0	1	11	16	35	30	37	24	38	45	56	61	85	439
Blind and Low Vision	0	2	1	5	3	1	6	4	3	4	5	5	2	2	43
Deaf and Hard of Hearing	6	13	13	9	18	24	10	19	18	17	19	19	11	19	215
Developmental Disability	1	2	1	20	46	66	80	92	115	93	102	102	90	227	1037
Giftedness	0	0	0	0	0	6	152	154	127	167	136	134	120	116	1112
Language Impairment	0	0	5	20	21	13	22	13	8	7	8	8	7	10	142
Learning Disability	0	0	0	0	25	92	197	233	296	284	324	283	303	357	2394
Mild Intellectual Disability	0	0	0	1	8	25	48	87	97	94	100	93	79	80	712
Physical Disability	3	5	4	15	11	9	8	10	14	16	14	8	11	27	155
Speech Impairment	0	1	0	1	1	7	1	1	0	0	0	0	0	1	13
No Exceptionality (Not IPRC'd)	20	22	69	138	375	535	513	436	398	419	407	383	433	511	4659
Total	37	72	132	280	579	869	1145	1135	1157	1193	1207	1151	1165	1538	11660

The Individual Education Plan

- IEP #1 will be completed within the first 30 days of school in compliance with Ministry Guidelines and will include program expectations from September until the end of January
- IEP #2 will include program expectations from February until the end of June and will be sent home with the Term 1 Report Cards
- IEP #3 will address IPRC and waiver dates, and offer an opportunity to personalize transition plans for the upcoming school year as per PPM 156 and will be sent home with Term 2 Report Cards. This IEP will not include program expectations.

