

# Section J: SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

A blue speech bubble with a white border and a tail pointing downwards. Inside the bubble, the word "FEEDBACK" is written in white, uppercase letters. There are small white dots on either side of the word, suggesting a link or a button.

[We value your feedback! Please click this feedback link to leave your suggestions/comments on the 2023-2024 Special Education Plan.](#)

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## ***Purpose of the Standard***

*To provide the ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC*

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The TDSB is committed to ensuring that all students receive the most appropriate placement to reach their full potential. For students with special education needs, we are committed to:

- providing programs and services wherever possible in-home schools; and
- providing a range of placements.

According to the [Ministry of Education](#), before the IPRC considers placing the student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

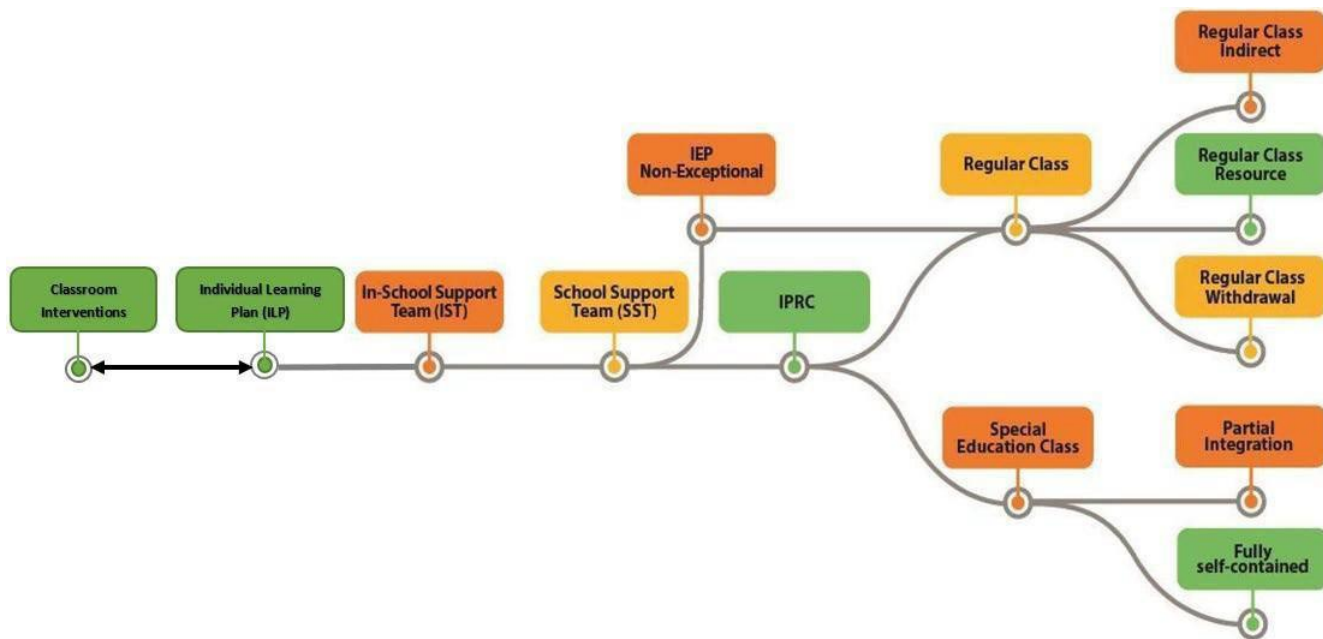
- meet the student's needs; and
- be consistent with the parent's preferences.

The [OHRC Policy on Accessible Education for Students with Disabilities](#) confirms the need for special education setting options. Before considering placing a student in a self-contained or specialized classroom, education providers must first consider inclusion in the regular classroom.

In most cases, with appropriate supports in place, a student will be accommodated in the regular classroom. However, every student is unique. To provide appropriate accommodation to all students with special education needs, education providers must, with parental input, assess each student's particular strengths and needs, and consider these against a full range of placements, programs and services. Parents/guardians/caregivers are critical partners in decision-making regarding their children's education. TDSB staff welcomes input from parents at any time and at

the IPRC meeting or SEPRC meeting, and at annual IPRC review meetings. Appropriate accommodation will be decided on an individual basis. Ultimately, parents decide whether they accept or decline an offer of placement.

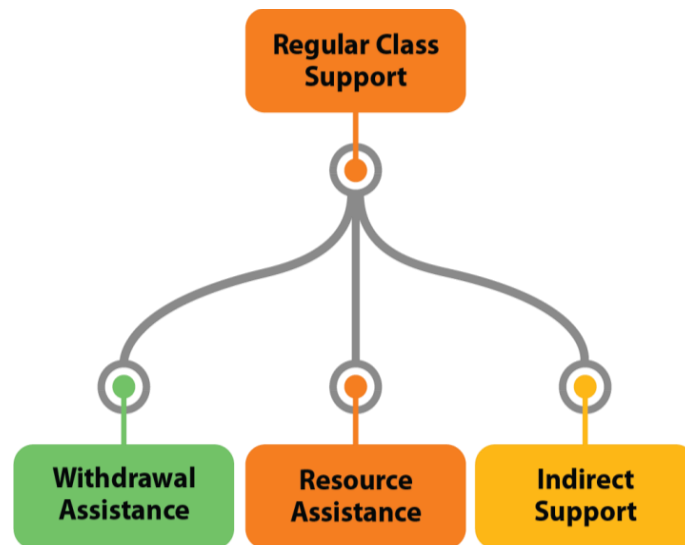
The following chart outlines the referral process for Special Education supports in the TDSB. For more information regarding IPRCs, please see [Section H - The Identification Placement and Review Committee \(IPRC\) Process and Appeals](#)



# Special Education Placements

## Regular Class

Most students identified as exceptional learners can be appropriately supported in a regular classroom setting through the development of an Individual Education Plan (IEP). Placement of a student in a regular class is the first option considered by the Identification, Placement and Review Committee (IPRC).



**Regular Class with Withdrawal Assistance** The student is placed in a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.

**Regular Class with Resource Assistance** The student attends regular class and receives direct, specialized instruction, individually or in a small group, from a special education teacher within the regular classroom.

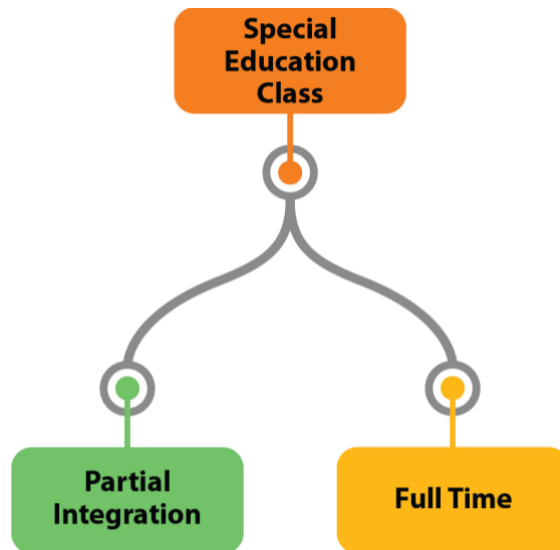
\* Elementary schools

**Regular Class with Indirect Support** The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.

## Special Education Class

The IPRC may decide that the appropriate placement for the student is in a special education class. The IPRC must provide reasons for the placement if deciding for a placement in a special education class (partial integration or full time).

Special Education class is the IPRC placement decision for those students with special education needs for whom 50% or more of instructional time is delivered by a special education teacher in a special education classroom, where the student- teacher ratio conforms to Regulation 298 (R.R.O.1990, s. 31).



### **Special Education Class with Partial Integration**

The student attends a special education class and is integrated in a regular class for part of the student’s instructional program (a minimum of one instructional period daily).

In TDSB secondary schools, an IPRC decision for Special Education Class with Partial Integration recommends placement in a special education program at an integrated site with both regular and special education programs.

### **Special Education Class Full Time**

Some students attend a special education class for the entire school day. These classes are referred to as Intensive Support Programs (ISPs) and may be in integrated sites or congregated sites. The location for a full time special education class may be other than the student’s home school. Programs in congregated sites support communities of learners whose complex educational needs require alternative curriculum and specialized services, facilities and resources.

These special education classes are characterized by smaller class sizes with prescribed student-teacher ratios and appropriate support staff. They offer programming and instruction targeted to the individual and shared needs of the students in the class and the specialized resources/services designed to address those needs.

In most cases, student need for Special Education class placement is expected to be of limited duration, to be reviewed annually with an eye to successful reintegration into the regular program as soon as is feasible.

Special Education Class placements are usually located in designated neighbourhood schools. The number and location of the classes are determined by the needs and numbers of students requiring them across the system.

# Early Intervention Programs

All children enter school capable, competent, and ready to learn. Full day Kindergarten supports a strong two-year foundation for future learning. TDSB is committed to creating Early Years learning environments where children feel a sense of belonging and engagement, in spaces where they feel safe, are motivated to learn and are eager to be part of the school experience. The experiences and developments in the early years are broad and are situated in relationships and social competencies which are key aspects of programming in Kindergarten - Grade 2. As educators differentiate instruction in the early years, students should be able to access learning and experiences that are optimal for their own individual growth.

In a few cases, Intensive Support Programs (ISPs) are available for students of Kindergarten age, who have complex needs. There are three Early Years Intervention programs that are specific to student learning profiles:

- Diagnostic Kindergarten Program (DK);
- JK/SK Deaf and Hard of Hearing Co-enrollment Program; and
- DHH Preschool Program.

For more information, please see [Section G - Early Identification Procedures and Intervention Strategies](#)

## [Locations of Diagnostic Kindergarten \(DK\) Programs](#)

# Placements by Exceptionality

The Toronto District School Board (TDSB) is committed to inclusion. Each school will welcome all students, providing an open and inclusive learning environment that recognizes that most students can be served effectively within their neighbourhood school. TDSB will continue to provide Intensive Support Programs (ISPs) for students with more specialized learning needs.

Access to this level of support is by the decision of an Identification Placement and Review Committee (IPRC) or by the recommendation of a Special Education Program Recommendation Committee (SEPRC), in consultation with the student's parents/guardians/caregivers. A committee first considers if a student's needs can be met in the regular class with appropriate support.

# Behavioural: Behaviour

## Ministry of Education Definition

A learning disorder characterized by specific behaviour problems over such period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

1. excessive fears or anxieties
2. an inability to build or to maintain interpersonal relationships
3. a tendency to compulsive reaction
4. an inability to learn that cannot be traced to intellectual, sensory, or health factors, or any combination thereof

## IPRC Determination of Exceptionality: Behaviour

In making its determination, a TDSB IPRC will consider the following:

### a. Classroom Documentation

- An Individual Education Plan (IEP) with alternative programming for teaching intrapersonal and interpersonal skills
- Evidence of how behavioural data analysis has been used to modify programming for the student for in most cases a minimum of one reporting period
- Student work samples that are culturally relevant and responsive to the student's identity and lived experiences
- Anecdotal comments that describe staff interventions in any of the following areas:
  - Focusing and/or maintaining attention to activities or tasks
  - Regulating anxiety
  - Self-advocacy

### b. Educational Assessments

- An outline of learning strengths and areas for improvement
- A behavioural assessment including use of a behaviour analysis tool and a summary of the Antecedent Behaviour Consequence (ABC) Chart data and other data to show the frequency, intensity and duration of the targeted behaviours
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, then the previous Provincial Report Card)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC
- Assessment of the student's adaptive functioning (conceptual, social, practical) such as student work samples; Antecedent Behaviour Consequence (ABC) Chart, Individual Learning Plan (ILP); Functional Behaviour Assessment (FBA)

**c. Professional Assessment**

- A Psychological assessment to identify possible underlying factors with implications for programming (e.g., cognitive functioning), considering the child’s ability to be reliably and formally assessed
- Presenting learning and socio-emotional areas of need that are not explained by other factors
- Externalizing/internalizing behavioural manifestations that are impacting student’s ability to cope academically, socially, emotionally, and environmentally
- Professional reports as available

**d. Input from Parents/Guardians/Caregivers**

- In addition to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

### Placement Decision of Regular Class

Students who have an Exceptionality of Behaviour may be offered placement through the IPRC decision to attend the regular class with support in the student’s homeschool. The student will have an opportunity to learn with same-age peers and be provided intentional learning support through the IEP.

