



Toronto
District
School
Board

SPECIAL EDUCATION PLAN 2020

*Serving Our Students,
Schools, & Communities*

Updated June 2020

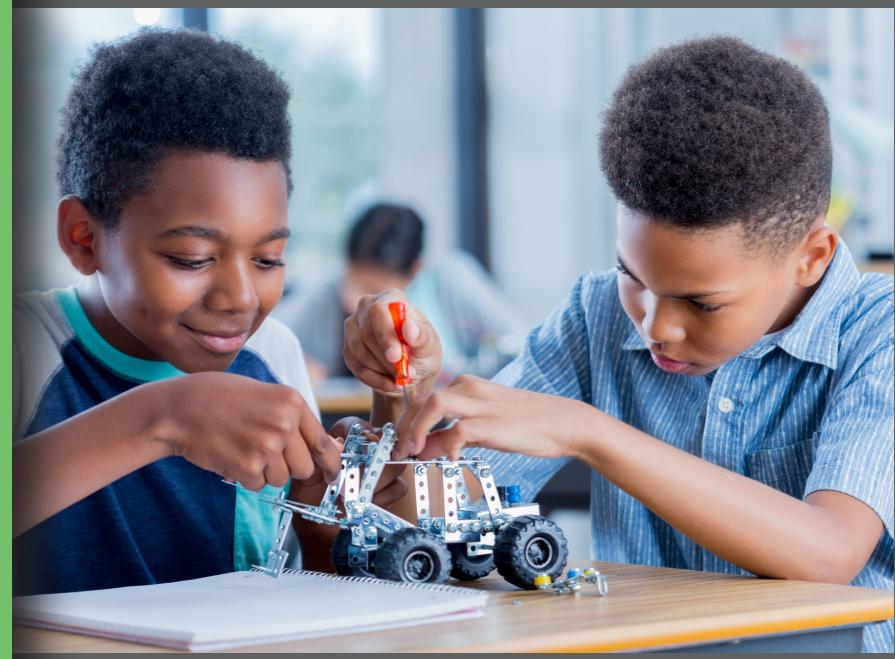


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Section A:

INTRODUCTION TO TDSB SPECIAL EDUCATION PLAN

Special Education Plan 2020

Introduction to TDSB Special Education Plan

TDSB Vision for Learning

TDSB Mission

Multi-Year Strategic Plan

TDSB Learning Centers

TDSB Vision for Special Education and Inclusion

"We believe that equity of opportunity and equity of access to our programs, services and resources are critical to the achievement of successful outcomes for all those whom we serve, and for those who serve our school system..."

The Board is therefore committed to ensuring that fairness, equity, and inclusion are essential principles of our school system and are integrated into all our policies, programs, operations and practices."

The Special Education Plan describes the programs and services offered by the Toronto District School Board to support all students that require special education needs and services. This plan is reviewed and updated annually to reflect the ongoing practice within the Toronto District School Board to ensure equity and inclusivity.

The Toronto District School Board is committed in ensuring each student is welcome and that an open and inclusive learning environment fosters success in student achievement, equity and well-being.

The Special Education Plan is designed to comply with the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code, the Education Act and regulations made under the Act and other relevant legislation. ([Regulation 306](#)).

Purpose of the Special Education Plan

To provide the Ministry and the public with information on the Board's philosophy and service-delivery model for the provision of Special Education programs, supports and services.

Consultation Process and Annual Update of the Special Education Plan

It is a Ministry of Education expectation that stakeholders will be consulted as it relates to programs and services offered within the school board and annual updates are made to the Special Education Plan and submitted to the Ministry.

The Toronto District School Board values a strong commitment to working collaboratively with all stakeholders including school personnel, students, parents, the Special Education Advisory Committee (SEAC) members, Community Associations and Agencies - provide input to the revision process.

TDSB Vision of Learning

Our Commitment is Equity of Access and Outcome for All Students

TDSB is committed to creating an equitable school system where the achievement and well-being of every student is fostered through rich, culturally authentic learning experiences in diverse, accepting environments where all are included, every voice is heard, and every experience is honoured.

Each school will determine a learning focus in three areas: equity, well-being and achievement. In addition to identifying the three focus areas, this process will include engaging in the learning to support student improvement in these areas, determining the evidence and data to be collected and monitoring progress.

Learn more in the [A Vision for Learning in TDSB document](#).

TDSB Mission

The Toronto District School Board's Mission is to enable all students to reach high levels of achievement and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We value:

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family, and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability, and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Multi-Year Strategic Plan

Student success drives everything we do in the Toronto District School Board. Our [Multi-Year Strategic Plan](#) sets direction and identifies system goals to support our 246,000 students and 583 schools.

This plan lays the groundwork for how we will transform student learning, create a culture of well-being, provide access to learning opportunities, allocate resources strategically and build strong partnerships. Each student will receive equitable access to programs and resources and increased opportunities to lead to successful learning outcomes.

Measuring our success is critical to know we are making a difference for students. Our expectation – and our goal – is that everyone improves. We expect to:

Multi-Year Strategic Plan Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school and workplace cultures that support mental health and well-being — free of bias and full of potential. Educators will be equipped with the tools necessary to teach, assess, support and relate to students. We will create the conditions for every student in every school to experience the support of a caring adult. All staff will have access to professional learning opportunities that build healthy relationships and develop leadership capacity.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build

partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

TDSB Learning Centers

As Canada's largest school board, we are always working to improve so that all students, staff, parents/guardians and members of the community feel connected, involved and supported. In September 2016 we introduced a new strategy to improve the effectiveness of our schools, make us more responsive to the needs of our communities, and increase student achievement and well-being.

Learning Centers

All TDSB schools feed into one of four Learning Centers. The Learning Centers facilitate inclusion and are hubs where staff collaborate, share resources and work collectively to support all students by setting high expectations.

Each Learning Centre is staffed by:

- Special Education & Inclusion Centrally Assigned Principal; 2 Special Education and Inclusion Coordinators; 10 Special Education and Inclusion Consultants
- School Improvement Centrally Assigned Principal
- Learning coaches who will provide extra support for teachers in the classroom
- Six Superintendents of Education, led by an Executive Superintendent
- Staff from the TDSB's professional support services department, including psychologists, social workers and counsellors

Learning Centers are closely connected to the schools they support and serve the needs of school staff, students and parents/guardians.

The Learning Centers:

- Provide classroom teachers with extra support
- Allow staff to better identify and respond to the learning needs of students
- Improve communication with parents/guardians
- Make it easier for students, parents/guardians and the community to navigate the system
- Help resolve any issues or concerns in a more timely manner
- Ensure that all students across the TDSB have equitable access to programs and services

Superintendents of Education:

By [School](#), [Ward](#) and [Learning Centre](#) (effective September 17, 2020)

TDSB Vision for Special Education & Inclusion

At the Toronto District School Board (TDSB) we believe in equity and inclusion. We welcome and support all students with special education needs within well-resourced neighborhood schools. The TDSB is committed to ensuring that all students learn in a supportive and inclusive environment where all voices are valued and heard.

We are committed to make, where possible, facilities fully accessible to students, families, staff and community members.

Every year, we review and update our [Special Education Plan](#) to ensure that we are meeting the needs of our students. This includes reviewing current practices, planning for professional learning and forming and maintaining important partnerships.

Inclusion

We believe that inclusive education provides more opportunities for all students.

Our schools allow students to:

- participate and be included as fully as possible in all classrooms and school activities,
- be valued as individuals for their unique contributions to school life,
- be supported to reach their full potential,
- enjoy a safe and secure learning environment.

The TDSB released a research report titled, [A Case for Inclusive Education](#), which highlights the benefits of adopting an inclusive education model, particularly for students with special education needs.

Placement in a regular class with appropriate special education supports is always the first consideration for students. However, we recognize that regular class placement is not for all students and some students may have needs that require more intensive support.

We work with parents to determine the most appropriate supports and enabling environment for their child. In some cases, it may be determined that a student's needs will be best met in a special education class. Our goal is to provide these intensive programs and supports equitably across the TDSB.

The TDSB Multi-Year Strategic Plan outlines three key goals for Special Education & Inclusion:

1. Each school will welcome all students, providing an open and inclusive learning environment that recognizes that most students can be served

effectively within their community school. We will also continue to provide intensive support programs for students with more specialized learning needs.

2. We will continue to strengthen collaboration with parents and engage effectively in the decision making process regarding their child's program, placement and well-being.
3. We will increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing and Health/Medical).

Students are successfully included, supported and empowered when:

- They experience a sense of belonging and social citizenship
- The learning environment is modified to fit the student, not the student to fit the environment
- All identities and cultures are celebrated within the learning environment
- The right to participate and establishing a positive climate that promotes social engagement and friendships is prioritized
- Deficit thinking is rejected and students are not organized within/outside the classroom by perceived ability
- Adopting a more inclusive model can maintain or improve academic outcomes for students with special education needs, with no negative impacts on more typically developing students. Positive benefits from inclusion for all students in the classroom include:
 - A more welcoming, positive school environment with increased collaboration and participation and higher academic expectations
 - Access to a wider range of school resources and shared learning opportunities
 - Increased social network and greater opportunities for friendships with increased safety through reduced isolation and readiness for inclusion beyond school

Section B:

MINISTRY OF EDUCATION & SCHOOL BOARD ROLES & RESPONSIBILITIES

Special Education Plan 2020

Ministry of Education Directive Board Roles and Responsibilities Special Education Advisory Committee (SEAC)

Accessibility Standard for Education

Ministry of Education Directive

The Toronto District School Board Special Education Plan is developed within the legal framework as set out in The Education Act and the appropriate Regulations. The Plan has been designed with recognition of the provisions included in the Canadian Charter of Rights and Freedoms, The Ontario Human Rights Code and the Ontarians with Disabilities Act.

Our core commitment is to hold high expectations for our students and support their achievement and well-being as we remove systemic barriers that stand in the way of their success. This includes building capacity with staff to deepen their understanding of how to interrupt perceptions of how students with special education need to learn and to assist in determining the most appropriate placement for students to learn. The Toronto District School Board is committed to creating more inclusive learning environments for our students with Special Education Needs (SEN).

The TDSB will continue to work innovatively to ensure that each student is thriving in an accessible, inclusive and engaging environment. Provision of these options is accomplished by:

- following appropriate identification, placement and review procedures with full and appropriate parent/

guardian(s) involvement, School Improvement Centrally Assigned Principal;

- assigning teachers with appropriate educational qualifications;
- developing Individual Education Plans (IEPs) which focus on improved student learning; and ongoing review of expectations and services set out in the IEP;
- equitable practices in the development of all aspects of learning for the exceptional student (i.e. academic, social, cultural, physical, intellectual, behavioural and emotional);
- recognizing all transitional processes (i.e. preschool, elementary, secondary, post-secondary, work, community, class-class, activity-activity);
- ongoing student, parent/guardian(s) involvement;
- planning and ongoing evaluation of special education services; and
- on-going professional development of staff in current teaching strategies and methodologies designed to respond to the needs of exceptional students.

Special Education Roles and Responsibilities

The Ministry of Education has defined the roles and responsibilities in elementary and secondary education in several key areas:

- Legislative and policy framework, through the Education Act, associated Regulations and Policy/ Program Memoranda (PPM)
- Funding
- School system management
- Programs and curriculum

The Ministry of Education:

- Defines, through the Education Act, regulations, and policy/program memorandum, the legal obligations of school boards regarding the provision of special education programs and services, and prescribes the categories and definitions of exceptionality
- Establishes the funding for special education through the structure of the funding model, which consists of the Foundation Grant, the Special Education Grant, and other special-purpose grants
- Requires school boards to report on their expenditures for special education
- Sets province-wide standards for curriculum and reporting of achievement
- Requires school boards to maintain special education plans, review them annually, and submit amendments to the Ministry

- Requires school boards to establish Special Education Advisory Committees (SEACs)
- Establishes Special Education Tribunals to hear disputes between Parent(s)/Guardian(s) and school boards regarding the identification and placement of exceptional pupils
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deafblind, or who have severe learning disabilities

The District School Board:

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy/program memoranda
- Monitors school compliance with the Education Act, regulations, and policy/program memoranda
- Requires staff to comply with the Education Act, regulations, and policy/program memoranda
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the board
- Obtains the appropriate funding and reports on the expenditures for special education
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional pupils of the board
- Reviews the plan annually and submits amendments to the Minister of Education
- Provides statistical reports to the Ministry, as required and as requested
- Prepares a parent(s)/guardian(s) guide to provide parent(s)/guardian(s) with information about special education programs, services, and procedures
- Establishes one or more IPRCs to identify exceptional pupils and determine appropriate placements for them
- Establishes a Special Education Advisory Committee
- Provides professional development to staff on special education

The School Principal:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda, and through Board policies
- Communicates Ministry of Education and school board expectations to staff
- Ensures that appropriately qualified staff are assigned to teach special education classes

- Communicates board policies and procedures about special education to staff, students, and parent(s)/guardian(s)
- Ensures that the identification and placement of exceptional pupils, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies
- Consults with parent(s)/guardian(s) and with school board staff to determine the most appropriate program for exceptional pupils
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a Transition Plan for students over the age of 14 and who are not identified solely as gifted, according to provincial requirements
- Ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP
- Ensures the delivery of the program as set out in the IEP
- Ensures that appropriate assessments are requested, if necessary, and that parent(s)/guardian(s) consent is obtained

Special Education Advisory Committee (SEAC):

- Makes 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
- Participates in the board's annual review of its Special Education Plan
- Participates in the board's annual budget process as it relates to special education
- Reviews the financial statements of the board as they relate to special education
- Provides information to parent(s)/guardian(s) as requested

The Teacher:

- Carries out duties as outlined in the Education Act, regulations, and policy/program memoranda
- Follows board policies and procedures regarding special education
- Maintains up-to-date knowledge of special education practices
- Where appropriate, works with special education staff and parent(s)/guardian(s) to develop the IEP for an exceptional pupil
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP

- Communicates the student's progress to parent(s)/guardian(s), and works with other school board staff to review and update the student's IEP

The Special Education Teacher:

- Fulfils the responsibilities listed above for the teacher
- Holds qualifications, in accordance with Regulation 298, to teach special education
- Monitors the student's progress with reference to the IEP and modifies the program as necessary
- Assists in providing educational assessments for exceptional pupils

The Parent(s)/Guardian(s):

- Become familiar with and informed about board policies and procedures in areas that affect the child
- Participate in IPRCs, parent/teacher conferences, and other relevant school activities
- Participate in the development of the IEP
- Become acquainted with the school staff working with the student
- Support the student at home
- Work with the school principal and teachers to solve problems
- Are responsible for the student's attendance at school

The Student:

- Complies with the requirements as outlined in the Education Act, regulations, and policy/program memoranda
- Complies with board policies and procedures
- Participates in IPRCs, Parent/Teacher conferences and other activities, as appropriate
- Participates in the development of the IEP, where appropriate

Board Roles and Responsibilities

Leadership, Learning and School Improvement (LLSI)

Special Education and Inclusion is part of the Learning, Learning and School Improvement department. Special Education and Inclusion is a shared responsibility of all areas in LLSI where all contribute to creating the conditions for successful learning outcomes for all students.