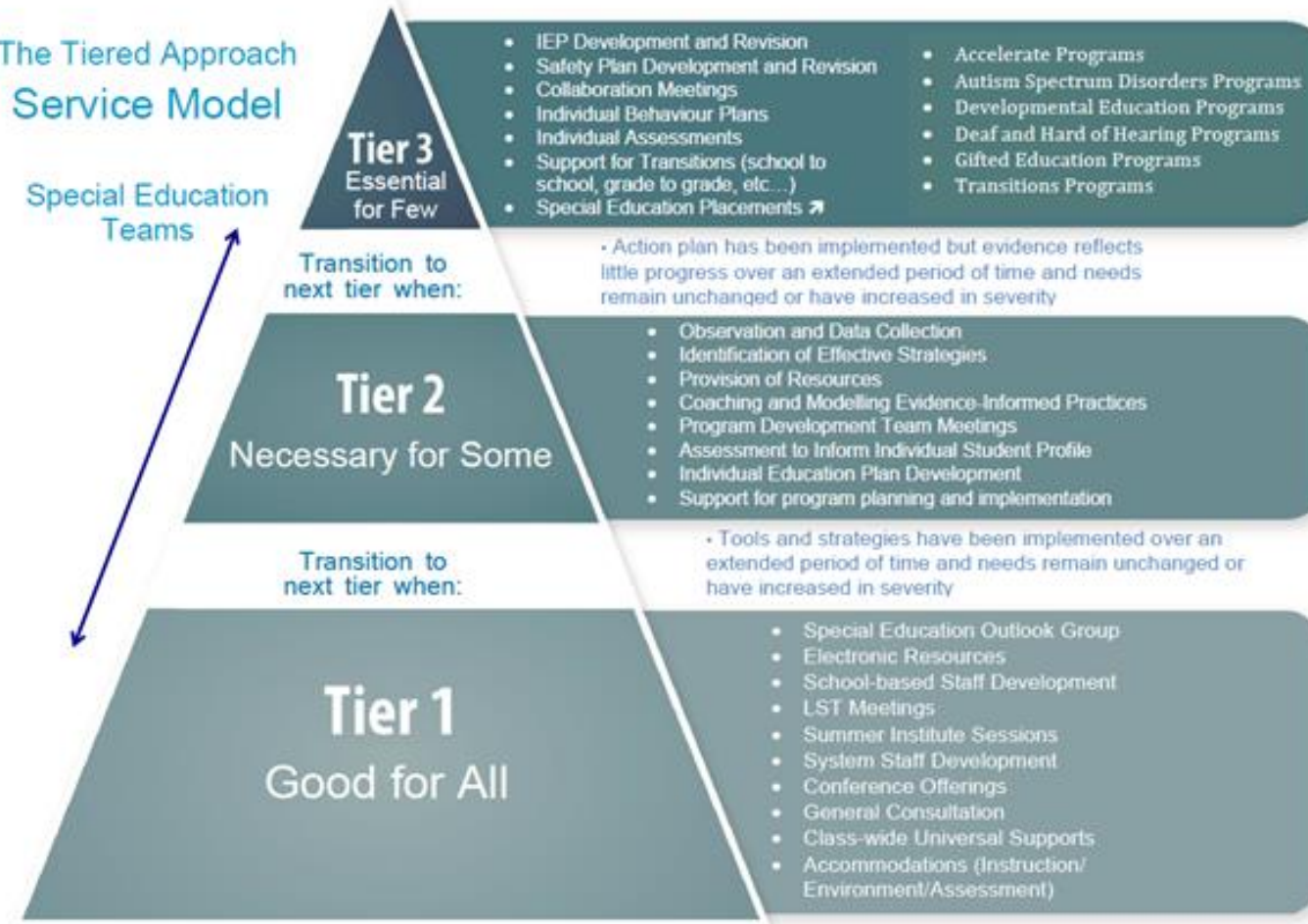
Learning For All

- Universal Design for Learning
- Differentiated Instruction
- Tiered Approach



The Tiered Approach Service Model

Special Education
Teams



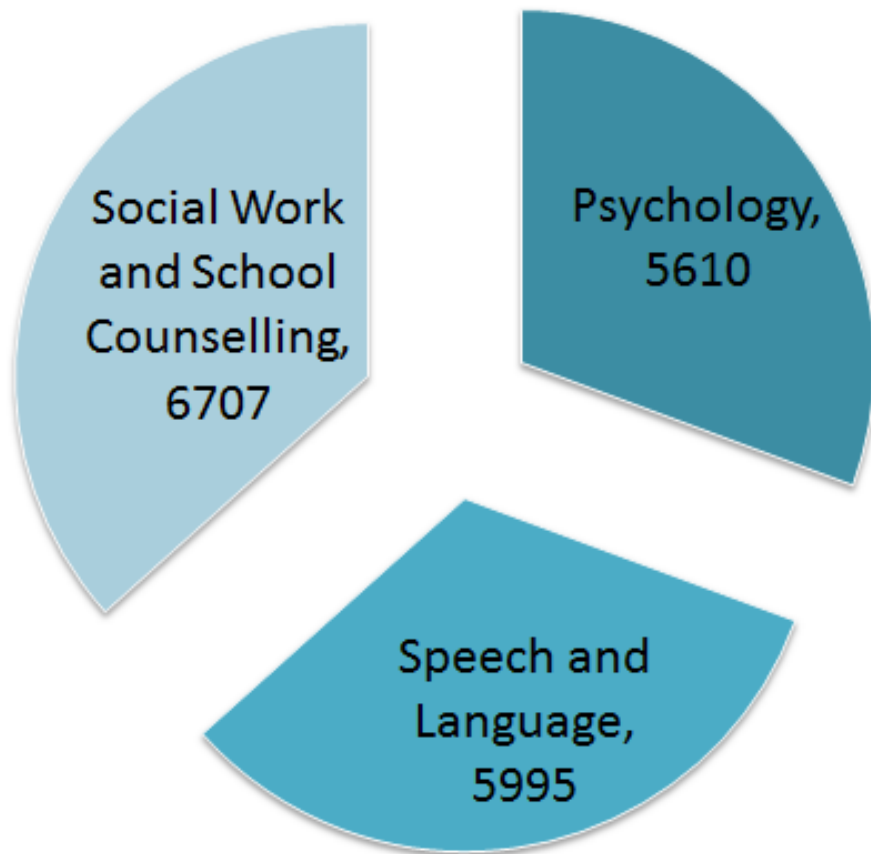
We build each student's
tomorrow, every day.