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|--------------------|---|
| <b>Placement:</b>  | <b>Regular Class</b><br><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.<br><br><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom<br>*Elementary<br><br><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultations |
| <b>Location:</b>   | Homeschool  |
| <b>Grades:</b>     | 1 – 12  |
| <b>Class Size:</b> | Ministry of Education regulations for class size  |
| <b>Staffing:</b>   | Follows regular class student and teacher ratio   |

## Placement Decision of Special Education Class

Students who have an Exceptionality of Behaviour may be offered through the IPRC decision to attend a Behaviour Intensive Support Program (elementary only) that may not be housed in their home school. The student will have an opportunity to learn in a smaller class size setting with students who share similar areas for improvement.

The ISP is designed to address the full range of a student's academic, emotional, and social development, while maintaining a focus on student achievement. Increasing opportunities for successful integration of students within regular programs is expected and a return to a regular classroom is the goal.

In making its determination for placement in a Behaviour ISP, the IPRC will consider the following:

- The student has been identified with a behaviour exceptionality at an IPRC
- The student demonstrates evidence of significant challenges in interpersonal, social and/or emotional development
- The student may require support from staff to develop effective interpersonal strategies, self-advocacy skills and strategies to cope with underlying trauma through such strategies as Restorative Practice
- The student demonstrates a lack of success in a regular classroom setting despite sustained efforts to implement the academic and behavioural interventions outlined in the IEP
- The student has accessed all appropriate local in-school support which may include accessing the Special Education Resource Teacher, the Board Certified Behaviour Analyst, the Special Education and Inclusion Consultant, the Behaviour Prevention Intervention (BPI) Team - formerly Behaviour Prevention Intervention (BPI), the Social Worker assigned to the school or the Urban Indigenous Education Centre Social Worker, Restorative Practice, etc.

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| <b>Placement:</b>  | <b>Intensive Support Program (ISP)</b>  |
| <b>Location:</b>   | Across the System Learning Centres in local, designated neighbourhood schools |
| <b>Grades:</b>     | 1 – 8   |
| <b>Class Size:</b> | 8 students per class  |
| <b>Staffing:</b>   | 1.0 Teacher and 1.0 Child and Youth Worker (CYW)                              |

### Intensive Support Programs (ISPs) in Secondary Schools

There are no Intensive Support Programs (ISPs) in the secondary panel for the Behaviour Exceptionality.



Regular subject teachers liaise with the school Curriculum Leader (CL)/Assistant Curriculum Leader for Special Education and are expected to support students through strategies outlined in the Individual Education Plan (IEP). Special Education support is provided through the Secondary Resource Program in two ways:

- Resource (RSE) – non-credit course
- Secondary Learning Strategies (GLE) courses – up to four credits during the high school years

Regardless of the form of program intervention, the goals for students identified with Behaviour Exceptionality are to:

- Increase skills in effective interpersonal relationships
- Acquire new skills (e.g., problem-solving, conflict resolution, self-advocacy)
- Transfer skills to other settings
- Increase opportunities for successful integration

### [Locations of Behaviour Intensive Support Programs \(ISPs\)](#)

# Communicational: Autism

## Ministry of Education Definition

A severe learning disorder that is characterized by:

1. disturbances in:
  - the rate of educational development
  - ability to relate to the environment
  - mobility
  - perception, speech, and language
2. lack of the representational symbolic behaviour that precedes language

## IPRC Determination of Exceptionality: Autism

In making its determination, a TDSB IPRC will consider the following:

### a. Classroom Documentation

- An Individual Education Plan (IEP)
- Student work samples that are culturally relevant and responsive to the student's identity and lived experiences, and anecdotal comments that describe staff interventions in any of the following areas:
  - Environmental accommodations related to sensory needs
  - Transitions
  - Self-advocacy

### b. Educational Assessments

- An outline of learning strengths and areas for improvement that demonstrates difficulty with academics and verbal and non-verbal communication and alternative programming requirements
- A summary of the Antecedent Behaviour Consequence (ABC) Chart data and other data to show the frequency, intensity and duration of targeted behaviours, where appropriate
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPR

### c. Professional Assessments

- Diagnosis of Autism Spectrum Disorder (ASD) or Autism, PDD-NOS or Asperger (considered by DSM5 as ASD) by a regulated, qualified practitioner
- Psychological assessment to include cognitive scores, where deemed appropriate by psychology staff, considering the child's ability to be reliably and formally assessed. If not appropriate to conduct a formal psychological assessment prior to identification, then observational data collected will be considered
- Students can be identified with an Autism exceptionality in the absence of a cognitive assessment

- Language assessment (where deemed appropriate)
- d. Input from Parents/Guardians/Caregivers**
- In addition to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

## **Procedure, Policy and Memorandum 140**

Autism Spectrum Disorders (ASD) are complex neurological disorders that have a lifelong effect on the development of various abilities and skills. ASD is characterized by impairments in both communication and social interaction, as well as unusual patterns of behaviours, interests and activities. The term “spectrum” is used to recognize a range of disorders that include a continuum of developmental severity (formerly Asperger’s Disorder, PDD-NOS, Autistic Disorder). The symptoms of ASD can range from mild to severe impairments in several areas of development ([Effective Educational Practices for Students with Autism Spectrum Disorders, A Resource Guide, 2007](#)).

All programming for students with a diagnosis of Autism Spectrum Disorder (ASD) follows the Ministry of Education’s Procedure, Policy and Memorandum (PPM) 140 which states that students with ASD are entitled to receive programming and strategies which incorporate the principles of Applied Behavioural Analysis (ABA) (ABA) when necessary.

Applied Behavioural Analysis (ABA) states that a student’s program must include:

- individualization
- data collection
- reinforcement of targeted skills
- generalization of skills to new environment

### **Placement Decision of Regular Class - Elementary**

Students with an Exceptionality of Autism may be offered a placement through the IPRC decision to attend the regular class in their homeschool.

The student will have opportunity to learn with peers and be provided intentional learning support through the IEP.

### **Placement Decision of Regular Class - Secondary**

Students in the secondary panel are supported through the Special Education Resource program in two ways:

1. GLE - Learning Strategies: a credit course taught by a special education teacher that is available for students with an IEP and may be taken each year of high school for a maximum of four credits

2. RSE: a non-credit course to support students in the resource room

Regular subject teachers liaise with the school Curriculum Leader (CL)/Assistant Curriculum Leader (ACL) for Special Education and support students through strategies outlined in the Individual Education Plan (IEP).

The goals for students identified with an exceptionality of Autism are to:

- Increase skills in effective interpersonal relationships
- Acquire new skills (e.g., problem-solving, conflict resolution, self-advocacy)
- Transfer skills to other settings

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| <b>Placement:</b>  | <p><b>Regular Class</b></p> <p><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.<br/>*Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <b>Location:</b>   | Homeschool   |
| <b>Grades:</b>     | Kindergarten – 12  |
| <b>Class Size:</b> | Ministry of Education regulations for class size   |
| <b>Staffing:</b>   | Follows regular class student and teacher ratio  |

### Placement Decision of Special Education Class

Students who have an exceptionality of Autism may be offered to attend an Autism Intensive Support Program (ISP) that may not be housed in their homeschool.

The ISP is designed to address the full range of a student’s academic, emotional, and social development, while maintaining a focus on student achievement. Increasing opportunities for successful integration of students with regular programs is expected and a return to a regular classroom is the goal.

Students who are eligible for Special Education Class placement in an Autism program:

- Are identified with the Autism Exceptionality by an IPRC
- Have psychological assessment results indicating at least average thinking and reasoning skills
- Show evidence that the student can access the curriculum similarly to most children their age. This information may be obtained from a psychological assessment or, if this is not available or if testing is not deemed appropriate given the complexity of assessment at a young age or at that time, staff observation or assessment is required
- Demonstrate evidence of alternative programming needs such as social, communication, and behavioural skills, as shown through professional and/or teacher assessments and recorded on the student's IEP
- Demonstrate the need for more intensive interventions than are available in a regular classroom setting despite indicators of average or above average intellectual development

For students with more than one exceptionality, the offer of placement is based on the student's primary exceptionality. For example, if a student has Developmental Disability Exceptionality as their primary exceptionality and Autism Exceptionality as a secondary exceptionality, the offer of placement will be for the Developmental Disability program.

### **Intensive Support Programs (ISPs) in Elementary Schools**

The elementary Special Education Class placement for Autism is characterized by support and instruction targeted to the specific individual needs of the students. Increasing opportunities for successful integration of students within regular programs is an important goal of the ISP. The number and location of programs available is determined by the needs of the students requiring intensive support.

### **Intensive Support Programs (ISPs) in Secondary Schools**

An IPRC decision of Special Education Class with Partial Integration will recommend a student's placement in an Autism program at an integrated school site with both special education and regular programs. Students who attend a secondary Autism ISP receive instruction within their ISP from qualified subject teachers for four compulsory credits in Grades 9 and 10 (English, Math, Science and Geography/History) and two compulsory credits in Grades 11 and 12 (English and Math).

The remaining elective and compulsory subjects in all grades in the Autism ISP will be delivered within the regular classroom based on a student's option selection and their graduation pathway. The special education teacher provides program support to the regular subject teachers. In the ISP, the student to staff ratio is 6:1. When students

are integrated in a regular class, the student to teacher ratio is based on the Ministry of Education class staffing ratios. During periods of integration, subject teachers support students through strategies outlined in the IEP.

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| <b>Placement:</b>  | <b>Intensive Support Program (ISP)</b>   |
| <b>Location:</b>   | Across the System Learning Centres in local neighbourhood schools  |
| <b>Grades:</b>     | 1 – 12   |
| <b>Class Size:</b> | 6 students per class   |
| <b>Staffing:</b>   | 1.0 Teacher and 1.0 Child and Youth Worker (CYW) in elementary schools.<br>Secondary schools are staffed by the number of sections required based on the number of students. |

[Locations of Autism Intensive Support Programs \(ISPs\)](#)

# Communicational: Deaf and Hard of Hearing

## Ministry of Education Definition

An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound

## IPRC Determination of Exceptionality: Deaf and Hard of Hearing

In making its determination, a TDSB IPRC will consider the following:

- a. Classroom Documentation**
  - An Individual Education Plan (IEP)
  - Student work samples that are culturally relevant and responsive to the student's identity, lived experiences or other relevant evidence collected in collaboration with school personnel, agencies, classroom teacher, parents/guardians/caregivers and student
  
- b. Educational Assessments**
  - An outline of learning strengths and areas for improvement that includes both academic and functional factors from school personnel and TDSB Deaf and Hard of Hearing program staff
  - The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card), where applicable
  - A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC
  
- c. Professional Assessment**
  - An audiologist's assessment indicating permanent bilateral hearing levels falling within the moderate to profound range
  - A speech and language assessment [when deemed appropriate by the School Support Team (SST)]
  
- d. Input from Parents/Guardians/Caregivers**
  - In addition to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

The TDSB recognizes the importance of early intervention and can support students who are Deaf and Hard of Hearing from the age of 3 through to completion of high school.

Upon entry to school, students who are Deaf and Hard of Hearing have access to the support of a Specialist Teacher of the Deaf and Hard of Hearing. There are varying tiers of support available under the umbrella of the Itinerant Team. Many students who are Deaf and Hard of Hearing can be served in regular class placements with support.