Associate Director - Leadership, Learning and School Improvement

- Support the TDSB school improvement process which focuses on the interests, strengths, identities and abilities of each student
- Support staff to provide what all students need by helping leaders create the conditions for improvements in achievement, well-being and equity in each school
- Support the implementation of ensuring that all students with special education needs are served within the most enabling learning environment.
- Challenge all aspects of streaming in the TDSB

System Superintendent of Special Education and Inclusion

- Supports the system in fostering equity and inclusiveness in the implementation of Special Education Plan
- Provides leadership and works collaboratively with Special Education Learning Center Centrally Assigned Principals to build capacity and maintain consistency across the system
- Actively supports SEAC members in carrying out their role as a statutory committee that advises the Board on matters related to special education
- Builds system capacity by working collaboratively with providers of professional learning across TDSB Departments to ensure the consistent use of professional learning strategies across the system
- Provides central coordination of special projects/initiatives (e.g., research projects)

Principals

Special Education and Inclusion Centrally Assigned Principal – Blind Low Vision, Deaf Hard of Hearing, Assistive Technology and SEA Claims, Autism

- Supports the system in fostering equity and inclusiveness in the implementation of Special Education Plan;
- Oversees all areas of Blind/Low Vision, Deaf/Hard of Hearing, Assistive Technology and SEA Claims, Autism;
- Collaborates in developing, implementing and communicating delivery standards for all special education programs and services including integral use of technology that is informed by current research-based pedagogy;
- Develops, implements and provides effective Professional Learning, aligned to the Multi Year Strategic Plan and as outline in the Special Education Plan, guided by the TDSB System Standards for Professional Learning in response to the needs of TDSB staff and their students with special needs;

- Responds to critical issues and concerns related to special education;
- Works in collaboration with the Special Education Advisory Committee (SEAC)

Special Education and Inclusion Learning Centre Centrally Assigned Principal

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services through the effective implementation of the Special Education Plan;
- Develops, implements and provides effective Professional Learning, aligned to the Multi Year Strategic Plan and as outline in the Special Education Plan, guided by the TDSB System Standards for Professional Learning in response to the needs of TDSB staff and their students with special needs;
- Collaborates on an on-going basis with Learning Centre (LC) Executive Superintendents and their respective LC Administrators to ensure that services and programs are responsive to the needs of students, schools, families and communities;
- Provides leadership for Special Education Inclusion Coordinators and Inclusion Consultants;
- Responds to critical issues and concerns related to special education;
- Participates in meetings with Parent(s)/Guardian(s), schools, and communities to further an understanding of special education services;
- Works in collaboration with the Special Education Advisory Committee (SEAC)

Education and Community Partnership Program (ECPP) Centrally Assigned Principal

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services through the effective implementation of the Special Education Plan
- Develops, implements and provides effective Professional Learning, aligned to the Multi Year Strategic Plan and as outline in the Special Education Plan, guided by the TDSB System Standards for Professional Learning in response to the needs of TDSB staff and their students with special needs
- Coordinates the development and implementation of programs and services using data- Collaborates and coordinates between several Ministries and the TDSB in terms of fulfilling the expectations of ECPP
- Ensures effective transition processes for students entering or exiting programs by aligning with TDSB system goals for student success in collaboration with Toronto District School Board staff

- Liaises with the Ontario Administrators Association for Education and Community Partnership Program (ECPP) in order to improve staff/administrator effectiveness through research into best practices
- Assists senior staff in providing reports to the Board, MOE and Special Education Advisory Committee (SEAC)

Education and Community Partnership Program (ECPP) Vice Principals Elementary and Secondary

- Work in collaboration with the Centrally Assigned Principal to provide curriculum leadership and build teacher capacity across the developmental continuum;
- Work effectively with parents and families who have need of agency intervention and assume a leadership role in the Central Intake Process;
- Coordinate Staff Professional Learning including the three foci on Achievement, Equity and Well-being and serve as a member of the Leadership Team and the Administrative Team;

Coordinators

Central Coordinator of Autism Services

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services coordinates services within the Autism Services Team
- Provides expertise in programming for students with ASD needs, based on current research and best practices and
- Coordinates services within the Connections Initiative for students with ASD in elementary and secondary schools
- Coordinates the review, development, and implementation of current and identified special education processes and practices, in keeping with the needs-based focus of the Special Education Plan
- Liaises with Consultants/Co-ordinators/Centrally Assigned Principals in the regions to ensure the effective implementation of Autism Services

Central Coordinator of Assistive Technology, SEA Claims and Special Incident Portion (SIP)

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services
- Liaises with Consultants/Co-ordinators/Centrally Assigned Principals in the regions to ensure the effective implementation of SEA (assistive technology) and SIP
- Works together with SEA/SIP Consultant, Assistive Technology Teachers and Technicians as a member of a team
- Liaises with appropriate TDSB and Ministry of

Education personnel re: Special Education business and procedural practices, e.g. SEA Claims, SIP Claims, standards, regulations

Central Coordinator of ECPP

- Coordinate the IPRC and SEPRC process for ECPP inclusive of TDES and TDSS
- Support students with special needs transitioning in and out of TDES and TDSS
- Assume leadership for portfolios and/or projects related to special education within ECPP
- Participate in meetings as required (including IPRCs, Case Conferences, Administrative Team, Student Success Team, Transition Committee, Special Education Department, etc.)

Central Coordinators of Deaf/Hard of Hearing and Blind/Low Vision

- Provides leadership in fostering equity and inclusiveness in the development and implementation of programs and services
- Coordinates the development and implementation of programs and services for Deaf and Hard of Hearing, Blind/Low Vision, and deafblind students in elementary and secondary schools
- Ensures that the Ministry of Education program and service standards are developed and adhered to, and that TDSB-wide consistency and coordination are maintained in the delivery of special education programs and services for students who are Deaf and Hard of Hearing and/or students who are Blind/Low Vision
- Acts as expert resources and support to TDSB administrators, central and regional staff, school staff, Parent(s)/Guardian(s) and the community with respect to the needs of students who are Blind/Low Vision, Deaf and Hard of Hearing, and deafblind
- Liaises with Support Services with respect to assessment needs and ongoing support services
- Provides program-related leadership and expertise to staff
- Liaises with other educational authorities, provincial schools, and community agencies in response to program and service delivery needs
- Conducts assessments on referred students, and consult with special education staff, principals, teachers, and Parent(s)/Guardian(s) regarding possible placements
- Coordinates supports to identified students in conjunction with other School Services staff within the region and centrally
- Develop and implement professional development programs for staff working in the programs

- Coordinates all aspects of Special Education Equipment Funding claims

Special Education Inclusion Coordinators

- Provide system leadership within each Learning Centre for the coordination of central IPRC meetings for students with any/all exceptionalities;
- Collaborate with other Special Education System Coordinators to support the appropriate placement of all students;
- Provide leadership to schools as assigned in matters related to the coordination of special education programs and services, student placement decisions through the IPRC process , and the implementation of Shared Solutions;
- Develop, implement and provide effective Professional Learning in response to the needs of TDSB staff and their students with special education needs;
- Support projects involving assistive technology; this can include planning the use of technology in the school, providing support to students and teachers to incorporate technology into teaching and learning in collaboration with the Special Equipment Amount (SEA);
- Liaise with Special Education Inclusion Consultants, System Coordinators and with other Board departments to ensure positive, inclusive outcomes for students;
- Liaise with other educational authorities and community services in response to program and service delivery needs

Consultants

Special Education Inclusion Consultant

- Support Principals in the coordination, facilitation, and leadership of Identification, Placement, and Review Committee (IPRC) meetings at the school level;
- Support the School Support Teams in the referral of students to the Identification, Placement and Review Committee;
- Participate in annual local IPRC Reviews; Provide support for parents and schools with special education program, services, and decision making;
- Provide leadership to schools as assigned in matters related to the coordination of special education programs and services, and the implementation of Shared Solutions;
- Support and facilitate resource allocation processes focused on student and program needs;
- Provide leadership and direct instruction, modelling, mentoring, coaching and job embedded learning to teachers to support exemplary practices in assessment and instructional strategies, Differentiated Instruction and Universal Design, and decision making based upon research and current best

- practices to allow students to receive education in the most enabling environment possible;
- Provide support in projects involving assistive technology; including SEA technology;
- Support and collaborate with Principals, Special Education and regular class teachers, and parents in the development and monitoring of Individual Education Plans including transition plans, which reflect exemplary programming and assessment, to meet student needs;
- Contribute to School Support Team meetings to determine appropriate responses, recommendations and strategies for students with special education needs;
- Support the principal and School Support Teams in the Special Equipment Amount (SEA), Special Incidence Portion (SIP), Identification, Placement, and Review Committee (IPRC) and Special Education Program Recommendation Committee (SEPRC) processes;

Special Education and Inclusion Consultants for the ASD Team

- Support and collaborate with both special education and regular class teachers in the development and monitoring of Individual Education Plans and Transition Plans to meet the needs of students with an ASD
- Acts as a resource to principals, school staff, school support teams, special education staff, and parents
- Collaborate with Toronto Partnership for Autism Services (TPAS) and other Intensive Behaviour Intervention (IBI) or Applied Behaviour Analysis (ABA) service providers in the transition of students
- Provide direct service including modeling strategies with students, demonstrating how to use resources or implementing suggestions offered to teachers

Special Education Consultant for Assistive Technology (SEA)

- Acts as an expert resource and provide training as necessary to the principals, staff, school support teams, special education staff, instructional leaders, teachers and parents about the SEA and SIP processes
- Audits and completes SEA and SIP application packages to meet Ministry standards and participate in Ministry audits
- Educate students and staff on the software programs in order that students are able to access the curriculum and meet the goals set out by the IEP
- Provides professional development support for parents regarding assistive technology software via online resources and workshops throughout the year

Itinerant Teachers

Special Education and Inclusion Itinerant Teacher for Behaviour (Elementary & Secondary)

- Support teachers, in both regular and special education classes, in the development and implementation of a range of programming interventions, strategies and resources that address the needs of students with behavioural challenges
- Support and collaborate with teachers in the development, implementation, and monitoring of Individual Education Plans (Behaviour Support Plans), Safety Plans, ABC Chart Data, functional behaviour approaches and procedures related to PR 699
- Communicate as necessary with teachers and parents with respect to student behaviour support plans
- Provide expertise in programming and assessment for students with behavioural challenges through mentoring, demonstration, and the provision of professional learning opportunities

Special Education BLV Itinerant Teachers

- Provide direct modelling; job embedded professional learning and coaching to teachers and students in using assistive technology on an ongoing basis;
- Assist and support classroom teachers in accommodating their programs/instructional materials for students who are visually impaired;
- Assess and teach students to utilize and further develop their visual efficiency skills;
- Assess and teach students to increase their tactile and auditory efficiency skills;
- Provide information/goals to schools to develop IEPs related to Blind/Low Vision Alternative Curriculum areas and write corresponding Blind/Low Vision Alternative Report Cards;
- Teach students with visual impairment how to use assistive technology;
- Select from and implement a variety of Expanded Core Curriculum programming interventions, strategies and resources that include: Unified English Braille, Music Braille Code, tactile diagram reading, abacus skills, assistive technology skills;
- Work in partnership with the classroom teacher to enhance the development of the student's independence, communication skills and understanding of a school environment and its expectations;
- Liaise with outside agencies such as the CNIB, BALANCE, and ADP

Special Education DHH Itinerant Teachers

- Provide programming and instruction for TDSB students who are Deaf or Hard of Hearing;
- Design and assist in the implementation of an Individual Education Plan for students in the program

- Prepare assessment reports to facilitate the determination of appropriate services and supports for students who are Deaf or Hard of Hearing;
- Use the Alternative Curriculum and Alternative Report Card effectively for students with an exceptionality of Deaf/Hard of Hearing;
- Remain current in Hearing Assistive and Remote Microphone Technologies

Special Education and Inclusion Itinerant Teacher for Assistive Technology (SEA)

- Provide direct modelling; job embedded professional learning and coaching to teachers and students in using assistive technology on an ongoing basis (ie. Ministry software, SEA software, interactive whiteboards and /or new projects being explored for students in Special Education)
- Support teachers in using assistive technology with students in order that they are able to access the curriculum and meet the goals set out by the IEP
- Assist school staff in the development of SEA claims
- Provide and implement effective professional learning and training regarding system initiatives and assistive technology to school staff and administration

Special Education and Inclusion Itinerant Resource Teachers for Secondary Alternative Programs

- Provides support for instruction based on students' learning styles, strengths and needs in a variety of settings which will include Secondary Alternative School sites
- Assists school staff in determining appropriate responses and strategies to address the issues of students with special needs
- Works collaboratively with school staff/classroom teachers to effectively support the classroom program for their students with special education needs
- Supports and collaborates with both Special Education and regular class teachers, as well as students and parents in the development and monitoring of Individual Education Plans and transition plans to meet the exceptional needs of secondary students
- Builds capacity among in-school staff who are implementing strategies for students with special needs;
- Assists staff in the implementation of the principles of ABA as outlined in PPM 140

Special Education and Inclusion Resource Teachers

Elementary Resource Teacher and Home School Program (HSP) Teacher

As TDSB continues to move toward inclusionary practices, the HSP model is being phased out. The Resource teacher and the HSP teacher work in collaboration with

the student's regular classroom teacher to address the student's needs. The teachers engage in co-planning and co-teaching specific parts of the curriculum and coordinate teaching responsibilities, schedule the student's day, assign homework, and monitor the student's progress.

