**Questions & Answers (Webcast – February 2, 2017)**

1. Parents and teachers have been working closely together, along with the Identification, Placement and Review Committee (IPRC) to determine the 'most enabling environment', or placement for students. Will the TDSB honour existing decisions regarding placement? What will this look like given that many of these programs are slated to close?
2. If a child is identified as an exceptional student by an IPRC, an annual review meeting will be held to review his/her strengths, needs, exceptionality and placement.

 At the same time, the TDSB Special Education Plan is reviewed on an annual basis.

 Placement types may change as a result of the review process.

 Q) Regarding the gifted program, is there a plan to address access to the program with

 respect to gender and socioeconomic status?

1. The TDSB has already started the Universal Screening process for the 2016-2017 school year. With parental consent, all grade 3 students participated in the Canadian Cognitive Abilities Test, 7th Version (CCAT - 7). The results from this screening provide a class profile of the learners, helping teachers with programming and identifying the right time to bring a student forward to the In-School and School Support teams.

 Q) Closing Home School Programs (HSP) will represent a significant workload increase for

 staff. They will be responsible for developing lessons, rich learning activities and

 assessment tasks at many different grade levels. They will also become solely

 responsible for the development and regular updating of Independent Education Plans.

 Given that teachers are already working hard to differentiate for learners in large class

 sizes who are working at the same grade level, how will the TDSB support teachers with

 this increased workload?

1. The change to the Home School Program will take place in phases. After consulting with staff, a decision was made to provide examples of what a number of elementary school principals are doing to provide a more inclusive Home School Program for the 2017/18 year. We will continue to provide ongoing professional learning to staff on Universal Design for Learning, Differentiated Instruction, and the use of assistive technology as a way to build capacity to better meet the need of students.

 Q) Where will our young adults end up as they move beyond Home School Programming –

 hope the support strings are not just cut.

1. Regardless of the form of program support, opportunities to be included in the culture of the school are important to build student confidence and self-esteem. The students complete their secondary schooling and transition out in June of the calendar year in which they turn 21 years of age [Education Act, S33(1)].

 Q) Will the TDSB cut funding for the Home School Program?

 A) There will be not reductions to Home School Program staffing unless a particular

 school's staffing is being adjusted because of lower student enrolment.

 Q) Why do we limit support for some special education designations until grade 4, but not

 others?

1. All students are provided with the support they need through an Individual Education Plan. In some instances, the support provided is specific to a particular grade and can be accessed through the Identification Placement and Review Committee.

 Q) What do you suggest for parents who feel that their school is not sufficiently supporting

 their children and or meeting their needs?

1. If you have a concern, your child’s classroom teacher is the first point of contact, followed by the school’s principal, the school superintendent and your Trustee. For more information, please visit: <http://www.tdsb.on.ca/ContactUs/StepstoAddressQuestionsConcerns.aspx>.

 Q) How are you supporting the 5th pathway? Are you collecting data on the "graduates" of

 our schools from alternative curriculum program? Bridging the gap from high school to

 post 21 opportunities needs more support - what is the board doing to close this gap?

1. School staff works with students and parents in support of the transition that takes place for students approaching the age of 21.