## **Placement Decision of Regular Class**

Students who have an exceptionality of Deaf and Hard of Hearing may be offered placement through the IPRC decision to attend a regular class in the student's homeschool. The student will have an opportunity to learn with same-age peers and be provided intentional learning support through the IEP.

Itinerant Specialist Teachers of Students who are Deaf or Hard of Hearing support students who have been identified with atypical hearing levels in Regular Class placements through a tiered approach to intervention according to need and in collaboration with classroom teachers and school teams.

**Tier 1 Support** - Students generally receive 2-3 visits per year from an Itinerant Specialist Teacher who works with the classroom and subject teachers to plan the accommodations required to increase accessibility to the classroom curriculum. Students' accommodations are outlined within an IEP or Individual Learning Plan (ILP).

**Tier 2 Support** - Students who require more individualized accommodations, including the use of Remote Microphone (RM) technology, receive 1-2 visits per month from an Itinerant Specialist Teacher. This includes the monitoring of SEA funded or loaner RM equipment, collaborating with the classroom or subject teacher to monitor needs as they relate to hearing challenges and to promote self-advocacy skills in the educational setting. Students' accommodations are outlined within their IEP.

**Tier 3 Support** - Students who require more intensive support may be identified through the IPRC process as an exceptional learner - Deaf/Hard of Hearing. Students receive withdrawal support from an Itinerant Specialist Teacher to work on the development of specific skills resulting from a significant hearing loss; specifically in the areas of Audition, Speech/Articulation, Language Development, Self-Advocacy and Curriculum Support. This program is reflected in the student's IEP as an Alternative Curriculum. Progress in the areas of the alternative curriculum is reported in the Deaf/Hard of Hearing Alternative Report Card Addendum to the Provincial Report Card.

Itinerant staff supports students with permanent bilateral and unilateral hearing loss, students with ongoing conductive and/or fluctuating hearing losses, as well as students with Auditory Neuropathy Spectrum Disorder (ANSD). Itinerant teachers, with the support of the TDSB Audiologist, facilitate trials with Remote Microphone systems for students who have been identified as having an auditory processing disorder by a clinical audiologist and help to monitor SEA funded RM equipment.



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|---------------------------|---|
| <p><b>Placement:</b></p>  | <p><b>Regular Class</b><br/> <b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.<br/> *Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <p><b>Location:</b></p>   | <p>Homeschool</p>   |
| <p><b>Grades:</b></p>     | <p>Kindergarten - 12</p>  |
| <p><b>Class Size:</b></p> | <p>Ministry of Education regulations for class size</p>   |
| <p><b>Staffing:</b></p>   | <p>Follows regular class student and teacher ratio</p>  |

## Placement Decision of Special Education Class

Students who have an exceptionality of Deaf and Hard of Hearing may be offered to attend a Deaf and Hard of Hearing Intensive Support Program (ISP) that may not be housed in their homeschool.

The ISP class is designed to address the full range of a student’s academic, emotional, and social development, while maintaining a focus on student achievement. Increasing opportunities for successful integration of students with regular programs is expected and a return to a regular classroom is the goal.

Students who are eligible for a Special Education Class placement with Intensive Program Support (ISP) for Deaf/Hard of Hearing are:

- Identified with a Deaf and Hard of Hearing exceptionality due to a significant hearing loss, through a TDSB IPRC
- Assessed as having expressive and receptive language delays due to a significant hearing loss, requiring modification and/or accommodations, instruction by a Specialist Teacher of the Deaf and Hard of Hearing and a smaller student teacher ratio

Students who are Deaf and Hard of Hearing may demonstrate needs in language, speech development, in gaining auditory access to the curriculum and/or require the use of American Sign Language (ASL). The TDSB Deaf and Hard of Hearing programs offer a variety of supports to meet these needs, including itinerant support and special education class placement.

Teachers working in Deaf and Hard of Hearing programs are required, under the Education Act, to hold specialized qualifications approved by the Ministry of Education. Based on student need, Specialist Teachers of Students who are Deaf or Hard of Hearing work closely with the TDSB Educational Audiologist to increase accessibility to the curriculum.

### **Intensive Support Programs (ISPs) in Elementary Schools**

Elementary Special Education Class placements for students who are Deaf and Hard of Hearing are available from pre-school to the completion of Grade 8. Students are placed in Intensive Support Programs (ISPs) through the IPRC or Special Education Placement and Review Committee (SEPRC) process.

All classes are taught by a Specialist Teacher of Students who are Deaf or Hard of Hearing who can determine specific accommodations and/or program modifications to support student success and achievement. Teachers, Educational Assistants - Signing or Oral and Sign Language Facilitators use a variety of communication options to deliver the Provincial Curriculum including oral language, oral language with sign language support, and American Sign Language (ASL). Sign Language Facilitators are allocated based on student needs.

### **Intensive Support Programs (ISPs) in Secondary Schools**

Placement in a Special Education Class Full Time and Special Education Class with Partial Integration for students who are Deaf and Hard of Hearing is available until the completion of secondary school. There are a variety of communication options used in the classes, including oral language, oral language with sign language support, and American Sign Language (ASL). Secondary ISP programs offer a variety of pathways to meet the needs of students. Upon completion, students may go on to enter post-secondary programs at universities and colleges, apprenticeship programs, academic upgrading programs for Deaf and Hard of Hearing students, the workplace, or Community Living/volunteer opportunities.

At the secondary level, compulsory course class sizes are capped according to Ministry guidelines and are taught by Specialist Teachers of the Deaf and Hard of Hearing. The composition and class size for electives vary based on school organization and student program needs. Students are fully integrated for their elective credits. During periods of integration, subject teachers support students through strategies outlined in the Individual Education Plan (IEP).

Students with multiple exceptionalities, including Deaf/Hard of Hearing, may be placed in other Intensive Support Programs (ISPs) based on their learning needs and receive support from an Itinerant Specialist Teacher.

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| <b>Placement:</b>  | <b>Intensive Support Program (ISP)</b>   |
| <b>Location:</b>   | Across the System Learning Centres in designated local neighbourhood schools   |
| <b>Grades:</b>     | Pre-School; Kindergarten - 12  |
| <b>Class Size:</b> | PreSchool and Kindergarten - 8 students<br>Deaf (ASL) - 10 students<br>Deaf (Oral) - 12 Students   |
| <b>Staffing:</b>   | <p><b>Elementary:</b> 1.0 Specialist Teacher and 1.0 Educational Assistant, signing or oral Sign Language Facilitators are assigned to some programs based on student need.</p> <p><b>Secondary:</b> Specialist Teacher and Educational Assistants signing or oral and Sign Language Facilitators are assigned based on student need. Secondary schools are staffed per number of sections (classes) required based on the number and needs of students.</p> |

[Locations of Deaf/Hard of Hearing \(DHH\) Intensive Support Programs \(ISPs\)](#)

# Communicational: Learning Disability

## Ministry of Education Definition

One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range
- Results in (an) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills
- May be associated with difficulties in one or more cognitive processes, such as phonological processing; memory and attention; processing speed; perceptual-motor processing; visual-spatial processing; executive functions (e.g., planning, organizing of thoughts and activities, prioritizing, decision making)
- May be associated with difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others); with various other conditions or disorders, diagnosed or undiagnosed; or with other exceptionalities
- Is not the result of a lack of acuity in hearing and/or vision that has not been corrected; intellectual disabilities; socio-economic factors; cultural differences; lack of proficiency in the language of instruction; lack of motivation or effort; gaps in school attendance or inadequate opportunity to benefit from instruction

## IPRC Determination of Exceptionality: Learning Disability

In making its determination, a TDSB IPRC will consider the following:

### a. Classroom Documentation

- An Individual Education Plan (IEP) with alternative programming
- Student work samples that are culturally relevant and responsive to the student's identity and lived experiences, or other relevant evidence collected in collaboration with school personnel, agencies, classroom teacher, parents/guardians/caregivers and student
- Evidence that requires further support in the following areas:
  - Focusing and/or maintaining attention to activities or tasks
  - Regulating anxiety
  - Self-advocacy

**b. Educational Assessments**

- An outline of learning strengths and areas for improvement that demonstrates a meaningful discrepancy between age appropriate academic expectations and current academic achievement in literacy and/or numeracy and alternative programming requirements
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC
- Assessment that indicates the need for more intensive interventions in the areas of academics, social interaction and processing verbal and non-verbal information (Report Card, Individual Learning Plan, student work samples)

**c. Professional Assessment**

- A psychological assessment of the student indicating average or above average intellectual development, processing difficulty and academic challenges related to the processing difficulty (PPM8)
- Medical information (e.g., information on vision, hearing and physical condition)
- Academic achievement data that shows that achievement can be maintained only with extremely high levels of effort and/or additional support not solely due to newcomer-related factors, school absenteeism or other factors that affect the academic instruction received
- Evidence that intensive intervention is needed in the development and use of skills in 1 or more of the following areas: reading, writing, mathematics, work habits and learning skills
- Evidence that learning needs may be associated with various other complex needs, diagnosed or undiagnosed or with other exceptionalities

**d. Input from Parents/Guardians/Caregivers**

- In addition to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

## **Placement Decision of Regular Class**

Students who have an exceptionality of Learning Disability may be offered placement through the IPRC decision to attend the regular class in the student's homeschool. The student will have an opportunity to learn with same-age peers and be provided intentional learning support through the IEP.

Interventions must be focused, specific to learning needs and responsive to the identity and lived experiences of the student. The impact of the interventions must be monitored through ongoing assessment to determine effectiveness. Educators need to reflect on their pedagogy and have continuous responsiveness to student needs.

## Placement Decision of Regular Class - Secondary

A Regular Class Placement for students in the secondary panel is supported through the Special Education Resource program in two ways:

1. GLE - Learning Strategies: a credit course taught by a special education teacher that is available for students with an IEP. The Learning Strategies course may be taken in each year of high school for a maximum of four credits
2. RSE - Resource: a non-credit course to support students in the resource room

Regular subject teachers liaise with the school Curriculum Leader (CL)/Assistant Curriculum Leader (ACL) for Special Education to support students through strategies outlined in the Individual Education Plan (IEP). Support can also include course modifications that may permit credit accumulation. Withdrawal assistance can be provided by a special education teacher on staff as part of school-based resource assistance.

|                    |  |
|--------------------|--|
| <b>Placement:</b>  | <p><b>Regular Class</b></p> <p><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.<br/>*Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <b>Location:</b>   | Homeschool   |
| <b>Grades:</b>     | 1 – 12   |
| <b>Class Size:</b> | Ministry of Education regulations for class size   |
| <b>Staffing:</b>   | Follows regular class student and teacher ratio  |

## Placement Decision of Special Education Class

Students who have an exceptionality of Learning Disability may be offered to attend a Learning Disability Intensive Support Program (ISP) that may not be housed in their homeschool.

The ISP class is designed to address the full range of a student's academic, emotional, and social development, while maintaining a focus on student achievement. Increasing opportunities for successful integration of students with regular programs is expected and a return to a regular classroom is the goal.

Students who are eligible for Special Education Class placement with intensive program support for Learning Disability:

- Are identified with a Learning Disability as their primary exceptionality and may also meet criteria for an additional exceptionality at an IPRC
- Are assessed as having at least average intellectual development (e.g., thinking and reasoning skills)
- Demonstrate evidence of other factors affecting learning. [i.e., any combination of alternative program needs such as attention and executive function difficulties, receptive and expressive language difficulties, anxiety, social/emotional needs, etc., as shown through professional and/or teacher assessments and the Individual Education Plan (IEP)]
- Demonstrate lack of success in a regular classroom setting despite sustained efforts to implement the interventions outlined in the Individual Education Plan

Assessments should show evidence of a need for intensive support programming in a classroom setting with a reduced student-teacher ratio and additional Educational Assistant support. Teacher assessments, in conjunction with the IEP, must show that the student is functioning academically below grade level in both numeracy and literacy by a minimum of:

- Three years in the primary grades
- Three to four years in the junior grades
- Four years in the intermediate/senior grades

Each student diagnosed with a Learning Disability is unique and may require moderate to intense interventions to support their learning. Special Education programming for Learning Disabilities addresses a range of a student's academic, emotional, expressive and receptive communication and social development, while maintaining a focus on student achievement. Regardless of the form of program intervention, the goal for student is generally to fill the academic gaps that have developed due to the nature of a student's specific learning disabilities, to build on student strengths while addressing areas for improvement, and to address the kinds of social-emotional and confidence-related needs that can be brought about by a student's persistent academic challenges.