Elementary Methods and Resource Teacher (MART)

This is a voluntary role for a Special Education teacher within each elementary school designed to provide support to students and staff. Ongoing professional learning opportunities prepare the Special Education teacher to build capacity with staff by offering Special Education programming expertise and resources in the school.

Elementary and Secondary Resource Program Teacher

In both Elementary and Secondary schools, the Resource Program provides students with support from a Special Education teacher. Depending on the school model, this can be delivered in a number of ways.

Teacher in Special Education Class Full Time

Teachers in full time Special Education classes work with students who require a more intensive level of support than is available through a regular class placement.

Kindergarten Early Language Intervention (KELI) Program Teacher - 2020-2021

The KELI staff work in collaboration with speech-language pathologists, the school principal and the Special Education team.

- Implements oral language and early literacy programming to meet the needs of the KELI students
- Instructs four groups of eight Senior Kindergarten students, for a total of 32 students
- Observes the KELI Program students in their homeschool Kindergarten programs and provide programming suggestions/supports for their teachers
- Evaluates KELI program students' oral language, early literacy, and social communication skills
- Communicates regularly with and provide support for Parent(s)/Guardian(s) of KELI Program students
- Reports orally in each term and in writing to Parent(s)/Guardian(s) and home school teachers mid-program and on completion of the program to Parent(s)/Guardian(s) and home school teachers

Paraprofessional Support Staff

ABA Facilitator

- Works as a member of a multidisciplinary team in support of other members of the ASD team, bringing expertise in the area of ABA instructional methods
- Collaborates with Toronto Partnership for Autism Services (TPAS) and other IBI service providers in the

transition of students receiving IBI services

- Works directly in the classroom to model appropriate ABA instructional methods to teachers and support staff
- Acts as a resource to principals, school staff, school support teams, special education staff, instructional leaders, teachers and parents
- Participates in and deliver professional development activities

BCBA Facilitators

- Supports our most complex Tier 3 cases
- Their services are accessed through the referral process through SST
- They support students with ASD Diagnosis and other students with complex and significant behavioural challenges
- Provides comprehensive behavioural consultations and/or assessments regarding strategies and interventions to support students with complex and significant behavioural challenges:
- Builds system capacity to support teachers to improve their practice when dealing with students with behavioural needs;
- Models appropriate ABA instructional methods to teachers and support staff in the classroom;
- Provides time limited parent training on the student specific strategies recommended to support both the classroom teaching team and home setting, as appropriate;
- Provides support to principals, school staffs, school support teams, special education staff, instructional leaders, teachers and parents;
- Develops and lead professional development sessions to build the capacity of academic and support staff in the areas of ABA strategies, functional behaviour assessment, and the effective use of resources and best practices, as well as staying current with relevant research and evidence-based practices

Deafblind Intervenor

Deafblind Intervenors work with students, who have been assessed by the W. Ross Macdonald School for the Blind, Deafblind Resource Department as being "educationally deafblind". They have been specially trained to intervene between students who have a dual sensory hearing and vision loss and the environments/classrooms. Following the TDSB tiered approach, Deafblind Intervenors may work with more than one student who is deafblind.

Educational Assistant (EA)

EAs work under the direction of the teacher and/or principal. They provide assistance in the presentation of

a meaningful program by involvement in the classroom and playground activities, on excursions, and other areas as directed by the principal. Depending on their qualification categories, they enable students with a variety of emotional, behavioural, physical, personal care, and medical and academic needs to access the curriculum.

Sign Language Facilitator

Sign Language Facilitators communicate through American Sign Language (ASL) to help make the curriculum accessible to students who use sign language as their primary method of communication.

Special Needs Assistant (SNA)

SNAs are assigned to schools to assist regular or special-needs classroom teachers who have students with special needs who are "high risk" (special safety or medical needs) in their classes. Such needs present a constant, immediate, and extreme risk to the students and/or others.

Special Education Advisory Committee (SEAC)

The Role of SEAC

Regulation 464/97 of the Education Act establishes the SEAC as a statutory committee that advises the Board on matters relating to special education and sets out its structure and mandate. TDSB SEAC adopted Part IV of the TDSB Bylaws (2016) for its operating procedures.

Under Regulation 464/97, SEAC:

- May make recommendations to the district school board or school authority respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board
- Is provided with opportunities to participate in the annual review of the board's Special Education Plan
- Participates in the board's annual budget process as it relates to special education
- Reviews the financial statements of the board as they relate to special education

The members of SEAC represent students with special education needs who attend schools in the Toronto District School Board. During the monthly SEAC meetings, they provide input into the Board's annual program and budget planning processes as they pertain to special education.

SEAC Membership

The Committee currently consists of 11 representatives from local associations, 8 community representatives from four Learning Centres of the TDSB and 3 Trustees,

alternate representatives attend meetings regularly and participate in discussions but do not vote unless substituting for the official representative. Most SEAC members are parent(s)/guardian(s) of TDSB students with special education needs. In December 2018, the board appointed new SEAC membership for the 2019 - 2022 term. For September 2020, there continues to an association vacancy.

Membership Selection Procedures

Eligibility requirements for representatives on SEAC are outlined in Regulation 464/97 of the Education Act. SEAC appointments are for a 4-year term and are renewed at the time of Municipal elections. Instructions for applying are posted on the TDSB web site at www.tdsb.on.ca/seac.

All SEAC representatives must:

- Be qualified to vote for members of the TDSB Board of Trustees (a Canadian citizen over the age of 18 and resident in the jurisdiction)
- Not be employed by the TDSB

Regulation 464/97 permits a Board to appoint community representatives to SEAC. In 2010, trustees increased this membership component from three to eight with an equal number of alternates. Candidates for community representative self-nominate. New nominations will be considered in the fall and spring of each year. When making community representative appointments, the board gives additional consideration to:

- Diversity
- Geographical representation from across the TDSB
- Parent(s)/Guardian(s) with children receiving special education programming in the Toronto District School Board

SEAC Input into the TDSB Special Education Plan

SEAC input is a critical part in developing the Special Education Plan. Discussion during SEAC meetings and information gathered from SEAC Subcommittees provide opportunity for in-depth discussions as it relates to special education and service delivery.

Collaborating in a TDSB Parents as Partners Conference

The TDSB Parents as Partners Conference "organized by parents for parents." SEAC members work collaboratively with several other TDSB Community Advisory Committees to plan and deliver this annual Conference.

Partners included advisory committees for Mental Health and Well Being, Parent Involvement, Aboriginal Communities, Inner City, French as a Second Language and Equity, as well as central staff from departments of Special Education and Professional Support Services.

Through this annual conference, SEAC addresses several goals, such as Inclusion for children with special education needs and builds on the opportunity to empower parents to become informed, proactive and effective advocates for their children.

SEAC Contact Information

All information pertaining to SEAC can be accessed through the TDSB website:

[TDSB SEAC Homepage](#)

[SEAC Membership](#)

SEAC Liaison: Lianne Dixon

Email: Lianne.dixon@tdsb.on.ca

Mailing Address: Toronto District School Board; Special Education; 5050 Yonge Street, 2nd Floor; Toronto, ON M2N 5N8

Accessibility Standards for Education

The Toronto District School Board is committed to maintaining a learning and working environment which actively promotes and supports human rights and accessibility for persons with disabilities.

We are committed to actively removing barriers, whether visible or invisible, so that all members of our community can fully participate in TDSB activities.

We have a variety of [policies and procedures](#) in place for staff, students and community members that ensure compliance with the Accessibility for Ontarians with Disabilities Act. Also, we have created a [Multi-Year Accessibility Plan](#) that outlines how we ensure compliance with the Act and move the Board towards a more inclusive environment.

- [TDSB's AODA Self-Certified Accessibility Report - November 2016](#) (PDF Document)
- [2017 Accessibility Compliance Report - Accessibility Directorate of Ontario](#) (PDF Document)

How we support accessibility at the TDSB

- [Customer Service](#)
- [Information and Communications](#)
- [Employment](#)
- [Transportation](#)
- [Design of Public Spaces](#)

If you have any questions please feel free to email - accessibility@tdsb.on.ca.

There are currently three TDSB Committees focused on accessibility in the TDSB:

- AODA Working Group
- Barrier Free Committee
- AODA Capital Committee

AODA Working Group

The AODA Working Group is comprised of representatives from a number of TDSB business functions, as well as school principals and superintendents. Its major focus is to provide ongoing updates to the Multi-Year Accessibility Plan, prioritizing initiatives for AODA compliance.

Barrier Free Committee

The Barrier Free Committee continues to work in addressing the need for equitable access across the system for students and staff with physical mobility issues. There are approximately 100 designated sites in the TDSB. An ongoing review of designated sites is being undertaken to ensure equitable distribution across the system. All schools have been given a rating of A to F and given one of three classifications:

- Accessible (No significant vertical access barriers, no significant horizontal barriers and have at least a universal washroom or male and female common washrooms)
- Somewhat accessible (Accessible universal or common washrooms on entry level, may have some barriers horizontally and/or vertically, but allows students access to all special program spaces)
- Not accessible (Neither universal nor common accessible washroom, sites that are wholly or partially inaccessible vertically and horizontally, sites that are barrier-ridden, especially those where horizontal access into building is restricted)

A 5 year plan was developed to increase the number of accessible schools. All barrier-free requests from designated sites are submitted to the committee for consideration and are vetted through the regional Special Education Low Incidence Coordinators. Consideration of the barrier-free requirements for all special education congregated programs is a factor when planning special education class locations for all exceptionalities.

AODA Capital Committee

The AODA Capital Committee prioritizes system needs and allocates budgeted funds according to three categories of requests:

- Barrier Free Committee requests
- Planned Program Priorities requests for designated sites
- In-Year Special requests, emerging projects and unforeseen contingencies

Requests are sent to the Chair of the AODA Capital Spending Committee and are reviewed by the Committee. Factors considered for approval include current degree of

accessibility, alternative solutions (i.e., a nearby designated site), age of building and whether the improvement will necessitate additional upgrades.

Accessibility Coordinator

The board has created a position to address consistency and integration of practices across the TDSB and to provide leadership in all matters related to implementation and compliance with the Accessibility for Ontarians with Disabilities Act (AODA) and related regulations. Reporting to the Executive Superintendent Human Rights and Indigenous Education, the Accessibility Coordinator provides system leadership to ensure awareness of and compliance with AODA legislation, Integrated Accessibility Standards (IASR) and the Ontario Human Rights Code. Providing subject matter expertise, the Accessibility Coordinator also acts as a system advocate for all aspects related to AODA. Responsibilities include but are not limited to research and analysis of best practices in accessibility standards, developing, reviewing and updating policies and procedures in accordance with AODA legislation and best practices, as well as fostering equity and inclusiveness in the development and implementation of programs and services.

Designated Elementary and Secondary School Sites

TDSB has selected schools throughout the system that are deemed "Designated Sites." These sites are accessible for students with physical disabilities who require barrier-free access to a school environment to meet their mobility and safety needs. Students may be placed at a designated site by the recommendation of the family once a current medical or OT/PT report outlining needs is submitted to the school principal. The school principal will collaborate with the school Superintendent and the Special Education and Inclusion team to respond to the requested needs in a timely manner.

Tiered Approach to Support Inclusion

Tiered Approach to Support Inclusion

Educators support students across a variety of settings, and instruction should respond to the individual strengths and needs of all students. Our inclusion strategy identifies a “Tiered Approach” to support inclusion. It is based on the understanding that effective instruction, assessment, and appropriate intervention strategies are essential to ensuring all students can succeed.

The Tiered Approach ensures appropriate and timely interventions to address student needs and significantly reduces the likelihood that students will develop problems that are more difficult to address in the future. The approach also facilitates early identification of students who may be at risk so that prevention strategies can be implemented.

Tier 1 consists of evidence-based classroom instruction based on the Ontario Curriculum. The principles of Universal Design (UDL) and Differentiated Instruction (DI) are used so that there are a variety of ways students participate in learning and demonstrate their learning. Teachers choose effective, culturally relevant instructional strategies for all students in a classroom setting. Assessment in this tier is classroom-based and involves the teacher monitoring the progress of the class and flagging any student experiencing challenges.

Tier 2 more intentional instruction, and short-term interventions, for individual students or for small groups of students, in addition to the Tier 1 programming. Tier 2 requires teachers to identify students who are progressing with difficulty when using Tier 1 instruction and closely monitors through ongoing assessment.

Teachers may develop a student profile to be presented to the In-School Team (IST) to discuss strategies to better meet the needs of the student. The In-School Team consists of the principal, teacher, resource teacher and parents are welcomed.

Tier 3 is for students who require more intense support to achieve learning goals and who are not responding to instructional efforts in Tiers 1 and 2. Instruction and assessment become more personalized.

When the In-School Team has determined that more support/input is required, the teacher will bring the student profile to the School Support Team (SST) to get access to Regional Support Services. The SST consists of the principal, teacher, resource teacher, and support staff as needed (psychologist, speech and language pathologist, social worker, etc.,) and parents are always invited. Regional Support Services include access to social work, the autism team, the behaviour resource team, etc.,)

Section C: **INCLUSION STRATEGY** Special Education Plan 2020

Tiered Approach to Support Inclusion

Assessment and Referrals

Educational Programming for Students with Special Education Needs

The In-School Team (IST) and School Support Team (SST)

Individual Education Plan (IEP)

Identification and Placement in Special Education

Special Education Program Recommendation Committee (SEPRC)

Support Staff (PSSE) Assessment

Specialized Health Support Services

Special Equipment Amount (SEA)

Special Incidence Portion (SIP)

English Language Learners (ELL) and Special Education

Frequently Used Terms in the Tiered Approach:

Universal Design (UDL)

The core concept of UDL is a teaching strategy that is effective for some, will be beneficial to all. In other words, instructional and assessment strategies, materials, and tools that respond to the special needs of a specific student or group of students can also be useful for all students.