2017-2018 Special Education Team Referral Summary

(4000+
Referrals)

Special Education Team	# of Staff
Applied Behaviour Analysis (ABA) Team	4 Behaviour Analysts
Autism Spectrum Disorders (DE) Team	5 Teachers on Special Assignment
Behaviour Resource Team	6 Teachers on Special Assignment
Developmental Education Team	4 Teachers on Special Assignment
Kindergarten Team	6 Teachers on Special Assignment
Gifted Education Team	5 Itinerant Teachers
Hearing Resource Team	7 Itinerant Teachers of the Deaf
Learning Disabilities Team	4 Teachers on Special Assignment
START Team	16 Educational Assistants
Vision Resource Team	10 Itinerant Teachers of the Blind




2017-2018 Professional Staff Referral Summary

(18,000+
Referrals)

Universal Application Process

System Placement Committee

 THAMES VALLEY DSB Application for TVDSB Specialized Program	
Transitions Self-Contained Class	
Program Description: The Transitions self-contained class provides placements for a maximum of eight students in grades four to eight struggling with diagnosed mental health challenges to such a high degree that they have been unable to function successfully in a regular class placement despite enhanced support and targeted intervention.	
Purpose of Placement: <ul style="list-style-type: none"> Support the strengths and needs of students with a specific mental health diagnosis and deficits in self-regulation and/or social skills Provide differentiated instruction and intensive support for student self-regulation and social skill development, enabling students to experience academic and social/emotional growth Support graduated integration into the regular classroom setting. 	Purpose of Placement: <ul style="list-style-type: none"> Identify protective factors necessary for success in the regular classroom setting and develop resiliency, student self-advocacy and independence skills Program Resources: <ul style="list-style-type: none"> Special Education Teacher Learning Support Teacher Educational assistant(s) Psychologist (consultative support) Social Worker (consultative support)
Student Profile: <ul style="list-style-type: none"> Ability to progress through the Ontario Curriculum with modifications and accommodations, as necessary Mental health challenges to such a degree that academic programming is inaccessible in a regular classroom placement Self-regulation and/or sensory integration challenges and executive functioning deficits which undermine success in a regular classroom placement May present with behavior which poses a physical threat to the safety of self or others 	
Admission Criteria: <ul style="list-style-type: none"> Student has been identified as an exceptional student through the IPRC process under the category of Behaviour; Student has received a specific mental health diagnosis and has been involved in residential and/or ongoing intensive treatment with a mental health professional; Has had ongoing tier one and tier two interventions in a regular classroom placement to support student strengths and needs, and is capable of accessing curriculum with accommodations and/or modifications to expectations and the learning environment. 	Change of Placement Criteria: <ul style="list-style-type: none"> Behavioural functioning is no longer the most significant determining influence on the student's academic success or social adjustment in school The ability to succeed in a regular class with/without learning resource support has been demonstrated through successful integration The student is no longer benefiting from the self-contained class placement Social and/or academic needs can be met more successfully within a regular class setting or a different special class placement
The following documents are required for review by the System Placement Committee: <ul style="list-style-type: none"> <input type="checkbox"/> Wechsler Individual Achievement Test – Third Edition (within two years) <input type="checkbox"/> Documentation of mental health diagnosis by a qualified practitioner <input type="checkbox"/> Individual Assessments as available (Psych., OT, PT, Medical, etc.) <input type="checkbox"/> Individual Education Plan, Safety Plan and Report Card (most recent) 	
<small> <p>NOTICE OF PRIVACY POLICY: The personal information provided on this form and any other correspondence relating to placement in board programs is collected by the Thames Valley District School Board under the authority of the Education Act and regulations (S.O. 330/03, 331/03) as amended. The information will be used to register the student in a school, for the collection of applicable student/activity fees, as well as for any consistent purpose. Information is shared with employees such that they may carry out their job duties. In addition the information may be used or disclosed to comply with legislation, for compelling circumstances affecting health and safety or discipline, as required in circumstances related to law enforcement matters, or in accordance with any other Act. For questions about this collection, contact the Board's Freedom of Information Co-ordinator, Thames Valley District School Board, 2250 Dundas Street, London, Ontario, N6B 5L1, Telephone 519-452-3000 ext. 22218. (Revised April 2015)</p> </small>	
Parent(s)/Guardian(s) Initial: _____	