## **Intensive Support Programs (ISPs) in Elementary Schools**

The elementary Special Education Class placement is characterized by a smaller class size and has Educational Assistant support assigned to the classroom. It is designed to address the range of a student's academic, emotional, and social development, while maintaining a focus on student achievement. Ongoing opportunities for integration with regular programs are embedded within the class schedule. A student's need for a special education class placement is expected to be of limited duration and should be reviewed annually with an eye to successful reintegration into the regular class with a reduced level of support, as soon as is feasible. The recommended class size varies by school division (See table for class size).

## **Intensive Support Programs (ISPs) in Secondary Schools**

At the secondary level, there are no Special Education Class Full Time placements for students with the exceptionality of Learning Disability. Special Education Class with Partial Integration continues to be an option where students have select subjects delivered in a smaller class environment. Students will take some of their courses in special education classes for students with a Learning Disability exceptionality and they are integrated in regular classes for other courses.

In the Learning Disability ISP, students receive instruction with their ISP grouping from qualified subject teachers for four compulsory credits in Grades 9 and 10 (English, Math, Science and Geography/History) and two compulsory credits in Grades 11 and 12 (English and Math).

When students are integrated in regular classes, the classes are staffed according to the Ministry staffing guidelines for the subject. During periods of integration, subject teachers support students through strategies outlined in the IEP. The special education teacher provides program support to the subject teachers. Support can include course modifications noted on the IEP that may permit credit accumulation.



|                    |   |
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| <b>Placement:</b>  | <b>Intensive Support Program (ISP)</b>  |
| <b>Location:</b>   | Across the System Learning Centres in designated local neighbourhood schools  |
| <b>Grades:</b>     | 1 – 12  |
| <b>Class Size:</b> | Primary: 10 - 12 students<br>Junior: 12 - 14 students<br>Intermediate: 14 - 16 students   |
| <b>Staffing:</b>   | <b>Elementary:</b> 1.0 Teacher and 1.0 Educational Assistant<br><br><b>Secondary:</b> 1.0 Teacher and 1.0 Educational Assistant staffed per number of sections (classes) required based on the number of students |

[Locations of Learning Disability \(LD\) Intensive Support Programs \(ISPs\)](#)

# Communicational: Speech Impairment

## Ministry of Education Definition

A disorder in language formulation which may be associated with neurological, psychological, physical, or sensory factors that involves perceptual motor aspects of transmitting oral messages and that may be characterized by impairment in articulation, rhythm and stress

## IPRC Determination of Exceptionality: Speech Impairment

In making its determination, a TDSB IPRC will consider the following:

**a. Classroom Documentation**

- An Individual Education Plan (IEP)
- Evidence demonstrating academic needs related to communication

**b. Educational Assessments**

- An outline of learning strengths and areas for improvement
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

**c. Professional Assessment**

- A professional assessment by a qualified speech-language pathologist or psychologist that determines the primary concern to be an impairment in speech production, which significantly interferes with the student's communication and academic achievement

**d. Input from Parents/Guardians/Caregivers**

- In addition to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

## Placement Decision of Regular Class

Students who have an exceptionality of Speech Impairment may be offered through the IPRC decision to attend the regular class in the student's homeschool. The student will have an opportunity to learn with same-age peers and be provided intentional learning support through the IEP.

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| <b>Placement:</b>  | <p><b>Regular Class</b></p> <p><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.<br/>* Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <b>Location:</b>   | Homeschool  |
| <b>Grades:</b>     | Kindergarten - Grade 12   |
| <b>Class Size:</b> | Ministry of Education regulations for class size  |
| <b>Staffing:</b>   | Follows regular class student and teacher ratio   |

### Decision of Special Education Class

In making its determination, a TDSB IPRC placement decision for an exceptional student is based on the student’s cognitive and learning needs. For students identified with the exceptionality of Speech Impairment, the first placement consideration of the IPRC is Regular Class with support provided through Speech Language Services in collaboration with Home and Community Care Support Services (HCCSS).

The TDSB does not have classes solely for students with Speech Impairment. Where intensive, targeted support is required to address a student’s additional learning needs, a placement in a Special Education Class may be the decision and recommendation of the IPRC and will take into account the needs of the student and the consultation and discussion with the student's parent/guardian/caregiver. The student may be offered placement depending on the individual profile in another Intensive Support Program (ISP) offered within the TDSB.

# Communicational: Language Impairment

## Ministry of Education Definition

A learning disorder characterized by impairment in comprehension and/or use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- Involve one or more of the forms, content, and function of language in communication
- Include one or more of the following:
  - Language delay
  - Dysfluency
  - Voice and articulation development, which may or may not be organically or functionally based

## IPRC Determination of Exceptionality: Language Impairment

In making its determination, a TDSB IPRC will consider the following:

- a. **Classroom Documentation**
  - An Individual Education Plan (IEP)
  - Student work samples that are culturally relevant and responsive to the student's identity, lived experiences or other relevant evidence collected in collaboration with school personnel, agencies, classroom teacher, parents/guardians/caregivers and student
- b. **Educational Assessments**
  - An outline of learning strengths and areas for improvement
  - The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)
  - A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC
- c. **Professional Assessment**
  - A professional assessment by a qualified speech-language pathologist (SLP) that determines the primary concerns to be receptive and expressive language levels, which significantly interfere with the student's communication and academic achievement
- d. **Input from Parents/Guardians/Caregivers**
  - In addition to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

## Placement Decision of Regular Class

Students who have an exceptionality of Language Impairment may be offered through the IPRC decision to attend the regular class in the student's homeschool. The student will have an opportunity to learn with same-age peers and be provided intentional learning support through the IEP.

|                           |  |
|---------------------------|--|
| <p><b>Placement:</b></p>  | <p><b>Regular Class</b><br/> <b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.<br/> * Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <p><b>Location:</b></p>   | <p>Homeschool</p>  |
| <p><b>Grades:</b></p>     | <p>Kindergarten - Grade 12</p>   |
| <p><b>Class Size:</b></p> | <p>Ministry of Education regulations for class size</p>  |
| <p><b>Staffing:</b></p>   | <p>Follows regular class student and teacher ratio</p>   |

## Placement Decision of Special Education Class

For students identified with the exceptionality of Language Impairment, Regular Class with support provided through Speech and Language Services is the first placement consideration. Where intensive, targeted support is needed to address other learning needs in addition to severe language difficulties, placement in a Special Education Class may be the decision of the IPRC.

TDSB does not have ISPs solely for students with Language Impairment.

# Intellectual: Developmental Disability

## Ministry of Education Definition

A severe learning disorder characterized by:

1. An inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development
2. An ability to profit from a special education program that is designed to accommodate slow intellectual development
3. A limited potential for academic learning, independent social adjustment, and economic self-support

The Provincial Ministry of Children, Community and Social Services definition of developmental disabilities is also consistent with the [Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities 2008 Act](#).

Generally, developmental disabilities: affect a person's ability to learn and apply conceptual, social and practical skills in their everyday life; affect a person's intellectual capacity, including the capacity to reason, organize, plan, make judgments and identify consequences and risks; originate before a person reaches 18 years of age; and are likely to be life-long in nature.

## IPRC Determination of Exceptionality: Developmental Disability

In making its determination, a TDSB IPRC will consider the following:

### a. Classroom Documentation

- An Individual Education Plan (IEP) incorporating areas of alternative curriculum
- Student work samples that are culturally relevant and responsive to the student's identity and lived experiences or other relevant evidence, collected in collaboration with school personnel, agencies, classroom teacher, parents/guardians/caregivers and student

### b. Educational Assessments

- An outline of learning strengths and areas for improvement demonstrating very limited academic and adaptive skills, which are significantly below the range expected for age-appropriate placement
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

### c. Professional Assessment

- A psychological assessment that indicates that the student's functioning in meaningful intellectual and adaptive domains typically lies at or below the 1st percentile
- Diagnosis of Global Developmental Delay or Intellectual Disability Unspecified and/or adaptive domains at or below the 1st percentile are

considered in lieu of a psychological report for those students who are unable to participate in a psychological assessment, or when degree of cognitive impairment cannot be determined

**d. Input from Parents/Guardians/Caregivers**

- In addition to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

**Placement Decision of Regular Class**

Students who have an exceptionality of Developmental Disability may be offered placement through the IPRC decision to attend the regular class in the student’s homeschool. Students will have the opportunity to learn with same-age peers and be provided intentional learning support through the IEP.

Special Education programming for students identified with the exceptionality of Developmental Disability is designed to address the full spectrum of their needs. Students with developmental disabilities demonstrate very limited cognitive and adaptive skills, requiring alternative curriculum expectations designed to maximize student independence. Instructional needs can include functional academics, activities of daily living, communication, social skills, motor skills and experiential learning. Some aspects of an alternative curriculum may be addressed within Regular Class placement.

|                           |  |
|---------------------------|--|
| <p><b>Placement</b></p>   | <p><b>Regular Class Setting</b></p> <p><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the classroom the regular classroom.</p> <p>* Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <p><b>Location:</b></p>   | <p>Homeschool</p>  |
| <p><b>Grades:</b></p>     | <p>Kindergarten - Grade 12</p>   |
| <p><b>Class Size:</b></p> | <p>Ministry of Education regulations for class size</p>  |

|                  |   |
|------------------|---|
| <b>Staffing:</b> | Follows regular class student and teacher ratio |
|------------------|---|

## Placement Decision of Special Education Class

Students who are eligible for Special Education Class placement with intensive program support for Developmental Disability:

- Are usually identified with the exceptionality of Developmental Disability by a TDSB IPRC. Students identified under other exceptionalities, but with a similar cognitive profile, may qualify for the same type of placement
- Usually function at an intellectual and adaptive level at or below the 1st percentile in a recent psychological assessment
- Experience significant difficulty in functional academics, communication, activities of daily living, motor skills, social skills, and/or social/emotional needs, as indicated through professional assessments such as speech and language assessment, psychological assessment, occupational/physiotherapy assessment, or teacher assessment

### Intensive Support Programs (ISPs) in Elementary Schools

The elementary Special Education Class placement is characterized by a smaller class size with a reduced student-teacher ratio and educational assistant support, as well as a noon hour assistant. The programs have consultative support of Professional Support Services staff, such as an occupational therapist/physiotherapist, speech- language pathologist, psychologist and social worker, who provide input regarding programming strategies to address the needs of each student.

### Intensive Support Programs (ISPs) in Secondary Schools

Special Education Class Full Time placements for secondary students with Developmental Disabilities are characterized by a smaller class size with a reduced student-teacher ratio and educational assistant support, as well as a noon hour assistant. They provide targeted instruction in alternative curriculum. While regular class integration is not offered, planned opportunities for students to be included in the life of the school are expected. The programs have consultative support of Professional Support Services staff, such as an occupational therapist/physiotherapist, speech-language pathologist, psychologist and social worker, who provide input regarding programming strategies to address the needs of each student.

In a secondary special education placement, students work on an alternative curriculum which is non-credit bearing or K level Ministry courses based on their IEP subject expectations. Students complete their education and leave their secondary school with a Certificate of Accomplishment. It is important to note that a Certificate of Accomplishment does not lead to post-secondary school credit granting programs.