The aim of UDL, allows access to the curriculum for all students. In this model, teachers design learning opportunities and create learning environments that are inclusive, flexible, and accessible for all students regardless of achievement level. The learning principles of UDL are: Universality and Equity; Appropriately Designed Spaces; Flexibility and Inclusiveness; Simplicity; Safety; and Different Modes of Perception.

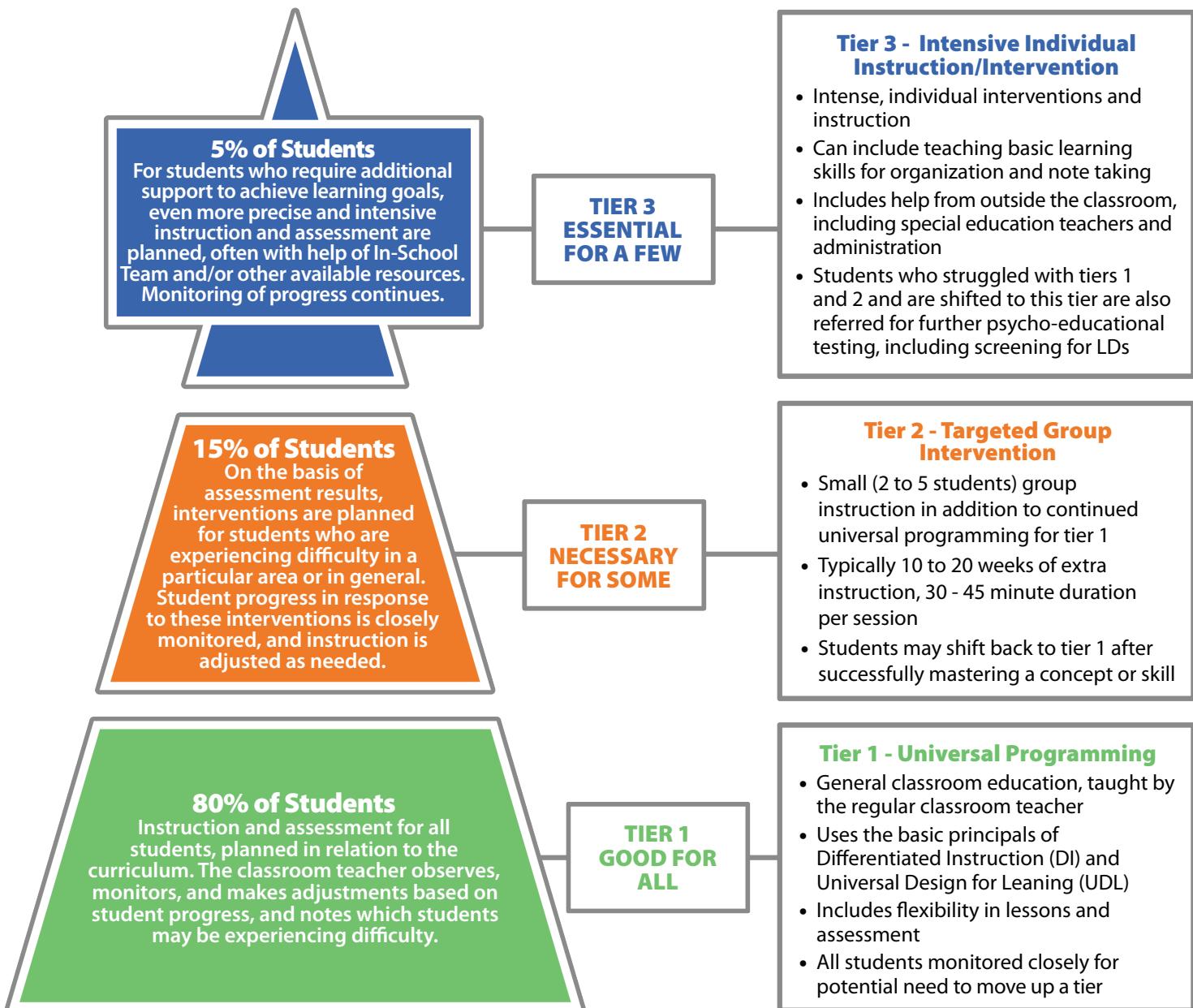
Differentiated Instruction (DI)

Unlike UDL which applies broad based principles for planning, DI focuses on specific strengths, interests, learning styles and needs of the individual student. The instruction is adapted to meet high expectations of achievement and engagement in learning since the planning is suited to meet the characteristics of the individual.

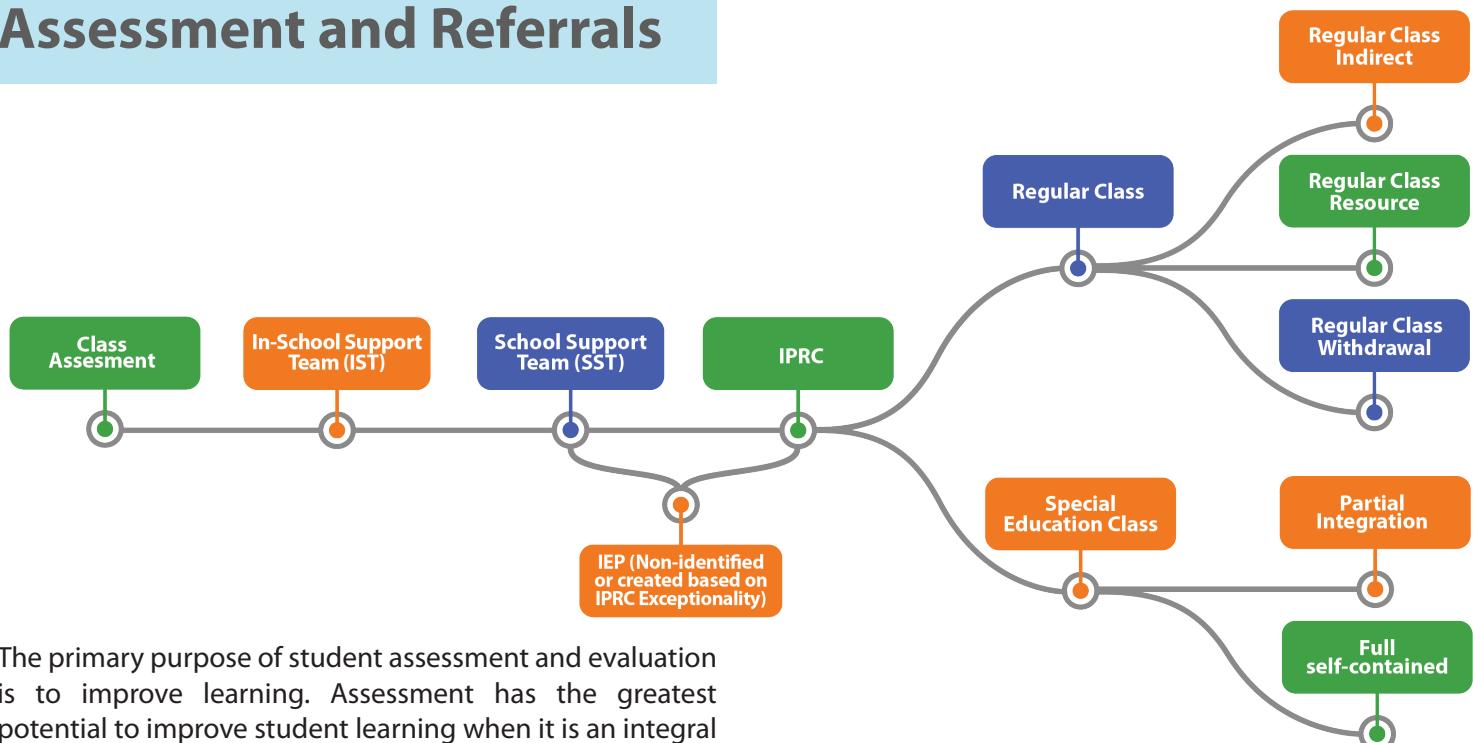
The areas of learning that are differentiated when planning instruction are:

- the *content* of learning (what students are going to learn, and when);
- the *process* of learning (the types of tasks and activities);
- the *products* of learning (the ways in which students demonstrate their learning); and
- the *environment* of learning (the context and environment in which students learn and demonstrate learning).

The Tiered Approach to Intervention



Assessment and Referrals



The primary purpose of student assessment and evaluation is to improve learning. Assessment has the greatest potential to improve student learning when it is an integral part of all classroom activities and when it is used to identify students' strengths and needs to determine the next steps for learning. The Ontario Ministry of Education policy documents [Growing Success: Assessment Evaluation and Reporting in Ontario Schools \(2010\)](#) and [Growing Success – The Kindergarten Addendum](#) provides guidance to schools on policies and procedures for assessment, evaluation, and reporting for grades 1 to 12. The policies outlined in Growing Success (and described below) reflect the current state of continuously evolving knowledge about learning.

Classroom Screening and Monitoring

Teachers regularly assess and evaluate the progress of their students. If a student is experiencing difficulty in school (e.g. academic, social, behavioural), teachers will review previous and current assessment and evaluation information, communicate with parents/guardians and gather other information around the learning profile of the student. If challenges persist, the student may be referred to an In-School Support Team (IST).

Referral to In-School Support Team

The role of the In-School Support Team (IST) is to review and discuss students who may be having difficulty in school (e.g., academic, social, behavioural) and work collaboratively to develop, monitor and evaluate action plans and strategies to help the student. After the teacher has gathered information and reviewed assessment material (e.g. diagnostic tests, recent work samples, direct observation), the information is recorded on an Individual Learning Profile (ILP) to be shared at the IST. The ILP tracks on-going assessments, instructional levels, interventions,

recommendations, outcomes and follow-up strategies to address the needs of the student. Based on this information, the teacher(s) can provide instruction that is personalized, targeting the critical skills that the student requires. Most student needs can be addressed by the IST.

When the strategies recommended by the IST have limited success, the IST can refer the student to the School Support Team (SST).

Referral to School Support Team

Similar to the IST, the role of the School Support Team (SST) is to review and discuss students who may be having difficulty in school (e.g. academic, social, behavioural) and work collaboratively to develop, monitor and evaluate action plans and strategies to help the student.

In addition to school staff, this team offers additional knowledge by including psychologists, social workers, attendance counsellors, speech-language pathologists, occupational therapists, physiotherapists, parents or caregivers and students over 16 years of age.

Parental and Student Involvement in the IST/SST Process

Parents are the most valuable partner in a child's education. Although parental attendance at the IST and SST meetings is not mandatory, we encourage them to participate. If parents cannot attend, they will be informed about any plan of action recommended at the meeting to address their child's needs.

When a member of the TDSB's professional support services attends the meeting, such as a psychologist or social

worker, parental permission is required if the student is to be discussed by name.

Students over 16 years of age are also encouraged to participate and must be consulted. Students 18 years of age or older must be invited to attend the SST and give permission for their personal information to be shared with their parents.

The SST may recommend a referral to the Identification, Placement and Review Committee (IPRC).

Referral to an Identification, Placement and Review Committee

A student's assessment findings may suggest to the SST that a referral to the Identification, Placement and Review Committee (IPRC) would be appropriate for possible identification as an "exceptional pupil". A recommendation to consider a student for an IPRC requires careful analysis of the effectiveness of instructional interventions that have been tried with the student and thorough understanding of the student's learning strengths and needs.

IPRC requests are made by the school principal on recommendation of the SST or following a written request by parent(s)/guardian(s).

The role of the IPRC is to review assessment and evaluation material about a student. They will decide if a student is exceptional and if so, they specify the type of exceptionality and decide an appropriate placement for the student - Regular Class or Special Education Class. Placement in the regular class could involve a special education teacher working with the student for less than half the school day. Placement in a Special Education Class would involve a special education teacher working with the student for more than half the school day.

An annual IPRC review is held for each student identified as exceptional. The student's progress, strengths and needs will be discussed. As with an original IPRC, the committee will decide if a student is exceptional and if so, they specify the type of exceptionality and decide an appropriate placement for the student - Regular Class or Special Education Class.

All meetings listed above can occur both face-to-face and/or virtually using an AODA platform to support families and students.

Educational Programming for Students with Special Education Needs

TDSB uses a systematic approach to providing high-quality, evidence-based assessment and instruction, with appropriate interventions that respond to students'

individual needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in consultation with a school team.

Decisions are based on the learning conditions created by the teacher to set the student up for success and are based on appropriate and ongoing assessment and evaluation that are culturally relevant and responsive pedagogy. Interventions are tiered.

Equity, Inclusion, Anti-Oppression and Anti-Racism

Students are more successful when they are engaged in their learning. All educators will be responsive to the identities, strengths, interests, gifts, and lived realities of students and will ensure that equitable access, increased opportunities to all pathways and anti-oppressive; anti-racist and inclusive practices are implemented to ensure enhanced learning outcomes for all students.

Teachers are expected to effectively integrate the voices, identities, choices, abilities and lived experiences of students when programming especially students with special education needs. Before any referral to an IST or SST is submitted, planned and intentional conversations that explore equity, anti-oppression and anti-racism for each referral will occur between the teacher, the administrator and parent.

Learning Conditions

When implementing effective classroom learning conditions (e.g., *teaching strategies, assessment, evaluation, third teacher, flex seating, student voice, resources*) educators must consider:

- students' social identities, histories, and lived experiences
- resources and pedagogy used must foster a healthy self-identity by affirming, respecting, and promoting cultural knowledge(s)
- building on students' experiences in ways that promote well-being and belonging

Student as a Learner

- Who is being referred and why?
- How is the identity of the student and lived experiences being leveraged to enhance learning opportunities?

Teacher/Staff as a Learner

- As there are no neutral spaces, what bias or barriers (systemic, attitudinal, other) have been identified and dismantled?
- Does the data shared by the teacher of student assessment and evaluation reflect evidence of Universal Design for Learning and Differentiated Instruction principles; culturally relevant and responsive resources, tasks, assessment and evaluation strategies; evidence of student voice; parallel tasks?

- What professional learning opportunities may be required to support the staff in better understanding how to meet the needs of the student?

Culture of Shared Responsibility

The majority of students' needs can be met within the neighbourhood school and in the regular classroom. Strategies such as the use of Universal Design for Learning (UDL), differentiated instruction, appropriate accommodations and a tiered approach to intervention can support students when working toward their learning goals. School Improvement Coaches, Early Literacy Coaches, Guidance Coaches, including Special Education and Inclusion staff will collaborate with the school to support teacher professional development so that teachers can meet student's unique needs.