SPECIALIZED PROGRAMS

Accelerate

4

0

Autism Spectrum

6

6

Developmental Education

49

74

Empower

54

3

Gifted

4

N/A

Hearing Support

2

1

Transitions

5

5

Transition Planning Policy/Program Memorandum



Let's Take a Closer Look at PPM 156 and 140

PPM 156:

A transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as exceptional solely on the basis of giftedness.

PPM 140:

School board staff must plan for the transition between various activities and settings involving students with ASD.

Transition Plans

Transition Plans Continued..

All transition plans must be:

- ★ Developed as part of the student's IEP
- ★ Developed in consultation with the parent(s), the student (as appropriate), the post secondary institution (where appropriate), and relevant community agencies and/or partners. as necessary
- ★ Reviewed as part of the review of the IEP, and the results of each review should be used to update the transition plan
- ★ Stored in the OSR documentation folder



Transition Plans

Components of a Transition Plan



Transition plans must be a part of the student's IEP, and must include the following elements:

- ★ Specific goals for the student's transition
- ★ The strategies to be used and the actions required, now and in the future, to achieve the stated goals
- ★ The person or agency responsible for or involved in completing or providing assistance in the completion of each of the identified actions
- ★ Timelines for the implementation of each identified actions

Transition Plans



Skill Building vs. Pathway Planning

t

T

Transition Plans



Examples of small 't' transitions



- Preferred to non-preferred activity
- Class to class
- Entry or leaving the school building
- Transitioning from mom/dad to school staff
- Handling change in staff (eg. supply teacher)
- Moving from one task to the next (eg. how does the student move between tasks in the independent work system?)
- Bus to school or school to bus
- Changing from indoor to outdoor clothing

Transition Plans



Examples of Big “T” Transition Plans

- Entry into school
- Grade to grade (thoughts?)
- School to school
- Regular class to self-contained and back
- Transition to school following a prolonged medical absence
- Transition to and from Educational Programs in Care and or Treatment, Custody and Correctional (CTCC) Facilities
- Elementary to Secondary
- Secondary to Post Secondary opportunities (school, work, community)



Transition Plans

Goal Options:

- Independent Living and College and/or University
- Independent Living and Community College Modified Program
- Independent Living and Independent work
- Partially Supported Living and Partially Supported Work
- Supported Living and Supported Work
- Supported Living

Action	Responsibility	Timeline
Create a transition team for the student	Family, student, community supports	Age 14
Create a student centred transition plan with goals related to post secondary	Transition Team	Age 14-21
Review assessments in OSR	School staff and family	Age 14-15
Transition mapping, interest surveys, portfolio creation	School staff, student	Age 14-21
Identify circle of influence persons involved in students life	Student	Age 15-16
Provide assessment information to Developmental Services Ontario to determine eligibility for adult services	Family	Age 16-17
Apply for ODSP	Family, student	Age 17.5-18
Apply to DSO for adult services	Family, student	Age 17.5-18
Provide information on community services	School staff, community agencies	Age 14-21
Collect necessary documentation to prepare for adult services or independent living (birth certificate, social insurance, government ID, passport (if required))	Family, student	Age 15-16
Explore career and recreational opportunities in the community	School staff, student & family	Age 14-21

***all these suggestions should be personalized to the student. For example, Explore career and recreational opportunities might be “participate in work experience program at local grocery store and attend monthly bowling trips”.

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