A program devoted to addressing the alternative curriculum is available in a Special Education Class placement within the Intensive Support Program (ISP) for students with a Developmental Disability. The number and location of special education classes is determined by the needs of students requiring intensive support. Some of the programs are located in congregated special education schools where highly specialized supports and staff expertise required by some students are available. A collaborative partnership between special education staff in intensive support settings, Professional Support Service, parents/guardians/caregivers and outside agencies is an important factor in meeting the diverse needs of students.

Regardless of the form of program support, opportunities to be included in the culture of the school (whole school activities such as assemblies, special events, etc.) are essential to building student confidence, resilience, and self-esteem. Students with developmental disabilities transition age-appropriately from division to division throughout their school years.

Students complete their secondary schooling and transition out in June of the calendar year in which they turn 21 years of age (Education Act, s. 33). In order for a student to remain in a publicly funded day school until they are 21 years old, they must be able to finish an entire school year ending in June of that year.

|                    |  |
|--------------------|--|
| <b>Placement:</b>  | <b>Intensive Support Program (ISP)</b>   |
| <b>Location:</b>   | Across the System Learning Centres in designated local neighbourhood schools   |
| <b>Grades:</b>     | 1 – 12   |
| <b>Class Size:</b> | 10 students  |
| <b>Staffing:</b>   | Elementary and Secondary: 1 Teacher and 1.0 EA K in integrated settings, 1.5 EA K in congregated sites, 2.0 EA K in classes with students with multiple physical disabilities, 1.0 Noon Hour Assistant |

**[Location of Developmental Disabilities \(DD\) Intensive Support Programs \(ISPs\)](#)**

# Intellectual: Giftedness

## Ministry of Education Definition

An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated

## IPRC Determination of Exceptionality: Giftedness

In making its determination, a TDSB IPRC will consider the following:

- a. **Classroom Documentation**
  - Student work samples that are culturally relevant and responsive to the student's identity, lived experiences or other relevant evidence collected in collaboration with school personnel, agencies, classroom teacher, parents/guardians/caregivers and student
- b. **Educational Assessments**
  - The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card) Standardized educational assessments (e.g., Developmental Reading Assessment, PRIME, etc.)
  - Results from the Canadian Cognitive Abilities Test – 7th Edition (CCAT7)
  - A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC
- c. **Professional Assessment**
  - An individual psychological assessment that the student is functioning at or above the 98<sup>th</sup> percentile on the General Ability Index (GAI) on a recently administered Wechsler Intelligence Scale for Children – 5th Edition (WISC-V), Canadian norms
- d. **Input from Parents/Guardians/Caregivers**
  - In addition to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

### With regard to assessments for Giftedness:

- Cognitive or intellectual tests measure the ability to problem solve with novel tasks. There should be no advance preparation for these types of tests. Efforts to practice these tests in advance will invalidate the results. Should a reassessment be indicated, it would require the student waiting one year, as it is important to obtain accurate information regarding the student's functioning to ensure that programming meets the true needs of the child.
- Due to practice effects, the TDSB will accept assessments where the same intelligence test has not been used twice in a 12-month period.
- An overall maximum of two test administrations will be provided by TDSB Psychological Services during the student's school years within the TDSB.

- TDSB Psychological Services staff will only reassess within a 12-month period under special circumstances and after consultation with a TDSB Manager of Psychological Services.
- The WISC-V is administered when the child is at least of Grade 3 age, appropriately placed in and attending Grade 3.
- The WISC-V is the preferred choice for gifted testing. Other intelligence test results and their criteria will only be accepted pending approval by a TDSB Manager of Psychological Services.

### **IPRC Determination of Giftedness for English Language Learners (ELL)**

In addition to the considerations noted above under Professional Assessment, when factors of ELL or cultural background are considered to have a substantial impact on the measurement of intellectual development, the TDSB IPRC will use the following criteria:

- A score at or above the 98th percentile on the General Ability Index (GAI), Verbal Comprehension Primary Index Scale, Visual-Spatial Primary Index Scale, or Fluid Reasoning Primary Index Scale on the WISC-V, Canadian norms
- To qualify for ELL consideration, there must be evidence that the student has received ELL support over three consecutive reporting periods within the last three years. This support must be substantiated by ELL tracking sheets and/or report cards with the ELL box marked. Only the IPRC can determine when the ELL criteria will be used based on documentation and consultation with those who know the student.

### **IPRC Determination of Giftedness for Students with a Learning Disability**

In addition to the considerations noted above under Professional Assessment, for students identified with a Learning Disability, the TDSB IPRC will use the following criteria:

- Assessment information will provide clear evidence that the student has:
  - Indicators of significant above average intellectual development
  - Information-processing needs
  - Academic challenges as a result of complex processing needs
- An outline of learning strengths and areas for improvement that demonstrates a meaningful discrepancy between age appropriate expectations and academic achievement in literacy and/or numeracy and alternative programming requirements
- The assessment information, along with IEP information, report card information, and consultation, will lead to the student being designated as exceptional with the Exceptionality of Learning Disability, prior to considering the use of the Giftedness/Learning Disability criteria to identify the student with the Giftedness exceptionality
- A score at or above the 98th percentile on the General Ability Index (GAI), Verbal Comprehension Primary Index Scale, Visual-Spatial Primary Index Scale, or Fluid Reasoning Primary Index scores on the WISC-V

Only the IPRC, based on documentation and consultation, can determine when the Learning Disability criteria for Giftedness identification will be used.

## Placement Decision of Regular Class

Students who have an exceptionality of Giftedness may be offered placement through the IPRC decision to attend the regular class in the student’s homeschool. The student will have an opportunity to learn with peers and be provided with intentional learning support through the IEP.

|                    |   |
|--------------------|---|
| <b>Placement:</b>  | <p><b>Regular Class</b></p> <p><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.<br/>* Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <b>Location:</b>   | Homeschool  |
| <b>Grades:</b>     | 4 -12   |
| <b>Class Size:</b> | Ministry of Education regulations for class size  |
| <b>Staffing:</b>   | Follows regular class student and teacher ratio   |

## Placement Decision of Special Education Class

Students who have an exceptionality of Giftedness may be offered to attend a Gifted Intensive Support Program (ISP) that may not be housed in their homeschool. Students will be placed in ISPs with space closest to their home. The ISP class is designed to address the full range of a student’s academic, emotional, and social development, while maintaining a focus on student achievement.

Students who are eligible for Special Education Class placement with intensive program support for Giftedness, in addition to demonstrating an unusually advanced degree of general intellectual ability by meeting the criteria for the exceptionality of Giftedness, may also meet one of the following criteria:

- Demonstrate a significant need for enrichment programming, and/or alternative programming (e.g., thinking, awareness of self/others) requiring differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the student's level of educational potential
- Demonstrate evidence of significant challenges in interpersonal, social, and/or emotional development in the school setting

### **Intensive Support Programs (ISPs) in Elementary Schools**

For elementary students, a Special Education Class Full Time placement for Giftedness begins in Grade 4. It is characterized by a prescribed student-teacher ratio and targeted instruction to address the range of a student's academic, emotional, and social development. The number and locations of these programs are determined by the needs of students requiring Special Education Class placement, and programs are located to ensure equitable access throughout the TDSB.

Eligible students are placed in the program closest to the student's home school where there is available space. When a program in any given site reaches capacity, this may result in some students being directed to the next closest Gifted ISP site location with available program space. Only one offer is provided – at the nearest location with available space. There are no waitlists.

When placement in a Special Education Class for Giftedness is offered and declined, the student will attend the regular program at the home school. An Individual Education Plan (IEP) is developed in which provision is made for the accommodations required to address the student's learning strengths and needs.

### **Intensive Support Programs (ISPs) in Secondary Schools**

In secondary schools, the IPRC placement for students identified with Giftedness is Special Education Class with Partial Integration. Students take some of their courses in special education classes for students with giftedness and are integrated with students in regular classes for other courses. Subject courses taught in a Gifted ISP follow the Ontario curriculum and offer greater breadth and depth to the topics under study.

**Students in Grade 9 and 10** are required to take four special education courses offered for the intellectually gifted. The compulsory courses for schools to offer are English, Math, Science, and Geography (9)/History (10).

**Students in Grade 11 and 12** are required to take two special education courses for the intellectually gifted. The courses for schools to offer are English and Math.

## Secondary School Boundaries for Students with Giftedness Exceptionalities

Parents/guardians/caregivers and students can find Secondary Gifted program site locations through the [Gifted Program Finder](#).

**Please Note:** It is possible that a program in any given site can reach capacity, which may result in some students being directed to another site with available program space. Students with a gifted exceptionality are guaranteed a spot within a Gifted ISP; however, students are not guaranteed admission to a specific school. Only one offer of placement is provided. There are no waitlists.

When placement in a Special Education Class for Giftedness is offered and declined, the student will attend the regular program at the home school. An Individual Education Plan (IEP) is developed in which provision is made for the accommodations required to address the student's learning strengths and needs.

Once an offer of placement to a Special Education Class for Giftedness (elementary or secondary) has been declined and a student is attending the regular class, a later requested change in level of support from the regular program to a Special Education Class placement must be done through a Central or Learning Centre Review IPRC to increase the level of support.

|                    |   |
|--------------------|---|
| <b>Placement:</b>  | <b>Intensive Support Program (ISP)</b>  |
| <b>Location:</b>   | Across the System Learning Centres in designated local neighbourhood schools  |
| <b>Grades:</b>     | 4 - 12  |
| <b>Class Size:</b> | 25 Students Elementary<br>30 Students Secondary   |
| <b>Staffing:</b>   | Elementary: 1 Teacher<br>Secondary: 1.0 Teacher staffed per number of sections (classes) required based on the number of students |

### [Locations of Gifted Intensive Support Programs \(ISPs\)](#)

# Intellectual: Mild Intellectual Disability

## Ministry of Education Definition

A learning disorder characterized by:

1. An ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services
2. An inability to profit educationally within a regular class because of slow intellectual development
3. A potential for academic learning, independent social adjustment, and economic self-support

## IPRC Determination of Exceptionality: Mild Intellectual Disability

In making its determination, a TDSB IPRC will consider the following:

### a. Classroom Documentation

- An Individual Education Plan (IEP)
- Student work samples that are culturally relevant and responsive to the student's identity, lived experiences or other relevant evidence collected in collaboration with school personnel, agencies, classroom teacher, parents/guardians/caregivers and student

### b. Educational Assessments

- An outline of learning strengths and areas for growth demonstrating academic and social performance below the range expected for age-appropriate placement
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

### c. Professional Assessment

- There will need to be careful interpretation of assessment and observational data when considering the exceptionality of MID
- Intellectual index *and* adaptive functioning scores generally fall between the 1st to (at or below) the 5th percentiles, for Mild Intellectual Disability identification
- Adaptive domain composite scores should be cautiously interpreted, especially when there is variability between the overall composite/domains and subdomain/skill areas. At least one area (e.g., communication, self-care, functional academics, social/interpersonal skills, etc.) must be well below average (roughly similar to cognitive scores)
- The adaptive criteria is not solely dependent on a test score. Psychological assessment reports provide information about the adaptive score's interpretation

- Consideration is given to a range of sources and collateral information/documentation, including, but not limited to qualitative information provided by the parent(s)/guardian(s)/caregiver(s) and/or school team, regarding the student's day-to-day functioning, home and school observations, medical documentation, OT/PT and SLP assessment reports, etc.
- All information is considered to best understand the child's strengths and needs.

**d. Input from Parents/Guardians/Caregivers**

- In addition, to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

### **Placement Decision of Regular Class**

Students who have an exceptionality of Mild Intellectual Disability (MID) may be offered through the IPRC decision to attend a regular class placement in the student's homeschool. In this placement, the student will have the opportunity to learn with same-age peers and be provided intentional learning support through the IEP. Students in the regular class placement setting will be taught the Ontario Curriculum for the grade or the secondary course subject. The curriculum may be modified to accommodate the learning needs of the student.