Parent/Guardian voices and perspectives inform our planning. As teachers are directly responsible for educational program planning, we continue to create a culture of shared responsibility that supports all students and leads to improved learning and well-being that includes practices from the following documents:

- [Growing Success \(2010\)](#)
- [Knowing and Responding to Learners-A Differentiated Instruction Educators Guide \(2016\)](#)
- [Shared Solutions \(2007\)](#)

The In-School Team (IST) and School Support Team (SST)

The *In-School Team (IST)* and *School Support Team (SST)* are part of a consistent, system-wide process to address the needs of students. Opportunities for team consultation facilitate open discussion of teachers' programming, resources and strategies being used as it relates to student's strengths and needs within the context of the local school. The teams collaboratively develop, review, monitor, and evaluate coordinated plans of action and appropriate interventions designed to provide the teacher with strategies to better meet student needs.

Effective In-School and School Support Teams establish:

- Regular and efficient meetings for presenting and analyzing students' strengths and needs, based on the programming and learning conditions being provided by the teacher; discussing a range of support strategies and/or interventions and developing implementation plans. (It is recommended that the IST meets monthly.)
- Clear goals, timelines and staff responsibilities

- Ongoing evaluation of team effectiveness by monitoring and evaluating recommended interventions, supports and follow-up that interrupts the status quo, and ensures equitable, anti-oppressive, anti-racist and inclusive practices
- School-based professional learning plan to support staff with deepening their understanding of how to support students with special education needs
- Student Individual Learning Profile
- Open communication and partnerships among home, school, and community resources
- TDSB schools are required to have an IST/SST process in place and a school administrator must participate in IST/SST meetings

Individual Learning Profile (ILP)

When students have persistent learning challenges, the need for more and different kinds of instructional support is considered. Teachers are expected to collect, maintain and use assessment information to guide programming decisions and identify learning needs. For students who are experiencing difficulties in school the information is recorded in an *Individual Learning Profile (ILP)*.

The ILP enables teachers to compile a more detailed and specific collection of information about the student's current abilities, strengths and needs based on the learning conditions provided by the teacher. The ILP tracks ongoing assessments, instructional levels, interventions, recommendations, outcomes and follow-up strategies to address the needs of the student. Based on this information, the teacher(s) will revisit the learning conditions in their classroom, ensure they are creating learning opportunities that are culturally relevant and responsive and provide instruction that is personalized, targeting the critical skills that the student requires. For a look at the elementary and secondary ILP forms see [Appendix D](#).

The ILP is reviewed during consultation with school-based teams called In-School Team (IST) and School Support Team (SST), established to assist teachers in meeting those needs.

At the meeting, a more comprehensive examination of the teacher's programming to address the student's needs are carried out and interventions are recommended. The nature, intensity and duration of interventions are based on evidence recorded in the ILP.

This approach promotes the ability to identify areas required to build capacity with teachers and support staff to appropriately program to meet specific student needs. It also interrupts the historical pathway of special education (IST, SST, ISP, IPRC) and puts the focus on the adult adapting to how to best meet the needs of students. This approach may also provide early identification of students who are at risk and facilitate planning of specific assessment and

instructional interventions should all the appropriate learning conditions and equitable and inclusive practices have been implemented.

The In-School Team (IST) – TIER 1 Level of Support

Intentional conversations that explore equity, anti-oppression and anti-racism for each Referral will occur between the teacher and the administrator to address critical questions:

- Who is being referred and why?
- How is the identity of the student and lived experiences being leveraged to enhance learning opportunities?
- As there are no neutral spaces, what bias or barriers (systemic, attitudinal, other) have been identified and dismantled?
- Does the data shared by the teacher of student assessment and evaluation indicate evidence of Universal Design for Learning and Differentiated Instruction principals; culturally relevant and responsive resources, tasks, assessment and evaluation strategies; evidence of student voice; parallel tasks?

Administration, and the Inclusion Consultant will work collaboratively to ensure that staff are provided with resources and learning opportunities to ensure understanding of equity, anti-oppression, anti-racism and inclusion to meet students with special education needs.

We need to ensure that where the perception is that the needs of students can't be met in the regular class, interruption of that belief is confronted and addressed in a supportive manner. Team members review the ILP and collaborate to develop an action plan of intervention strategies to support both the teacher with appropriate program planning that is reflective of the student's identity, voice and lived experiences, and to coordinate efforts among all staff that interact with the student. When an extremely urgent or exceptional situation arises, immediate discussion with the appropriate Support Services or Special Education professional should occur.

IST Members

The IST consists of school-based staff including an administrator and special education teacher – the Methods and Resource Teacher (MART) or Resource teacher in elementary schools. In secondary schools, the IST may include the school-based special education Curriculum Leader (CL) or Assistant Curriculum Leader (ACL), who have responsibilities related to the management and delivery of support to students with IEPs.

The School Support Team (SST) – TIER 2 Level of Support

Most student needs can be addressed by the IST. When the teacher has implemented learning conditions, CRRP strategies and resources recommended by the IST to address the student's needs and the IST subsequently determines if

more support is required, the student should be referred to the SST. All students must be reviewed at an IST prior to a referral to an SST.

Only after careful collaborative examination and discussion that factually illustrate the teacher implemented the appropriate learning conditions which met the expected TDSB practices of equity, inclusion anti-oppression, anti-racist pedagogy, should consideration be given to move to the next level of support of SST.

Referral to the SST serves a dual support:

- Teachers will share an overview of the learning conditions in the classroom that have been implemented in order to meet the specific needs of the student;
- Share specific student data based on the teachers examples of Differentiated Instruction and UDL, and equally important, this will allow the teacher to share the anti-oppressive, anti-racist, equitable and inclusive pedagogy being used to support the student.

SST Members

The SST includes a broader team of representatives from Special Education, Psychology, Social Work, Attendance Counselling, Speech-Language Pathology, Child and Youth Services, Occupational Therapy and Physiotherapy. Parent(s)/Guardian(s) and students over 16 years of age are invited to attend. With their permission, caregivers and outside agencies can participate as required.

All SST participants bring complementary skills and knowledge to the team consultation, to meet the student's special education needs. The SST can access support from the Autism Services Team and Behaviour Regional Services through the Learning Centre referral process, for consultation and more targeted interventions.

Parent(s)/Guardian(s) or students (who are 16 and older) must give written or oral permission to discuss the student's needs when a member of Professional Support Services is in attendance at an SST and identifying student information (e.g., name) is used. This practice is in compliance with privacy legislation, the [Personal Health Information Protection Act \(PHIPA\)](#) the [Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#) and TDSB [procedures](#).

Role of Professional Support Services at SST Meetings

At School Support Team meetings, members of Professional Support Services bring knowledge, experience and expertise to the table, to assist the teacher in meeting a student's educational needs and to determine when referrals for additional professional assessments would be helpful. Each service professional is able to assist in the following specific ways:

Child and Youth Services Staff contribute specialized knowledge regarding the connections between social/

emotional development, mental health and well-being, behaviour and student achievement and contribute to the development of classroom programming interventions and behaviour management techniques.

Occupational Therapists and Physiotherapists (OT/PT)

contribute specialized knowledge of physical and developmental disabilities and sensory integration disorders – interpreting medical health issues and their effect on learning and providing programming suggestions and curriculum/environmental modification and accommodations to ensure full participation and achievement of students.

Psychologists and other Psychological Services professionals contribute to the development of effective classroom programming interventions and behavior management techniques, especially for high-needs or at-risk students, by providing information about learning profiles, mental health and well-being issues and behavioural strategies.

Social Workers contribute specialized knowledge regarding the connections between social/emotional development, mental health and well-being, family involvement and student achievement. Their connections with outside agencies provide an additional source of potential assistance.

Speech-Language Pathologists (SLP) contributes specialized knowledge and resources regarding the connections between language, communication, learning, literacy and social development.

Pre-existing assessment information shared by parents with school staff at SST meetings is useful in helping determine relevant educational goals and effective intervention strategies based on the student's unique learning profile. With parental permission, attending support service professionals can help staff understand assessment findings found in professional reports and interpret critical information that can be used in SST consultation.

Parental and Student Involvement in IST/SST Processes

The active involvement of parent(s)/guardian(s) and students (who are 16 and older) enhances the effectiveness of the IST/SST process and they are valued partners, with an invaluable perspective on the student's development, strengths, weaknesses and interests.

While parental permission and/or attendance at the meeting is not mandatory for In-School Team consultation to take place, parent(s)/guardian(s) should be informed by the classroom teacher about the teacher's concerns, the student's perceived needs and the kinds of instructional interventions being used. If parent(s)/guardian(s) do not participate in the IST consultation, the teacher or principal should inform them about the plan of action recommended at the meeting.

Parent(s)/Guardian(s) **must** receive a written invitation to the SST. An invitation will indicate that their child is having difficulty accessing the curriculum or being considered for referral to special education programs or services. While it is hoped that parent(s)/guardian(s) will attend the SST meeting, their permission is not required for teachers to consult with special education teachers about a student's needs and discuss strategies to meet them.

As mentioned earlier, parental permission is required to discuss a student's needs in the presence of a member of Professional Support Services when identifying student information (e.g., name, grade, classroom) is used in the discussion.

If parent(s)/guardian(s) are not in attendance at an SST meeting, the outcome of the meeting **must** be shared with them by the principal (or principal designate) along with a copy of the ILP and information about any recommendations made (i.e., referral for an assessment or an IPRC).

To facilitate participation and ensure parents are accurately informed, interpreters must be provided if requested by the family or deemed necessary by the principal. Once a student reaches the age of 16 years of age, he/she must be consulted. Students over 18 years of age must be invited to attend the SST and give permission for their personal information to be shared with their parents.

Secondary School Team Meetings

Secondary schools have similar support team meetings for consultation and developing action plans to help students meet learning expectations. The teams include the school-based special education Curriculum Leader (CL) and/or Assistant Curriculum Leader (ACL), who are responsible for overseeing special education support for students. Professional Support Services and Secondary Guidance staff are members of the school teams. As with elementary grades, the SST can access support from the Autism Services Team and Behaviour Regional Services through the Learning Centre referral process, for consultation and more targeted interventions.

Individual Education Plan (IEP)

An Individual Education Plan (IEP) is a written plan describing the special education program and/or services developed for a particular student. It reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of the student. The IEP helps teachers monitor the student's progress and provides a framework for communicating information about the student's

progress to parent(s)/guardian(s) and student. [Regulation 181/98](#) governs Ministry of Education expectations for the development of IEPs for students.

Accommodations, Modifications and Alternative Expectations

The IEP outlines any accommodations and special education services needed to assist the student in achieving his or her learning expectations. It also identifies specific, measurable learning expectations that are modified from or alternative to the expectations given in the curriculum policy document for the grade level subject or course.

Accommodations are the special teaching and assessment strategies, individualized equipment, technology and environmental adjustments that are required, in order for the student to access the curriculum and demonstrate learning. Accommodations allow a student to participate in learning without any changes to the knowledge and skills the student is expected to demonstrate. There are three types of accommodations:

- *Instructional* – adjustment in teaching and assessment strategies (differentiated instruction)
- *Environmental* – change or support to the physical environment of the classroom and/or school
- *Assessment* – adjustment in assessment activities/ methods /timing to enable the student to demonstrate learning

Modifications are changes made in the age-appropriate, grade-level expectations for a subject or course in order to meet a student's learning needs. Such changes involve either selecting expectations from a different grade level or altering the number and/or complexity of the grade level expectations. Students may still require accommodations to help them achieve the learning expectations in subjects or courses with modified expectations. Some decisions about modifications can impact on student educational pathways. It is important that there be clear communication between parent(s)/guardian(s) and school staff about their use and impact. For example, modifications in secondary grades can impact on credit attainment.

Alternative Curriculum Expectations are learning expectations that are not represented in the Ontario curriculum. Examples include 'self-regulation', 'facilitating transitions' and 'organizational skills'. Secondary school "K courses" are considered alternative curriculum.

Reasons for an IEP

Equity, Inclusion, Anti-Oppression and Anti-Racism

Equity, anti-oppression, anti-racism and inclusion discussions must occur before any IEP is created. Who is the student being considered and why? What accommodations can be supported in the classroom that do not require an IEP? What support can the teacher be offered to better assist in programming? Is the

IEP necessary for the student to access the curriculum?

It is the principal's responsibility to ensure that parent(s)/ guardian(s) are informed about interventions used to assist a student who is having difficulty meeting the grade-level expectations. That communication may include the introduction of an Individual Education Plan (IEP) at some point. IEPs are developed for the following reasons:

- Students identified by an Identification, Placement, and Review Committee (IPRC) must have an IEP completed within 30 school days of placement in a special education program ([Regulation 181](#), Section 3)
- An IEP is developed when the principal, in consultation with members of the In-School Team (IST) or School Support Team (SST) determines that a student, who has not been formally identified as exceptional:
 - regularly requires accommodations for instructional or assessment purposes, and/or
 - will be assessed on the basis of modified and/or alternative expectations

The TDSB position is that students who are not exceptional are entitled to receive Resource support for one reporting period without the development of an IEP.

If the recommendation of the In-School Team (IST) or School Support Team (SST) is for continued support beyond that, then an IEP must be developed.

An IEP is...

- A written plan for a student who requires accommodations, modifications to the learning expectations of the age-appropriate grade level, and/ or an alternative curriculum
- A written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning
- A written plan developed in consultation with parent(s)/ guardian(s) teachers, other professionals, and where appropriate, agency personnel and/or the student
- An ongoing record by which teachers monitor, assess, evaluate, and review a student's program and ensure continuity of program
- A flexible, working document that must be reviewed and updated at least once in every reporting period and used in conjunction with the Progress Report Card and the Provincial Report Card
- An accountability tool for the student, parent(s)/ guardian(s), and everyone who has responsibilities for helping the student meet the IEP goals and expectations

An IEP is not...

- A daily lesson plan itemizing every detail of the student's education or a description of everything that will be taught to the student
- An educational program or set of expectations for all students
- A means to monitor the effectiveness of teachers

[Special Education in Ontario - Policy and Resource Guide](#)

Consultation in IEP Development

When an IEP is to be developed, [Regulation 181/98](#) requires that parent(s)/guardian(s) and students 16 years of age and older be consulted in its development. The opportunity to consult must be offered at the beginning of the IEP development process and any parental/student input must be given due consideration as the IEP is being written. Students younger than 16 may also be involved as appropriate. Where the student is working with agency personnel and written parental permission is given, the consultation process should include the agency staff as well. The standard TDSB consultation letter and response form should be sent home within the first week of a new school year, or of a student's placement in a new program. While development of the IEP is a collaborative process, there are sometimes disagreements. The process for dispute resolution is addressed later in this section.

Ministry Standards for Implementation

The school principal is responsible for ensuring the development, implementation and review of a student's IEP, is in compliance with all Ministry and board requirements, as follows:

- An IEP is developed for every student who has been identified as exceptional by an IPRC. The principal will ensure that an IEP is developed for non-identified students who require a special education program and/or services for a period longer than one reporting period
- An IEP is developed within 30 school days after placement of the student in a special education program (described as Regular Class with Indirect Support, Resource Assistance or Withdrawal Assistance or Special Education Class and a setting of Partially Integrated or Full Time)
- For students identified as exceptional by an IPRC, the strengths and needs outlined in the IEP are based on and consistent with the description contained in the IPRC's statement of decision
- The parent(s)/guardian(s) and the student (if 16 or older) are consulted in the development of the student's IEP and receive a copy
- [Applied Behaviour Analysis \(ABA\)](#) methods are incorporated into the IEPs of students with Autism Spectrum Disorder (ASD) where appropriate, and relevant school board personnel and community

personnel, either previously or currently working with the student, are invited to provide input and participate in the IEP process

- A Transition Plan must be considered for every student on an IEP and developed unless no action is currently required
- A copy of the IEP is included in the [Ontario Student Record \(OSR\)](#), unless the parent(s)/guardian(s) object in writing (Regulation 181/98, S.8)

TDSB Guidelines for Individual Education Plans

At the current time Ministry documents entitled [Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide\(2017\)](#), [The Individual Education Plan: A Resource Guide \(2004\)](#) and [Individual Education Plans: Standards for Development, Program Planning and Implementation \(2000\)](#) continue to be source references for TDSB guidelines for IEP implementation. Guidelines require that:

- Expectations should be written in measurable goals and are usually few in number.
- There should be a clear link between the learning expectations outlined on the various program pages of the IEP and what is reported on the Progress Report Card and the Provincial Report Card.
- If a student is working on modified and/or alternative expectations, a representative sample of the student's learning expectations in each subject, course or skill area must be recorded in the IEP.
- The IEP must be reviewed and updated at least once in every reporting period, to record any needed changes in the student's special education program and services, as a result of continuous assessment and evaluation of the student's achievement of annual goals and learning expectations.
- The June update focuses on providing key information to assist teachers as they begin to program for students in September.

All TDSB schools are using a web-based application to develop IEPs. The application continues to bring more efficiency to IEP development and allows monitoring of the stages of IEP development, which has significantly improved compliance with the expectation that the IEP be completed within 30 school days of a student's placement in a program. (See [Appendix B](#) for a facsimile of a blank IEP.)

IEP Accommodations and Modifications in Secondary School Settings

In secondary schools, providing accommodations to students with special needs should be the first option considered in program planning. Instruction based on principles of Universal Design for Learning and Differentiated Instruction are used to meet the diverse needs of learners. If classroom teacher

observation and ongoing assessments reveal that, students on IEPs with accommodations alone cannot demonstrate achievement of the expectations even to a limited degree, then modifications are considered.

Teachers are expected to craft appropriate modifications that are effective in helping improve individual student success and support credit accumulation. However, some subject/course expectations cannot be modified and an entire course cannot be modified without impact on credit attainment. For more about secondary course planning see [Choices Course Selection and Planning Guide](#).

For most secondary school courses, modified expectations will be based on the regular curriculum expectations for the course, but will reflect changes by decreasing the number of regular curriculum expectations, and/or decreasing the complexity of the regular curriculum expectations for the course.

- Some *Specific* expectations considered to be minor can be deleted.
- A selection of the Specific expectations can be modified in terms of their breadth or depth and other measures of complexity.
- As a general rule, very few Overall expectations can be omitted entirely from a course, but selected Overall expectations can be modified in terms of breadth or depth, etc.
- A student must meet most of the Overall expectations of a specific course, including those modified, to be eligible for the credit.
- Expectations cannot be modified if in doing so it would jeopardize the student's ability to enroll in the next level course; i.e., the modification does not undermine its status as a prerequisite.
- All secondary courses can be modified with the exception of [The Ontario Secondary School Literacy Credit Course \(OSSLC\)](#). Achievement of the expectations in this course represents achievement of the literacy requirement for graduation; consequently, no modifications of the expectations are permitted¹.

Students may still require accommodations to help them achieve the learning expectations in subjects or courses with modified expectations.

The final decision as to whether or not a credit will be granted is made by the principal. Credit granting is determined by a number of factors, including judgments about the degree of complexity of the modified expectations and the number of expectations through which the student has demonstrated achievement in the course.

The IEP Transition Plan

As a part of the IEP, any provisions of the regulation that apply

to the IEP also apply to the transition plan. The TDSB adheres to Ministry of Education [Policy/Program Memorandum \(PPM\) No. 156, Supporting Transitions for Students with Special Education Needs](#), which came into effect on September 2, 2014. PPM 156 directs that transition plans be considered for ALL students who have an IEP and developed when needed, whether or not the students are deemed to be exceptional. At the Board's discretion, transition plans MAY be developed for students who receive special education programs and/or services but do not have an IEP and/or have not been identified as exceptional. The school principal is responsible for ensuring that student transition plans are developed, implemented and maintained in accordance with the requirements.

Requirements for Transition Plans

Effective transition plans provide the foundation for successful transitional experiences that build student resilience. As part of the IEP, transition plans must be personalized for students; developed and reviewed in consultation with the parent(s)/guardian(s) or student (as appropriate). Consultation should also involve relevant community agencies and/or partners (as necessary) and/or a post-secondary institution (where appropriate). Every transition plan must include the following elements:

- Specific and realistic transition goals and required support needs. The goals must reflect the strengths, needs and interests of the student.
- The actions required, now and in the future, to achieve the stated goals. The actions must build on the student's identified strengths, needs and interests.
- Roles and responsibilities – The person or agency responsible for or involved in completing each of the identified actions. (i.e., the student, parents, educators, providers of specialized support and services, community agencies)
- Timelines for the implementation and/or completion of each of the identified actions.

If a student *does* not need a transition plan, the plan should state that no action is required at this time.

A Tiered Approach to Transition Planning

Transition planning is *targeted* and uses a *tiered* approach to address context variables and individual student needs. Planning for transitions is incorporated into the program pages of the IEP with specific goals and strategies to facilitate the transition(s).

Differing kinds of school-based transitions require different degrees of support. Simpler transitions might involve a student transitioning from activity to activity within a classroom or between locations within the school. More complex transitions might involve changes to students' pathways in terms of location, school and/or program and may require significant support from adults.

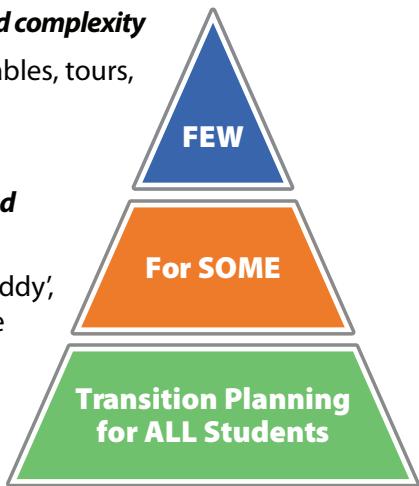
¹The Ontario Secondary School Literacy Credit Course (OSSLC) Grade 12, 2003, p. 13

For FEW

- **Increased number and complexity**
- Individualized timetables, tours, visits and materials

For SOME

- **Increased degree and specificity**
- Partnering with a 'buddy', following a timetable
- Transition materials, summer transition program



For ALL

- **Broadly held and common needs**
- School visits, orientation nights,
- Tours, teacher transition meetings

A tiered approach to transition planning means that transition plans will vary from student to student as well as over time, based on student need and the context for transitions. A student's IEP must also address planning for life after school – to further education, from school to work and for life in the community. Examples include:

Education Transitions

- School Entry – new to school, new to Board, school to school, entry to school in JK, from an outside agency to school
- Within School – between grades, from one program area or subject to another
- Exit to post-secondary – pathways to college, university, work, etc.

Community Transitions

- Links to Resources – transition to agencies, services, funding and/or respite
- Recreation and Leisure – support to access after school programs, summer camps
- Managing in the Community – TTC training, mobility in the community, life skills beyond school (e.g., cooperative work experience placements; preparing for independent or assisted living)

Employment Transitions

- Unpaid Volunteer – various opportunities that would allow students to meet the criteria of 40 volunteer hours for graduation and/or develop experiences for future pathways, co-op placements
- Paid – part-time work, apprenticeships

Filing and Storage of the IEP

The year-end IEP is maintained in the [Ontario School Record \(OSR\)](#) for all of a student's years in elementary school. As students leave elementary school the principal determines whether to maintain in the OSR any IEPs previous to the current school year. This decision is either for the purpose of improving instruction or to maintain a history of strategies used to provide appropriate interventions and support. At the secondary level, all semester or year-end IEPs should be maintained in the OSR until students leave the school system.

If parent(s)/guardian(s) do not want the IEP stored in the OSR, they must make a written request to the principal for it to be removed (as per [Regulation 181/98, s. 8](#)).

Process for Dispute Resolution

Parental collaboration in IEP development provides invaluable perspective on a student's interests, strengths and needs. Parental support for IEP content and implementation is equally important. However, parent(s)/guardian(s) may not agree with everything proposed in an IEP. It may not have everything parent(s)/guardian(s) want or the focus in some areas may differ from parental requests. There may even be instances where parent(s)/guardian(s) do not agree with the initiation of an IEP. In these situations, effective communication is essential to clarify information and resolve issues. The Ministry document [Shared Solutions](#) is an excellent resource.

Ultimately, the school principal is responsible for the initiation, development, implementation and review of a student's IEP and for ensuring there is opportunity for consultation with the parent(s)/guardian(s) prior to its completion. With the support of the In-School Team or School Support Team, the principal determines whether or not to introduce an IEP and communicates to the parent(s)/guardian(s) the reasons why. The principal is also responsible for the appropriateness of a student's IEP, as stated in the Ministry IEP Standards document:

'Although the IEP is developed collaboratively, the principal is ultimately responsible for each student's plan. The principal must sign the IEP to indicate his or her assurance that the plan is appropriate to the student's strengths and needs and that it meets all of the standards outlined in this document.'

While the principal is not obliged to accept every/any parental suggestion for the content of the IEP, the principal must give due consideration to parental suggestions/requests. The principal must also inform the parent(s)/guardian(s) of the reason(s) for not including a suggestion or request.

When a disagreement about the IEP occurs between parent(s)/guardian(s) and Board staff, the goal is to have the best interests of the student foremost in all discussions. As per the TDSB Parent Concern Protocol (Appendix D), resolution of the issues will take place through the principal of the school and may include the following sequence of steps:

1. Discussions with the parent(s)/guardian(s), student (if 16 or older) and teacher(s) to identify the areas of concern and to determine appropriate solutions.
2. Scheduling of a School Support Team meeting with the parent(s)/guardian(s), including appropriate staff to discuss issues or concerns, answer questions and seek mutual understanding.
3. If the dispute regarding the IEP remains unresolved, a meeting may be arranged by the school principal, to include the parent(s)/guardian(s). The Learning Network Superintendent may also be consulted.

If all avenues have been exhausted, the Ministry of Education may be contacted for assistance, upon a written request from the parent(s)/guardian(s).

Identification and Placement in Special Education

Some students have needs that may require support beyond those ordinarily received through regular instructional and assessment practices. Students who have behavioural, communication, intellectual, physical or multiple exceptionalities may require access to additional instructional programs and/or services available through special education.

For students who require modifications from the age-appropriate grade level expectations in a particular course or subject, instruction from teachers with more specialized training or experience in meeting exceptionality specific needs, smaller instructional groupings and supports or services from Professional Support Services personnel, ***be formally identified by an Identification, Placement and Review Committee as "exceptional pupils".***

The Identification Placement and Review Committee (IPRC)

Ontario [Regulation 181/98](#) of the Education Act provides information about the Identification, Placement, and Review Committee (IPRC). It sets out the procedures involved in identifying a pupil as "exceptional", deciding the pupil's placement and appealing such decisions when the parent does not agree with the IPCR.

The general function of an IPCR is to identify the specific nature of the student's learning strengths and needs and, on the basis of the evidence presented and discussions held at the meeting, to:

- Decide whether or not the student should be identified as exceptional
- Identify the areas of the student's exceptionality, according to the categories and definitions of

exceptionalities provided by the Ministry of Education and the TDSB criteria set out in this Plan

- Decide an appropriate placement for the student, giving first consideration to placement in a regular class with appropriate special education programs and services and taking parental preferences into account
- Discuss recommendations for programs and/or services
- Review the identification and placement at least once in each school year

Parent(s)/Guardian(s) and students aged sixteen or older, have the right to attend the IPCR meeting and will receive an invitation. In making its decisions, the IPCR will consider a package of information prepared at the sending school by teachers who work with the student, as well as information contributed by anyone attending the meeting. Parent(s)/Guardian(s) receive a copy of the IPCR package in advance, as well as a copy of the TDSB Guide to Special Education for Parent(s)/Guardian(s), which answers frequently asked questions about the IPCR process.