At the secondary level, the degree and number of modifications to a course may in some cases result in a subject credit not being granted. The school principal will decide if the credit is granted to the student and if the secondary course pathway exists and remains intact so that the student is able to move to the next course in the subject pathway.

For students attending regular class, regular subject teachers liaise with the school Curriculum Leader (CL)/ Assistant Curriculum Leader (ACL) of Special Education and support students through strategies outlined in the Individual Education Plan(IEP).

In addition to the Secondary Resource Program (RSE) and Learning Strategies (GLE) courses, support may include course modifications that potentially permit credit accumulation towards a diploma. Students may have access to locally developed, compulsory (LDCC) and/or optional credit courses, designed to provide an opportunity for students to upgrade knowledge and skills. The number of offerings for LDCC courses by a secondary school may vary according to program needs for all students across the entire school.



|                    |  |
|--------------------|--|
| <b>Placement:</b>  | <p><b>Regular Class</b></p> <p><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.<br/>*Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <b>Location:</b>   | Homeschool   |
| <b>Grades:</b>     | 1 -12  |
| <b>Class Size:</b> | Ministry of Education regulations for class size   |
| <b>Staffing:</b>   | Follows regular class student and teacher ratio  |

## Placement Decision of Special Education Class

Students who have an exceptionality of Mild Intellectual Disability may be offered to attend a Mild Intellectual Disability (MID) Intensive Support Program (ISP) that may not be housed in their homeschool.

The ISP class is designed to address the full range of a student’s academic, emotional, and social development, while maintaining a focus on student achievement. Increasing opportunities for successful integration of students with regular programs is expected and a return to a regular classroom is the goal.

Students who are eligible for Special Education Class placement with intensive program support (ISP) for Mild Intellectual Disability:

- Are identified with the exceptionality of Mild Intellectual Disability by a TDSB IPRC. Students identified under other exceptionalities, but with a similar cognitive profile and instructional needs, may qualify for the same type of placement
- Show evidence of academic and social emotional complex needs in the regular classroom setting and require appropriate accommodations, modifications, alternative programming and Resource, including an appropriate period of time during which professional report recommendations have been implemented

- Assessments show evidence of need for intensive support programming in a classroom setting with a reduced pupil teacher ratio and Educational Assistant support
- Teacher assessments show the students are functioning academically well below grade level in both numeracy and literacy by a minimum of:
  - Three years in the primary grades
  - Three to four years in the junior grades
  - Four years in the intermediate/senior grades

Cognitive skills and intellectual ability involve varying degrees of sensory awareness, attention, processing, memory, and concept development. Students who demonstrate cognitive skills below age expectations usually require program accommodations and modifications to meet their varied learning needs.

Students' cognitive abilities may vary widely and can be measured by a qualified practitioner using norm-referenced individual assessments and an adaptive measures tool. The determination of a student's needs is based not only on the degree of intellectual strengths or weaknesses, but also on the ability of the student to be successful in his or her learning environment.

### **Intensive Support Programs (ISPs) in Elementary Schools**

The elementary Special Education Class placement is characterized by a smaller class size, Educational Assistant support and a lunchroom supervisor who provides support during lunch. Instruction is targeted to address the full range of a student's academic and adaptive skills, as well as emotional and social development. Intentionally planned opportunities for successful integration with regular class programs are an important component to build success and confidence.

### **Intensive Support Programs (ISPs) in Secondary Schools**

Secondary school Special Education Class placements for students with a Mild Intellectual Disability (MID) are located in some secondary schools and in a small number of regionally based congregated settings. The IPRC decision of Special Education Class with Partial Integration is recommending placement in a special education program at an integrated site with both special education and regular classes where students have select subjects delivered in a smaller class environment. The students will take some of their courses in special education classes for students with a Mild Intellectual Disability exceptionality and they are integrated with students in regular classes for other courses.

Students in Grade 9 and 10 are required to take four special education courses. The recommended courses are English, Math, Science, and Geography/History. Students in Grade 11 and 12 are also required to take four special education courses. Two of the recommended courses are English and Math.

Some secondary students identified with Mild Intellectual Disability may require more intensive support through fully alternative programming and a curriculum of functional numeracy and literacy oriented towards vocational and life skills. For TDSB secondary students, the IPRC decision of Special Education Class Full Time recommends placement in a congregated setting. These programs are characterized by smaller class sizes with a prescribed student-teacher ratio. The programs in these settings build student confidence and self-esteem while developing basic skills that will lead to functional independence. The academic trajectories for students with an MID Exceptionality may lead to an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment, which differ from the Ontario Secondary School Diploma (OSSD). It is important to note that a Certificate of Accomplishment and/or an Ontario Secondary School Certificate (OSSC) do not lead to post-secondary school credit granting programs.

|                    |   |
|--------------------|---|
| <b>Placement:</b>  | <b>Intensive Support Program (ISP)</b>  |
| <b>Location:</b>   | Across the System Learning Centres in designated local neighbourhood schools or one of the six designated secondary congregated school sites  |
| <b>Grades:</b>     | 1 – 12  |
| <b>Class Size:</b> | Primary: 12 students<br>Junior: 14 students<br>Intermediate: 16 students  |
| <b>Staffing:</b>   | Elementary: 1.0 Teacher and 1.0 Educational Assistant, Lunchroom Supervisor<br><br>Secondary: 1.0 Teacher and 1.0 Educational Assistant staffed per number of sections (classes) required based on the number of students |

[Locations of Mild Intellectual Disability \(MID\) Intensive Support Programs \(ISPs\)](#)

# Physical: Physical Disability

## Ministry of Education Definition

A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level

## IPRC Determination of Exceptionality: Physical Disability

In making its determination, a TDSB IPRC will consider the following:

- a. Classroom Documentation**
  - An Individual Education Plan (IEP) outlining accommodations and/or modifications addressing the student's physical needs
  - Student work samples that are culturally relevant and responsive to the student's identity and lived experiences or other relevant evidence collected in collaboration with school personnel, agencies, classroom teacher, parents/guardians/caregivers and student
- b. Educational Assessments**
  - The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)
  - A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC
- c. Professional Assessment**
  - A medical and/or occupational therapy/physiotherapy assessment
- d. Input from Parents/Guardians/Caregivers**
  - In addition to information shared at the IPRC meeting, any documents that parents/guardians/caregivers may deem relevant

## Placement Decision of Regular Class

Students who have an exceptionality of Physical Disability may be offered placement through the IPRC decision to attend the regular class in the student's homeschool. The student will have an opportunity to learn with same-age peers and be provided intentional learning support through the IEP.

Some students with a physical disability may not meet the criteria for identification of an exceptionality. Some students may only require an accessible learning environment to meet their mobility needs and enable them to access all aspects of school life. For those students, an IPRC placement decision may be Regular Class in a designated site.

## Placement Decision of Regular Class in Elementary and Secondary Schools (Designated Sites)

TDSB has selected schools throughout the Board considered designated sites. Designated sites are accessible for students with physical disabilities who only require barrier-free access to a school environment to meet their mobility and safety needs. Students may attend a designated site based on the recommendation of the Special Education and Inclusion team with or without an IPRC. A current medical or OT/PT report outlining needs is required.

An IPRC placement of Regular Class is in age-appropriate classroom settings, with an Individual Education Plan and with the kind and degree of resource support and/or special education services recommended by the IPRC. Students placed at a designated site may attend a regular class or may receive special education support through the school's Resource Model. They may need to access occasional special education support for mobility and activities of daily living.

|                           |  |
|---------------------------|--|
| <p><b>Placement:</b></p>  | <p><b>Regular Class</b></p> <p><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.<br/>*Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <p><b>Location:</b></p>   | <p>Homeschool or an Accessible school site</p>   |
| <p><b>Grades:</b></p>     | <p>1 – 12</p>  |
| <p><b>Class Size:</b></p> | <p>Ministry of Education regulations for class size</p>  |
| <p><b>Staffing:</b></p>   | <p>Follows regular class student and teacher ratio</p>   |

## Placement Decision of Special Education Class

An IPRC decision about placement for a student with the exceptionality of Physical Disability will depend on the student's needs. For this reason, consideration of barrier-free requirements is a factor when planning locations of all special education programs serving the needs of all exceptionalities. Additionally, a close partnership between Professional Support Services (PSS) and outside agencies will support staff and parents/guardians/caregivers in meeting the student's physical disability needs.

Some students with a physical disability may need additional special education instruction, resources, supports and/or services. For example, they may be identified with a second exceptionality, such as a Communicational or Intellectual exceptionality, and may require additional programming support from a special education teacher. For those students, the IPRC placement decision may be Special Education Class. When offering placement, the Special Education and Inclusion Department looks for the closest match between the documented needs of the student and the kinds of instruction, supports and resources provided in the different special education programs.

### Special Education Class with Partial Integration

Special Education Class with Partial Integration is a placement in which students spend a portion of each day in a regular class setting. Student needs related to mobility, activities of daily living, health and personal care are supported. These classes are supported by Professional Support Services (PSS) personnel, who offer consultative input. They include an occupational therapist/physiotherapist, as well as a speech-language pathologist, psychologist, and social worker.

### Special Education Class Full Time

Students with very complex physical needs, in addition to intellectual, learning, medical and/or communication challenges, may be offered placement in a congregated school where seamless support is provided to meet both academic and personal care needs related to mobility and activities of daily living.

|                    |  |
|--------------------|--|
| <b>Placement:</b>  | <b>Intensive Support Program (ISP) - Physical</b>                            |
| <b>Location:</b>   | Across the System Learning Centres in local designated neighbourhood schools |
| <b>Grades:</b>     | 1 - 12   |
| <b>Class Size:</b> | 12 Students  |

|                  |   |
|------------------|---|
| <b>Staffing:</b> | Elementary: 1 Teacher, Educational Assistant<br>Secondary: 1.0 Teacher staffed per number of sections (classes) required based on the number of students, Educational Assistant |
|------------------|---|

**[Locations of Physical Disability \(PD\) Intensive Support Programs \(ISPs\)](#)**

# Physical: Blind and Low Vision

## Ministry of Education Definition

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely

## IPRC Determination of Exceptionality: Blind and Low Vision

In making its determination, a TDSB IPRC will consider the following:

### a. Classroom Documentation

- An Individual Education Plan (IEP)
- Student work samples that are culturally relevant and responsive to the student's identity, lived experiences or other relevant evidence collected in collaboration with school personnel, agencies, classroom teacher, parents/guardians/caregivers and student
- Student, parental and school personnel questionnaire and consultation related to vision

### b. Educational Assessments

- A functional assessment (visual or tactile) conducted by the TDSB Blind/Low Vision Program staff
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

### c. Professional Assessment

- A medical eye exam report from an Optometrist or Ophthalmologist, that indicates a visual field of 20 degrees or less, or visual acuity of 20/70 or worse, after best correction in the better eye. The deficit in visual functioning is the result of an ocular or neurological condition that affects the visual system. This does not include students with visual perceptual or visual processing difficulties unless they also have an identified visual impairment as described above.

### d. Input from Parents/Guardians/Caregivers

- Parental questionnaire related to vision
- Any other documents that parents/guardians/caregivers may deem relevant to an IPRC

## Placement Decision of Regular Class

Students who have an exceptionality of Blind and Low Vision may be offered placement through the IPRC decision to attend the regular class in the student's homeschool. The student will have an opportunity to learn with same age peers and be provided intentional learning support through the IEP.



The TDSB Vision Program promotes the acquisition of age-appropriate independence skills for students with visual impairment. Students who are Blind or have Low Vision may require various types of accommodations (rather than modifications) to access the curriculum. The kind and degree of vision support required by students is based on their needs, assessed through a Functional Vision Assessment, Functional Tactile Assessment and/or Learning Media Assessment.