In determining a student's exceptionality and placement, the IPCR considers the following:

- The student's documented cognitive profile, learning strengths and needs and/or medical diagnoses
- The categories of exceptionality defined by the Ministry of Education and the TDSB criteria set out in this Plan
- The placement settings (Regular Class with Indirect Support, Regular Class with Resource Assistance, Regular Class with Withdrawal Support, Special Education Class with Partial Integration or Special Education Class Full Time) and degrees of support required by the student
- Parental preference

IPRC Decisions about Exceptionality

At the IPCR meeting, the specific nature of the student's learning strengths and needs are identified. On the basis of evidence presented and discussions held at the meeting, the IPCR will decide whether or not the student is an exceptional pupil, according to the categories and definitions of exceptionalities provided by the Ministry of Education. The categories are:

Communication	Intellectual	Multiple
<ul style="list-style-type: none"> • Autism • Learning Disability • Language Impairment • Speech Impairment • Deaf/Hard of Hearing 	<ul style="list-style-type: none"> • Developmental Disability • Giftedness • Mild Intellectual Disability 	<ul style="list-style-type: none"> • Multiple Exceptionalities
		Physical <ul style="list-style-type: none"> • Blind/Low Vision • Physical Disability
	Behaviour <ul style="list-style-type: none"> • Behaviour 	

For detailed information about the Ministry definitions of exceptionailities and placement criteria used in the TDSB, please see the [SECTION D: Inclusion Delivery Model by Exceptionality](#).

IPRC Decisions about Placement

When a student is identified as exceptional, the IPRC will also decide placement for the student, using Toronto District School Board criteria and taking into account parental preference. The goal of special education placement is to determine the recommended learning environment, supports and services to maximize the individual student's potential. In making a placement decision, the IPRC will consider placement in *Regular Class* or *Special Education Class*.

Under [Regulation 181/98](#) of a student is identified as exceptional, the IPRC will also decide placement for the student, using Toronto District School Board criteria and taking into account parental preference. The goal of special education placement is to determine the recommended learning environment, supports and services to maximize the individual student's potential. In making a placement decision, the IPRC will consider placement in Regular Class or Special Education Class.

Regular Class Placement

Most students identified as exceptional learners can be appropriately supported in a regular classroom setting through the development of an Individual Education Plan, school-based special education teacher support and when required, professional support services available to schools on a referral basis.

Regular Class with a specified support setting describing appropriate special education services is the IPRC placement decision for students with special education needs for whom *more than 50%* of instructional time is delivered by *a regular class teacher in a regular classroom*. The IPRC can choose from three Regular Class support settings – Indirect Support, Resource Assistance and Withdrawal Assistance.

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

For *elementary school* students, Regular Class placement is at the neighbourhood school with support delivered through Resource. Indirect support and in-class or withdrawal assistance is provided by a special education teacher on staff. The model of resource assistance can vary from school to school dependent on school configuration and student needs. Sometimes, where instructional groupings permit, withdrawal assistance is delivered by the special education teacher in the Home School Program Grade 6-8.

In *secondary school* settings, regular subject teachers liaise with the school's Special Education Curriculum Leader (CL) or Assistant Curriculum Leader (ACL) about student needs and are expected to support students through strategies outlined in their Individual Education Plan (IEP). Special course options for students on IEPs include Secondary Resource Program (RSE) and Secondary Learning Strategies (GLE). Withdrawal assistance can be provided by a special education teacher on staff as part of school-based Special Education Resource. Support can also include course modifications that permit credit accumulation and access to locally developed, compulsory and/or optional credit courses designed to provide an opportunity for students to upgrade knowledge and skills. For more information, see Secondary School Support.

Special Education Class Placement

The new [OHRC Policy on Accessible Education for Students with Disabilities](#) confirms the need for special education setting options:

"At the primary and secondary levels, before considering placing a student in a self-contained or specialized classroom, education providers must first consider inclusion in the regular classroom. [200] In most cases, appropriate accommodation will be accommodation in the regular classroom with support. However, every student with a disability is unique. To provide appropriate accommodation to all students with disabilities, education providers must, with the assistance of parental input, assess each student's particular strengths and needs, and consider these against a full range of placements, programs and services. Ultimately, appropriate accommodation will be decided on an individual basis."

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 pupil-teacher ratio conforms to [Regulation 298](#) (R.R.O.1990, Section 31).

There are two settings for Special Education Class placement – *with Partial Integration or Full Time*.

- **Special Education Class with Partial Integration** The student is placed in a special education class and is integrated with a regular class for parts of the student's instructional program (a minimum of one instructional period daily).

In TDSB *elementary schools* for students in grades 6 to 8, this placement can be delivered in the neighbourhood school for at least 50% of the day through the Home School Program (HSP) or through placement in a special education class "Intensive Support Program (ISP)" with daily opportunities for integration. Please note that the HSP program will continue to be phased out as we move toward inclusionary practices.

In TDSB *secondary schools*, an IPRC decision for Special Education Class with Partial Integration is recommending placement in a special education program at an integrated site with both regular and special education programs. In addition to the Secondary Resource Program (RSE) and Secondary Learning Strategies (GLE) courses, this placement may include access to locally developed, compulsory and/or optional credit courses, developed at the school to provide students with the opportunity to upgrade their knowledge and skills.

- **Special Education Class Full Time** The student is placed in a special education class for the entire school day.

For TDSB *elementary school* students, these "Intensive Support Programs (ISPs)" are characterized by small class sizes (with prescribed pupil-teacher ratios) and appropriate support staff personnel. They serve instructional groupings of learners who have large skill and knowledge gaps and similar kinds of specialized, exceptionality-related resource and/or service needs. 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. The location for a full time special education class may be other than the student's home school.

In most cases, student need for Special Education Class placement is expected to be of limited duration, to be reviewed annually. Successful reintegration into the regular program is the potential goal. Throughout a full time placement, efforts are made to increasingly integrate the student in the regular school programs and activities.

Special Education Class placements are typically located in neighbourhood schools. The number and location of the classes are determined by the profiles and numbers of students requiring them across the system. In some cases, IPRC placement in a Special Education Class Full Time may be in a "congregated" school setting. These programs support communities of learners whose complex educational needs

require alternative curriculum and specialized services, facilities and resources. The goal is to maximize student independence.

Sometimes a student's combined cognitive and learning profiles will result in dual-exceptionality identification by the IPRC. For example, a student could be identified with the exceptionalities of Intellectual Giftedness and Communication (Learning Disability). Based on the nature of the instructional supports required by the student and the best instructional grouping match to meet the student's learning needs, the Special Education Department may offer placement for either Giftedness or Learning Disability and will make program recommendations on how both exceptionalities are to be supported.

External Options for Full Time Support

For students with very complex learning needs that require highly specialized instructional expertise, the IPRC may suggest that the student be referred to a provincial committee for admission to one of the Provincial Schools. These include Provincial Schools for Blind, Deaf or Deafblind students and Provincial Demonstration Schools for students with severe learning disabilities. Referrals to Provincial and Provincial Demonstration Schools are coordinated by the school board in conjunction with parent(s)/guardian(s).

In some very complex cases that meet specified admission criteria, parent(s)/guardian(s) may choose to investigate other options to meet their child's needs. Special Education – Education and Community Partnership Program (ECPP) can provide different kinds of care or treatment appropriate to a student's condition. Parent(s)/Guardian(s) make direct applications for admission to ECPP facilities. School board staff may be able to assist in gathering the required documentation.

IPRC Recommendations about Special Education Services or Programs

The committee may make additional recommendations regarding special education programs and special education services. These recommendations may include referral to a School Support Team for consideration of additional assessment information, resources and strategies to support the educational programming of the student.

Learning Network and Original IPRCs

Each of the four regional [Learning Centres](#) in the TDSB is organized into clusters of schools called Learning Networks. Within each Learning Network, a team is established to meet as the Identification, Placement and Review Committee (IPRC) for the other schools within the Networks in that Learning Centre. These IPRCs meet when students are being considered for the first time (an Original IPRC) or for Review IPRCs, when a change in exceptionality, a move between schools, or a substantial increase or change in support may be needed for a student.

Principals who are knowledgeable about special education policy and procedures are invited by the Special Education Department to be the Chair of a Learning Network IPRC. At times, a supervisory officer may join the IPRC as an additional member or as Chair designate. Meetings take place in one of the Learning Network schools.

The Learning Network IPRC is made up of the following members:

- Principal (Chair) not associated with the student or the student's school
- Special Education Coordinator (associated with the Learning Network)
- Psychological Services Professional (not associated with the student)

Central IPRC

Central IPRCs (Original or Review) are arranged when identification issues of greater complexity or involving unusual circumstances arise. The Chair of a Central IPRC is a Centrally Assigned Principal for Special Education. Meetings take place at the Learning Centre.

The Central IPRC is made up of the following members, all of whom are attached to the Learning Centre:

- Centrally Assigned Principal of Special Education (Chair)
- Special Education Coordinator (associated with the Learning Centre)
- Manager of Psychological Services (associated with the Learning Centre)

School-Based IPRC (for the Annual Review)

Annual Review IPRC meetings must be planned for all identified students. These "Level 1" Review IPRCs are held at the student's current school when the current placement is on-going and there are NO expected changes in exceptionality, moves between schools, or substantial increases in support required. The Chair of the Review IPRC is the School Principal or Vice Principal designate.

The School-Based Review IPRC is made up of the following members:

- School Principal (Chair) or Vice-Principal (designated Chair)
- *And any two of the following:*
 - Special Education Consultant (associated with the school)
 - School Special Education Teacher
 - School Classroom Teacher

The IPRC Process

Only resident students enrolled in and already attending a TDSB school are eligible for consideration by a TDSB IPRC.

IPRC Referral Steps

Parent(s)/Guardian(s) or the principal may request an IPRC:

- The principal makes a request on recommendation of the School Support Team. Parental requests must be made in writing to the principal
- The principal completes the IPRC Referral and submits all the required documentation to the appropriate special education representative, using the web-based SAP CRM application
- Where new documentation becomes available after the initial submission, the principal ensures that it is shared with the IPRC
- Within 15 days of a written request by parent(s)/guardian(s) for an IPRC, the principal must provide parent(s)/guardian(s) with a copy of the TDSB Guide to Special Education for Parent(s)/Guardian(s) and a written statement of approximately when the Committee will meet
- At least ten days before an IPRC meeting, parent(s)/guardian(s) must receive a written invitation, with notice of the time and place of the meeting and a copy of all documentation to be considered at the IPRC
- Principals must inquire in advance of the meeting whether the parent(s)/guardian(s) have any additional documentation for the consideration of the IPRC. The principal must then forward this documentation to the IPRC, to be received at least five days prior to the meeting

Documents Required for an IPRC

The following documentation is generally required:

- An educational assessment (as per Regulation 181/98: Subsection 15 [1])
- The most recent Provincial Report Card/Kindergarten Communication of Learning (and where the most recent report card is the Progress Report Card, the previous Provincial Report Card must also be included.)
- An Individual Education Plan (IEP)
- A psychological assessment (with respect to most exceptionalities) and/or other relevant professional assessments (i.e., medical diagnosis, audiology report)
- A completed Individual Learning Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC
- Other relevant information gathered by the School Support Team
- Student work samples (part of the school presentation)
- Any documents which parent(s)/guardian(s) may deem relevant to an IPRC
- A record of consultation with parent(s)/guardian(s)

Attendance at the IPRC

- Parent(s)/Guardian(s) and students 16 years of age or older are invited to attend and participate. Every effort is made to accommodate the schedules of all attendees.
- The school principal arranges for an interpreter to assist the parent(s)/guardian(s) where appropriate.
- A referring school administrator and the teacher(s) who know(s) the student best and who can speak about the student's strengths, needs, programming, interventions and assessments must attend.
- Resource people may attend where clarification of information is required. Typically, the TDSB Professional Support Services staff who have authored a report do not attend the IPRC.
- An advocate for the parent(s)/guardian(s) may provide support or speak on their behalf.
- Meetings can be held either face to face or virtually using an AODA platform.

Presentations to an IPRC

- The IPRC Chair ensures introductions of all in attendance are made and invites parent(s)/guardian(s) and any other attendees to participate throughout the discussions about the student.
- The student's school administrator provides context for the IPRC through a general overview of the student's educational history. The student's OSR should be available.
- The school staff provides a detailed summary of the student's current strengths and needs, academic performance and presenting issues. Teaching strategies and interventions implemented are shared indicating their degree of success, along with current assessment data. Edited and unedited work samples must be available to provide a sense of the student's potential and ongoing classroom performance.

Functions of the IPRC

The IPRC will:

- Describe and provide a statement of the student's strengths and needs
- Determine whether a student is exceptional and specify the area(s) of exceptionality
- Decide an appropriate placement for the student—Regular Class or Special Education Class
- Decide the support setting for the student based on the placement:
 - Regular Class – with indirect support, resource assistance or withdrawal assistance

- Special Education Class – with partial integration or full time
- Discuss and make written recommendations regarding any additional special education programs and services needed
- Where the committee has decided that the student should be placed in a special education class, state the reason for that decision
- Provide in writing a "Decision of the IPRC" outlining the decisions of the IPRC and any program/services recommendations made

IPRC decisions are determined by a simple majority, in the presence of all attendees.

Deferral of IPRC Decisions

On rare occasions, the IPRC may defer its decision(s). A deferral is possible if the IPRC needs more time to review information, receive new information or consider its decision. This sometimes happens when there is new information introduced or professional reports pending (i.e., medical, psychological, speech/language, occupational therapy or physiotherapy, etc.) which have implications for IPRC decision-making.

Process for Annual Review IPRCs

Review IPRCs are planned annually for all students who have been identified by an IPRC as exceptional. Level 1 and Level 2 Reviews are held at the student's own school. Level 3 Reviews are generally held through a Learning Network IPRC. Typically, Central Reviews are held at an Education Centre.

- A Review IPRC meeting must be held within the school year, unless the principal of the school at which the special education program is being provided has given the parent(s)/guardian(s) the option to waive the annual review and has received written notice from the parent(s)/guardian(s) waiving the annual review.
- Parent(s)/Guardian(s) may request a Review IPRC be held any time after a student has been in a special education program for three months.
- The most recent Provincial Report Card/Kindergarten Communication of Learning and other current educational or professional assessments constitute the documentation given consideration at the Annual Review. It is expected that the student's progress, strengths and needs will be discussed within the context of the IEP, where parental permission has been provided.
- As indicated in the Ministry of Education document, [Learning for All \(2013\)](#), educational assessments may include a range of tools, including: classroom observation, classroom assessments, commonly used school board assessments and teacher-created assessments.