Itinerant Vision Teachers hold specialized qualifications through the Ontario College of Teachers in “Teaching Students who are Blind/Low Vision.” This specialized training enables them to make recommendations to support grade or subject teachers regarding curricular and instructional accommodations for the student who is visually impaired. It also qualifies them to determine a student’s literacy medium (braille, enlarged print, digital) and assistive technology needs. Generally, as students acquire skills from the Expanded Core Curriculum (a disability-specific curriculum for learners with a visual impairment), reflected in the Individual Education Plan (IEP), they develop greater independence and rely less on direct intervention by Itinerant Vision Teachers.

Support for students who are blind or who have low vision is tiered according to need, offering differing degrees and types of assistance. Students who require minimal support (Tier 1), receive two to three visits a year from an Itinerant Vision Teacher, who plans interventions in consultation with the classroom teacher.

Students who require slightly more individualized accommodations for their blind/low vision-related needs (Tier 2), receive an increased number of visits, such as one visit or more per month (as needed). Students who require more intensive support (Tier 3) for their blindness or low vision-related needs (e.g., braille, visual efficiency training) may be identified as Blind/Low Vision through the IPRC process and receive direct instruction from an Itinerant Vision Teacher. These students are working on developing Blind/Low Vision specific skills, which are documented in their IEP as Alternative Curriculum. Progress in the area of alternative curriculum is reported in the Blind/Low Vision Alternative Report Card Addendum to the Provincial Report Card.

Some students with a visual impairment require additional instruction in age-appropriate travel skills to ensure safety within the school and in the local community. Orientation and Mobility Instructors hold specialized certification that enables them to instruct students with a visual impairment to travel as independently and safely as possible, with or without the use of a white cane or dog guide.

Use of assistive technology is of growing importance to the Blind/Low Vision Program. BLV staff can teach students with low vision how to maximize their remaining vision to access the curriculum, using a laptop computer with screen magnification software. Other advances in assistive technology such as speech output, braille embossers (printer), scanners, portable braille note-taking devices, etc. are helping students who are functionally blind access the curriculum more independently.

|                    |   |
|--------------------|---|
| <b>Placement:</b>  | <p><b>Regular Class</b></p> <p><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.</p> <p>*Elementary</p> <p><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.</p> |
| <b>Location:</b>   | Homeschool  |
| <b>Grades:</b>     | 1 – 12  |
| <b>Class Size:</b> | Ministry of Education regulations for class size  |
| <b>Staffing:</b>   | Follows regular class student and teacher ratio   |

## Placement Decision of Special Education Class

The TDSB does not have Special Education Class placements solely for students with the Blind and Low Vision exceptionality. All students who receive support through the TDSB Blind/Low Vision Program attend their local schools or, when placed by IPRC, may attend another specialized program that addresses an additional special education exceptionality-related instructional or support need.

# Multiple Exceptionalities

## Ministry of Education Definition

A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

TDSB does not use the Multiple Exceptionality category as a broad label and therefore does not have Multiple Exceptionality classes. To better serve students, should a student have more than one exceptionality, each individual exceptionality is listed on the IPRC Statement of Decision.

## IPRC Determination of Exceptionality: Multiple Exceptionality

When a student has more than one exceptionality, a TDSB IPRC identifies each exceptionality as per the process identified for each.

## Placement Decision of Regular Class

Students who have Multiple Exceptionalities may be offered placement through the IPRC decision to attend the regular class in the student's homeschool. The student will have an opportunity to learn with same age peers and be provided intentional learning support through the IEP.

|                   |  |
|-------------------|--|
| <b>Placement:</b> | <b>Regular Class</b><br><b>Withdrawal</b> - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.<br><b>Resource</b> - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.<br>*Elementary<br><b>Indirect Support</b> - The student attends a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher. |
| <b>Location:</b>  | Homeschool   |
| <b>Grades:</b>    | 1 – 8  |

|                    |  |
|--------------------|--|
| <b>Class Size:</b> | Ministry of Education regulations for class size |
| <b>Staffing:</b>   | Follows regular class student and teacher ratio  |

## Placement Decision of Special Education Class

The definition for Multiple Exceptionality describes students with two or more exceptionalities, whose instructional, compensatory and/or medical needs require both intensive support from one or more special education teachers and the kinds of services provided by professional support services personnel. The IPRC placement for students with documented needs in several exceptionality areas, one of which is cognitive impairment, may be Special Education Class. Other needs may include one or more of the following:

1. Communication
2. Physical
3. Behaviour

A Special Education Class placement for a student with needs in several exceptionality areas may be with partial integration or full time. Following an IPRC placement decision of Special Education Class for a student with more than one exceptionality, Special Education and Inclusion staff look for the closest match between the documented needs of the student and the kinds of instruction, support and resources provided to different instructional groupings of exceptional learners. For students who are identified with more than one exceptionality, the primary exceptionality is considered when making a placement offer.

## Congregated School Sites

In some cases, IPRC placement in a Special Education Class Full Time may be in a congregated school setting. Congregated sites house a number of classes where intensive special education programming is provided for the full school day to meet the needs of students with very complex needs. These programs support communities of learners whose complex educational needs may include a combination of intellectual, physical, medical, communication and/or behavioural needs. Programming also includes alternative curriculum and specialized services, facilities, and resources. The goal is to maximize student independence.

The academic trajectories for students in a congregated site may lead to an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment. These differ from an Ontario Secondary School Diploma (OSSD) and it is important to note that the Ontario Secondary School Certificate (OSSC) or Certificate of Accomplishment do not lead to post-secondary school credit granting programs.

### [Locations of Congregated Sites](#)

# Regional Support Services

The TDSB provides a variety of regional support services to assist staff in need of specific strategies and skills when working with children who have special education needs. The supports offered vary, and may target needs of the whole school, individual classrooms, individual staff members and/or individual students. If the support for the teacher is student-specific, signed parental permission is required.

Regional Support Services include:

- Assistive Technology (AT) Services
- Autism Services (ASD Team)
- Behaviour Prevention Intervention (BPI) Team - formerly Behaviour Regional Services (BRS) Team
- Board Certified Behaviour Analysts (BCBAs)
- Blind and Low Vision (BLV) Services
- Deaf and Hard of Hearing (DHH) Services

## Assistive Technology (AT)/Special Equipment Amount (SEA) Services

The Assistive Technology (AT) Team supports assistive technology across the Toronto District School Board, including the implementation of Special Equipment Amount (SEA) claims. The role of the team is to collaborate with schools, central departments, administrators, teachers, and students to integrate assistive technology as an effective teaching/learning tool in the classroom and to build capacity among in-school staff to share best practices. Ongoing professional learning is provided throughout the year.

The Special Equipment Amount (SEA) funding from the Ministry of Education is intended to assist with the costs of equipment essential to support students with special education needs. SEA funding is made up of two components: a SEA Per Pupil Amount and a SEA Claims-Based Amount. Allocations are done through an internal process that follows the Ministry of Education's Special Education Funding Guidelines for SEA.

The SEA *Per Pupil* Amount funds the purchase of computer-based technology including software programs to support students with special education needs. This funding is used to purchase equipment assigned to individual students as well as licenses for programs available to all students in the TDSB. SEA funding also provides training, maintenance and support in the use of all SEA equipment.

The SEA *Claims-Based* Amount funds the purchases of non-computer based equipment to be utilized by students with special education needs, including hearing support equipment, vision support equipment, personal care support equipment and physical support equipment.

The AT/SEA team supports the documentation required for SEA claims and completes the purchases for recommended equipment.

The Central Coordinator and Consultant also support the documentation required for Ministry SIP claims.

The AT/SEA Team includes:

- Central Coordinator
- Central Consultant
- LC Itinerant Assistive Technology/SEA Teachers
- Low Incidence Itinerant Assistive Technology/SEA Teacher
- Data Business Analyst
- Assistive Technology Specialist
- SEA Technician
- Assistive Technologist
- Occupational Therapist
- Speech Language Pathologists

## **Autism Services**

A priority for the Special Education and Inclusion Department is the development of a comprehensive service for students with Autism Spectrum Disorder (ASD). This is delivered by a coordinated, multi-disciplinary team, whose function is to assist staff in supporting students diagnosed with ASD. The mission of the ASD Team is partnering with schools to empower school staff to provide effective and appropriate programming for students with ASD.

The Autism Services Team includes:

- Central Coordinator
- Special Education Teacher Consultant
- Speech-Language Pathologist
- Training Assistant
- Applied Behaviour Analysis (ABA) Facilitator
- Board Certified Behaviour Analyst (BCBA)
- Child and Youth Counsellor

## Requesting Autism Services Support

Requests for the Autism Services Team are decided by the School Support Team (SST) and are generally made to address Tier 3 student needs, once all available support at the school level has been exhausted. Requests to access the team are forwarded electronically through the Learning Centre's Special Education and Inclusion staff to the Central Coordinator of Autism Services. When the support being sought is specific to a student, parental permission is required and the school will be provided with the Autism Services Referral Form for parents/guardians/caregivers signatures. The completed referral form is submitted to the appropriate Team Consultant and assigned to the team for follow up.

The Autism Services Team offers a range of consultative services, which may include:

- Modeling of strategies based on Applied Behaviour Analysis (ABA) principles, as per [PPM 140](#)
- Program support to the classroom teacher to promote well being, equity and achievement
- Individual Education Plan (IEP) and Safety Plan support
- Transition planning as per [PPM 156](#)
- Professional development in partnership with Special Education and Inclusion staff (i.e., consultants, coordinators)
- Liaison with community partners
- Parent/Guardian/Caregiver engagement
- Support with behaviour assessment
- Consultation with Professional Support Services (PSS)

## Behaviour Prevention Intervention (BPI) Team (formerly Behaviour Regional Services (BRS) Team)

The mission of the Behaviour Prevention Intervention Team (BPI) is to assist in the understanding and management of challenging behaviour, so that all students may benefit from learning opportunities that contribute to overall academic, social-emotional and behavioural success and enhanced quality of life. The BPI Team promotes the use of positive behaviour supports, an approach to behaviour that is data-driven and relies on the collaboration of all staff to provide a continuum of support with two main goals:

1. Preventing the development or the escalation of challenging behaviours
2. Teaching and reinforcing appropriate school learning and social behaviours across all school settings

BPI team members are aligned with each of the four [Learning Centres](#). On a referral basis, the BPI Team provides a continuum of services, ranging from individualized, student-and family-centered support to classroom consultations and professional learning. Collaborative support is delivered by a coordinated, multi- disciplinary team,

which offers specialized support to schools in the area of behaviour assessment, intervention and support. The multidisciplinary nature of the team allows for greater understanding and skillful management of the complex programming needs of some students.

The BPI Team includes:

- Itinerant Teachers - elementary and secondary
- Child and Youth Workers
- Social Workers
- Psychologists

The BPI Team implements the methods of Applied Behaviour Analysis (ABA), [as per PPM 140](#), and models these practices in the classroom in order to help the adults to increase student ability to use the methods themselves. For students whose intense needs require specific interventions for safe management, the team will work with staff to carry out a functional assessment of behaviour and assist in the development of an appropriate Safety Plan.

In addition to providing specific individual student-centered strategies, the team assists schools in re-engineering their classroom environments to more effectively support, teach and reinforce positive, pro-social behaviours in general.

### **Requesting BPI Team Support**

Every school in the TDSB has equal access to the BPI Team through the Learning Centre referral process. Requests for BPI Team services are decided by the School Support Team (SST) in consultation with the school's Special Education and Inclusion Consultant and are forwarded electronically to the Learning Centre Special Education and Inclusion staff. Such requests are generally made to address Tier 3 needs once all available supports at the school level have been accessed. When the requested support is student specific, the school is provided with the Behaviour Prevention Intervention Consent Form for parent/guardian/caregiver signature. The completed form is submitted to the appropriate BPI Team member and assigned to the team for follow-up.

Services are developed in collaboration with school-based staff and delivered with a focus on enhancing confidence and capacity to manage challenging student behaviour(s), as follows:

#### **For Individual Students**

The BPI Access request is reviewed by the Special Education and Inclusion team at the Learning Centre. As appropriate, the team responds to the school with BPI staff assignment and a BPI Consent Form to be forwarded to parents/guardians/caregivers. When parental informed consent is confirmed by the assigned BPI team member, the team can work with a student.



### **For Classroom Consultations, Professional Learning or Small Group Work**

Classroom consultation services offer an opportunity for classroom staff to receive support and direction about class-wide positive behaviour supports and programming strategies for a particular group of students.

Following consultation with the Special Education and Inclusion Consultant/School Support Team, principals can contact Special Education and Inclusion staff for further information about classroom consultation or professional learning.

### **Specific Supports Provided by the BPI Team**

The BPI Team provides the following support, in collaboration with school staff:

- Observing the student at school and review of the OSR
- Consulting with teaching and other staff and parents/guardians/caregivers
- Assisting staff in completing a functional assessment of behaviour (and the appropriate use of the ABC/Data Recording Chart/Behaviour Log) and in analyzing behavioural data gathered by staff
- Goal setting for student academic and social-emotional achievement
- Recommending environmental changes required to reduce undesired behaviour
- Identifying appropriate replacement behaviour and/or skills that need to be taught
- Team-teaching with classroom staff and modelling recommended strategies, using an anti-oppressive stance, in the classroom
- Assisting in the development of alternate programming for academic and/or intra/inter-personal skills in the IEP (e.g., appropriate accommodations, goals, expectations, strategies, on-going assessments)
- Assisting with the development of Safety Plans
- Helping staff design positive reinforcement systems
- Providing resources and literature to support programming recommendations
- Providing transition support for complex cases and when the student moves from one school or setting to another
- Delivering professional learning sessions on topics related to behavioural challenges
- Supporting parents/guardians/caregivers or family in understanding the factors contributing to the behaviour challenges, interpreting professional assessments, developing transition plans and accessing community supports
- Practicing Life-Space-Intervention with students, and coaching them to perform or adopt a new replacement behaviour
- Helping family/care providers access community agencies, if requested and where appropriate
- Delivering training and support for school staff in the development of classroom and school wide Positive Behaviour Supports

## **Board Certified Behaviour Analysts (BCBAs)**

Board Certified Behaviour Analysts (BCBAs) are individuals with graduate-level certification and training in Applied Behaviour Analysis (ABA). BCBAs utilize the science of ABA to assess behaviours and the environment to decrease challenging behaviours and support skill development. BCBAs work collaboratively with staff to build capacity within schools providing staff with the skills to identify interventions and prevention strategies to decrease the likelihood of students engaging in challenging behaviours, and increase socially significant skills, thus promoting safe and positive classroom inclusion.

BCBAs work as members of the multidisciplinary Learning Centre and Autism Services Team, bringing expertise in the area of ABA instructional methods. BCBAs support students with a diagnosis of ASD and other students with complex and significant behavioural challenges (Tier 3 level of support).

### **Requesting BCBA Support**

Access to BCBA services is considered when school staff have exhausted all available school-based supports and evidence of the classroom learning conditions indicate clear evidence of Universal Design for Learning (UDL) and Differentiated Instruction (DI) implementation, as well as evidence of Culturally Relevant and Responsive Pedagogy (CRRP) that respects the student's identity, lived experiences and strengths. Before a referral is initiated, the Special Education and Inclusion Consultant must be contacted. There must be evidence of Tier 1 strategies in place and only after intentional conversations have taken place at the SST to ensure staff have accessed strategies to support the student's learning and socio-emotional needs, and in partnership with parents, should referrals proceed. The consultant will participate in the referral decision-making at the School Support Team (SST) meeting. Their early involvement and active consultation which includes modeling, co-teaching and co-planning at the school is very important. To move forward with a student specific referral, parent(s)/guardian(s)/caregiver(s) must be consulted and must be in agreement with the referral process.

School requests for BCBA services are initiated by the recommendation of the SST which involves completion of an online Individual Student Referral Access Form. Once the access form is submitted online, it is reviewed by Learning Centre Special Education and Inclusion team, which may recommend preliminary steps before a regional service is involved. Steps could include a general classroom consultation and/or staff professional learning.

### **Supports Provided by BCBAs**

#### **JK-Grade 3 Capacity Building**

- Staff will learn general prevention strategies to foster success in the classroom via didactic learning, coaching and modeling (topics can include Understanding Behaviour, ABC Chart, Behaviour Analysis Tool, etc.)

## Individual Student Support

- This service is for students:
  - who present with safety concern(s)
  - where implementation of Tier 1 strategies has been met with limited success
- Staff will be provided with individualized strategies, tools and professional learning to decrease challenging behaviour

## Blind and Low Vision (BLV) Services

Some students with a visual impairment require the support of a specialist teacher to access the curriculum, referred to as BLV (Blind Low Vision) Itinerant Teachers in TDSB. BLV Itinerant Teachers have specialized qualifications with the expertise to provide curriculum accommodations and disability-specific educational programming for students in K-12.

Students with a visual impairment are all fully integrated into inclusive classrooms that best meet all of their needs. The BLV team works to provide curriculum materials in a variety of alternative formats including large-print, braille, e-text, and audio files to increase accessibility for students in their classrooms.

The BLV Team includes:

- Central Coordinator
- Specialist Teachers of Students who are Blind and have Low Vision
- Orientation and Mobility Instructors
- Braille Transcriber
- Librarian

## Referral Criteria

Students who qualify for support from BLV Itinerant Teachers must provide a medical eye report from either an optometrist or ophthalmologist outlining a visual acuity no better than 20/70 or a visual field of 20 degrees or less. Schools may reach out to the team to have a report interpreted before moving forward with a referral.

School staff may make a direct referral for Blind and Low Vision services for students who may require blind/low vision support through the In-school Team (IST) and/or School Support Team (SST). Requests are typically initiated by the recommendation of the IST/SST which involves the completion of an online Individual Student Referral Access Form. The access form is an information-gathering tool that outlines the school's concerns about a student in the context of the services and supports provided to date. Once the access form is submitted online, it is reviewed by central special education and inclusion teams.

An access form does not need to be completed to consult with the Blind/Low Vision Program Coordinator should a student require BLV services upon entry to school. In

addition, an access form should not be viewed as a barrier to access support for students who may require immediate BLV support and/or programming. Staff must reach out to the BLV Coordinator as soon as an issue with vision is identified.

### **Referral Process**

When a student is referred to the TDSB Blind/Low Vision Team through a school request, parental request, Early Childhood Vision Consultants (Pre-School), Bloorview School Authority or Sick Kids Hospital, a referral package is generated and sent to the school at which the student is currently registered.

Once the consent forms and medical eye report have been shared with Blind/Low Vision Services, a Functional Vision/Tactile Assessment will be scheduled. The assessment will take place in the school at which the student is currently registered, in a separate space. An assessment report will follow, outlining supports if required and what those supports will look like. This report will be shared with the school and family.

### **Preschool Referral Process**

The TDSB Blind/Low Vision team works with all Early Childhood Vision Consultants (ECVC), supporting preschool students in Toronto, through the Ontario Blind/Low Vision Early Intervention Program in the spring of every school year.

Once a student who has been receiving ECVC support is registered at their home school, a preschool referral package will be shared with the student's ECVC. When the package is returned and the ECVC report has been reviewed, a Functional Vision/Tactile Assessment will be scheduled at the school at which the preschooler is registered, in the spring before the student is expected to start school. An assessment report will follow, outlining supports if required and what those supports will look like.

## **Deaf and Hard of Hearing (DHH) Services**

Some students in the TDSB who have hearing levels falling outside the typical range receive support from Specialist Teachers of Students who are Deaf or Hard of Hearing (To DHHs), referred to as DHH Itinerant Teachers in TDSB. DHH Itinerant Teachers have specialized qualifications that enable them to provide expertise to assist in the educational program planning and implementation for Deaf and Hard of Hearing students attending school (JK to Grade 12), and for preschoolers (for the year before JK) and their families. In addition to supporting students with differing hearing levels, the DHH team also supports trials with Remote Microphone (RM/FM) systems with students who have an identified auditory processing disorder when recommended by the school team.

The DHH Team includes:

- Central Coordinator
- Specialist Teachers of Students who are Deaf and Hard of Hearing working in itinerant roles
- TDSB Audiologist

### **Referral Criteria**

Students who qualify for support from the DHH Team must have either a recent audiogram indicating a permanent hearing loss, at least three audiograms indicating an on-going fluctuating hearing loss over time, or a report from an audiologist indicating an auditory processing disorder with a recommendation for a RM/FM trial.

For students who arrive at TDSB schools with hearing aids, cochlear implants or using sign language to communicate but are not able to provide a hearing report, the Deaf and Hard of Hearing Program Coordinator is contacted to discuss next steps. Schools may reach out to the team at any time for assistance to interpret a report before moving forward with a referral.

For students with an auditory processing disorder, the school should implement all school-based accommodations outlined on the assessment report from the clinical audiologist. If, after implementing the recommendations suggested by the clinical audiologist, the IST feels that there is an issue with the student's ability to process information in large group settings, the school can submit a referral.

### **Referral Process**

While the majority of referrals to the DHH team are a result of audiology appointments, schools may also receive reports from parents/guardians/caregivers. In these cases, the school will initiate the referral using the Regional Access Form.

Please note, an Access Form is not needed to consult with DHH program coordinator, should a student require DHH services upon entry to school. In addition, an Access Form should not be seen as a barrier to access support for students who may require immediate support and/or programming.

### **Intake Assessment**

DHH itinerant teachers will conduct an initial intake assessment at the school once the forms have been completed and returned as indicated in the referral package. The itinerant teacher will collaborate with the school team and the family to gather information to implement necessary accommodations and to suggest recommendations for the appropriate level of support (Tier 1, Tier 2, Tier3).

Recommendations will be discussed with the parent/guardian/caregiver and will be reflected on the student's ILP or IEP, as appropriate.

DHH Intensive Support Program (ISP) placements may be considered for students who have been assessed as having considerable expressive and receptive language

delays due to significant hearing levels which, in addition to accommodations, necessitate modifications, curriculum instruction by a specialist teacher of the deaf and a smaller student teacher ratio.

## Change of Placement

The Annual Review process is used to review program and placement for students with exceptionalities in regular class or special education class. For non-exceptional students with an IEP, the IST/SST meeting is the process that is used to review a student's setting in regular class (e.g., Indirect Support, Resource Assistance - elementary, and Withdrawal Assistance).

When determining the need to change a student's placement, teachers use a variety of educational assessment strategies and tools including, but not limited to, direct observation, portfolios, journals, rubrics, standardized and diagnostic tests, projects, and self and peer assessment.

## Alternative Placements

The TDSB strives to meet the needs of all students through various special education programs and services (e.g., Home and Community Care Support Services (HCCSS), Toronto Children Network (CTN), Geneva Centre). In the event that the TDSB cannot meet the needs of students within the board's range of placement options, the Board explores alternative education placement options such as Education Community Partnership Programs (ECP) and the Provincial and Demonstration Schools.

System-wide communication strategies support an understanding of special education programs and services in the TDSB and with external partners (e.g., maintaining website, developing guides for parents, communicating through IST, SST, IPRC meetings, etc.).

## Ways in Which SEAC Provides Advice on Range of Placements

The TDSB Special Education Advisory Committee (SEAC) may make recommendations to the Board with respect to any matter affecting the establishment, development and delivery of special education programs and services for exceptional students of the Board. SEAC members also support families by acting as a link to community agencies.