Resolving Disputes

In situations where there is disagreement, effective communication is essential to clarify information and resolve issues. The goal is to have the best interests of the student foremost in all discussions. The Ministry of Education document [Shared Solutions](#) is an excellent resource for all parties to reference should disputes arise. TDSB also has a Parent Concern Protocol (Appendix D) that outlines steps to be taken in addressing concerns with the school staff and administration.

As part of the IPRC process, the following kinds of communication take place:

- Principals ensure that parent(s)/guardian(s) receive a copy of the TDSB Guide to Special Education for Parent(s)/Guardian(s) ([Appendix A](#))
- Parent(s)/Guardian(s) can consult with the school principal and/or special education staff to clarify decisions of the IPRC
- The Centrally Assigned Principal of Special Education for the appropriate region can provide information to all parties to assist with procedures and protocols

Where parent(s)/guardian(s) would like reconsideration of a decision made by an IPRC, they may ask to have the IPRC reconvened to present new information or clarify the IPRC findings. Should resolution not be achieved, the parent(s)/guardian(s) may proceed with a formal appeal.

Appeal Process

The appeal process is fully detailed in [Regulation 181/98](#), Part VI, Subsection 26, "Appeals from Committee Decisions." As part of the IPRC process, principals ensure that parent(s)/guardian(s) receive a copy of the Guide to Special Education for Parent(s)/Guardian(s) which outlines the entire IPRC process, including how to appeal decisions.

Special Education Program Recommendation Committee (SEPRC)

The Toronto District School Board (TDSB) is committed to making sure that students with special education needs receive the appropriate programs and/or services to meet those needs from the day they first begin attending a TDSB school.

Students new to the TDSB with extremely complex medical needs may be considered for immediate placement in an intensive support special education program. Usually, these are students who have been receiving intensive, full time special education class support in other school systems including out of province, specialized preschool/daycare and other (e.g., Holland Bloorview/Sick Kids) prior to their arrival in the TDSB.

Special Education Class placement normally requires an Identification, Placement and Review Committee (IPRC) decision, which cannot take place until the child has been attending for sufficient time to permit school staff to collect the required information and documentation. To address this delay and avoid the disruption to a student's schooling that would be caused by a program move part way through the year, the TDSB developed a process for expedited (but conditional) placement of students who are newly pre-registered (on paper) but not yet attending a TDSB school.

A SEPRC meeting is optional. A SEPRC should only be initiated if the child has **extreme complex medical needs** that are medically documented and when parents believe that placement in a TDSB special education class (Intensive Support Program) would better meet their child's needs. Students who would go through the SEPRC process would also likely qualify for the same level of support when an IPRC is eventually held. Parent(s)/Guardian(s) may refuse the opportunity for a SEPRC meeting and have their child attend their neighbourhood school.

Subject to parental preference, the principal will consult with the Inclusion Consultant to review the medical documents shared by the parents to confirm if a referral to a SEPRC is appropriate and to consider the child for possible Special Education Class placement.

When parents decline participation in a SEPRC, they do not forgo their right to request an IPRC once their child is attending school. When parents agree to participate in a SEPRC, they can still decline a recommended placement and have their child attend the neighbourhood school.

SEPRC Structure

The membership of a SEPRC is the same as for an IPRC. The TDSB has the following SEPRC structures:

- **Membership for Learning Network SEPRCs**
Each of the four regional [Learning Centres](#) in the TDSB is organized into clusters of schools called Learning Networks. Within each Learning Network, teams are established to meet as the SEPRC for schools within the Network. Principals who are knowledgeable about special education policy and procedures are invited by the Special Education Department to be the Chair of a Learning Network SEPRC. The committees are made up of the following members:
 - Principal (Chair) who is not associated with the student or the student's school
 - Special Education Coordinator
 - Psychological Services Representative
- **Membership for a Central SEPRC**
The Central SEPRC is made up of the following members, all of whom are attached to the Learning Centre:

- Centrally Assigned Principal of Special Education (Chair)
- Special Education Coordinator
- Manager of Psychological Services

SEPRC Referral Steps

Parent(s)/Guardian(s) pre-register the student in the home school by address and share any educational, behavioural, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational/physiotherapy assessments or other relevant documentation that addresses the medically complex special education needs of their child with the principal.

The principal will explore the opportunity for a SEPRC with the Special Education Consultant meeting if the parents support the possibility of special education class placement immediately upon enrollment and would like a SEPRC meeting to be considered. Parents can **decline** a SEPRC and their child will attend the home school.

The principal may request access to central resources for the purpose of carrying out an observation, gathering additional information about the child's needs or clarifying existing documentation.

Once the referral package is approved by the Special Education Consultant and Coordinator, an invitation letter to a SEPRC meeting is prepared and sent by the Office Administrators in the Special Education Department to the parent and a copy is sent electronically to the home school principal.

Parent(s)/Guardian(s) return the response form to staff at their home school or confirm their attendance by telephone to staff of the home school, who then notifies the appropriate Special Education Coordinator.

Parent(s)/Guardian(s) receive a copy of all documentation to be considered at the SEPRC with the letter of invitation and a copy of the TDSB Guide to Special Education for Parent(s)/Guardian(s).

Documents Required for a SEPRC

The documentation presented to the SEPRC mirrors that required for students who are presented to an Identification, Placement and Review Committee (IPRC) seeking a similar placement and may include:

- An educational assessment
- The most recent Provincial Report Card (and where the most recent report card is the Progress Report Card, the previous Provincial Report Card is also included)
- An Individual Education Plan (IEP)
- A psychological assessment
- Other relevant professional assessments (e.g., speech-language, OT/PT, medical)

- A [Developmental History Form](#) (for Junior Kindergarten to Grade 2 aged students)
- A current professional observation
- Student work samples (part of the presentation)
- Any documents which parent(s)/guardian(s) may deem relevant to a SEPRC

Attendance at and Presentations to a SEPRC

Since students presented to a SEPRC are not yet TDSB students, parent(s)/guardian(s) **must** be in attendance for the SEPRC meeting to proceed:

- The principal from the referring school arranges for an interpreter to assist the parent(s)/guardian(s) where appropriate
- **An administrator from the referring school must attend** to provide a general overview of the student's history and to understand the full context of the SEPRC discussion and recommendation to guide follow-up action at the school
- Parents are encouraged to invite any resource people currently involved with the student to attend the SEPRC meeting
- The SEPRC Chair invites parent(s)/guardian(s) and any other attendees to participate in discussions about the student, to determine current strengths, needs, academic performance and presenting issues. Work samples, if available, are reviewed to provide a sense of the student's potential and performance in the current setting

Functions of the SEPRC

When parent(s)/guardian(s) are in agreement, a SEPRC is arranged to determine eligibility for special education class placement of a pre-registered but not yet attending student and to make a recommendation about such placement. The SEPRC will:

- Determine whether the support available in a special education class would be appropriate for a student when starting to attend a TDSB school
- For *programming purposes* only, note whether the student meets the requirements for an exceptionality based on TDSB criteria. (An IPRC decision is required to formally identify a student as exceptional.)
- Provide a written statement of **recommendations** outlining the student's strengths and needs and any program/services recommendations of the SEPRC

SEPRC recommendations are determined by a simple majority, in the presence of all attendees. Parent(s)/Guardian(s) make the final decision about accepting or declining SEPRC recommendation(s).

Required Follow-Up to the SEPRC

Where special education class placement has been recommended and accepted by parent(s)/guardian(s),

the student will be offered placement and a visit will be arranged. Referral for a follow-up Identification, Placement and Review Committee meeting must be made at the school where the special education class is located. The IPRC should be convened after the student has been in the program for a period of approximately 6 to 9 months. An exception to the 6 to 9 month provision involves students in kindergarten intensive support programs (e.g., Kindergarten Intervention Program, Diagnostic Kindergarten). Students in junior kindergarten will have their program recommendation re-evaluated in the spring at an SST meeting, to determine if the recommended full time support should continue for senior kindergarten and have an IPRC during their final kindergarten year in preparation for the primary division.

Appeal Process

There is no formal appeal process for SEPRC recommendations. The students under consideration are not yet attending school under the jurisdiction of the school board. The SEPRC function does not provide a decision about exceptionality and can only make a recommendation about conditional placement in a special education class, requiring a follow-up IPRC (whose decisions can be appealed).

When the parent(s)/guardian(s) decide not to accept a SEPRC recommended placement, or when special education class placement is not recommended by the SEPRC, the student attends the neighbourhood school and the school's special education resources will be available to provide support. The nature of support will be determined through the school's IST (In-School Team) or SST (School Support Team) process. Parent(s)/Guardian(s) continue to have the right to request (in writing to the principal) that the student be considered for special education class placement by an Identification, Placement and Review Committee.

Support Staff (PSSE) Assessment

Special Education works in collaboration with the PSSP department. A recommendation for an individual assessment by PSS staff comes through The School Support Team (SST). The SST also considers requests for assessments from parent(s)/guardian(s), qualifying students (of age and with the cognitive capacity to understand) or outside agencies.

School-based community services will continue to be offered to our students, either in-person or remotely.

- School-Based Rehab Services (Speech Therapy and OT/PT) services provided by the Community Treatment Centre/ Network

- Nursing services for medically fragile students provided through the Local Health Integrated Networks (LHINs).

They will need to follow the safety procedures and protocols of TDSB and will require a safe, private space in schools to provide services.

A recommendation for individual assessment requires the agreement of parent(s)/guardian(s) or qualifying student. The PSS staff will contact the parent(s)/guardian(s) or qualifying student, to seek "informed consent" before beginning the assessment. This ensures shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment, as well as how information from the assessment will be managed and shared. Issues of where and how the record will be stored and the limits to confidentiality are outlined. The informed consent process and permission form can be found in Appendix C (1).

Throughout the PSS assessment process, parent(s)/guardian(s) or qualifying students are involved and at the conclusion, they are offered verbal and written feedback about the assessment findings. A cultural or communication facilitator will be offered where necessary. Written reports are provided to the parent(s)/guardian(s) or qualifying student at, or close to the time of verbal feedback.

Occupational Therapy and Physiotherapy Assessments

Physiotherapists / Occupational Therapists (OT/PT) collaborate with regular and special education teachers to provide therapeutic programming support and accommodation strategies, for students with physical and/or developmental disabilities. They also conduct assessments of students' adaptive skills and of their gross motor, fine motor and sensory motor functions. They can provide physical-management recommendations and assist schools with referrals to Local Health Integration Networks (LHIN). For a full list of specific OT/PT supports and services, see Occupational Therapy and Physiotherapy Services under Engagement and Well-Being Department Roles and Responsibilities.

Referrals for OT/PT Assessments

Occupational Therapy and Physiotherapy assessments are accessed through the School Support Team (SST) (which includes the OT/PT staff member), using a referral process that requires the informed consent of the parent(s)/guardian(s) or student 18 years or older. The informed consent process ensures a shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment, the types of OT/PT service that may be provided to the student and how information from the assessment will be managed and shared.

The assessments are conducted under the [Regulated Health Professions Act](#) by occupational therapists and physiotherapists registered in the College of Occupational Therapists of Ontario and College of Physiotherapists of Ontario, respectively.

OT/PT assessments may include, but are not limited to:

- A review of the student's school records
- Classroom observations
- An interview with parent(s)/guardian(s) to obtain developmental and relevant family and medical history
- An interview with school personnel, the student, and support service colleagues
- Contact with hospitals, rehabilitation centres, and community agencies
- Provision of specific gross/fine motor function, mobility (school/community), sensory motor / behaviour and visual motor skills
- Assessment of activities of daily living skills (e.g., feeding, dressing, personal care)
- Assessment for equipment needs (Assistive Devices Program (ADP) and Special Equipment Amounts (SEA))

Management of Assessment Results

The results of the occupational and physiotherapy assessment are communicated with parent(s)/guardian(s) through an interview. Written reports are provided to the parent(s)/guardian(s) or qualifying student, at or close to the time of verbal feedback. Reports include recommendations for physical management (e.g., mobility, seating and positioning for function), activities of daily living skills and sensory integration. As outlined during the informed consent process, the results may be discussed with relevant teachers and professional support staff for educational planning and programming purposes.

Records from an OT/PT assessment are kept in confidential files, which are maintained in accordance with the regulations and provisions of the Professional Colleges and the Regulated Health Professions Act. Locations of copies of the report are discussed with parent(s)/guardian(s). The consent of parent(s)/guardian(s) is required for referral to community services for which the student may be eligible (e.g., Community Care Access Centre: School Health Support Services) or for a student's physical management and registration report to be released to an outside agency.

Psychological Assessments

Psychological Services staff includes Psychologists, Psychological Associates and Psychoeducational Consultants, who consult with teachers and School Support Teams (SST) about effective classroom programming and behaviour-management techniques to prevent and remediate learning and behaviour problems. With

the required permission, they conduct comprehensive individual psychological assessment of students' learning and social-emotional development to diagnose disorders, identify students' learning strengths and needs, and recommend effective intervention strategies. They also play an important role on Identification Placement and Review Committees (IPRC) in identifying exceptionalities and recommending program support. For a full list of how they support students and schools, see Psychological Services under Engagement and Well-Being Department Roles and Responsibilities.

Referrals for Psychological Assessments

The purpose of a psychological assessment is to better understand the learning and/or socio-emotional strengths and needs of the student, in order to help in the delivery of the most appropriate programming while the student is at the Toronto District School Board.

Psychological assessments are accessed through the School Support Team (SST) (which includes a Psychological Services professional) using a referral process that requires the informed consent of the parent(s)/guardian(s) of a student under the age of 18, or of a student who is 18 years or older and has the appropriate level of cognitive ability to understand. The informed consent process ensures a shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment, as well as how information from the assessment will be managed and shared.

The staff conducting the assessment is either a member of the College of Psychologists of Ontario or works under the direct supervision of a member of the College of Psychologists. Psychological Services staff are governed by the [Psychology Act](#), the [Regulated Health Professions Act](#), the [Health Care Consent Act](#), the [Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#), and the [Education Act](#) when working in a school board.

A psychological assessment may include the following:

- A review of the student's school records
- Interviews with the parent(s)/guardian(s) to obtain developmental, family, and medical history
- Interviews with school personnel and the student
- Classroom observation
- An assessment (standardized and informal measures) of the student's cognitive abilities to assess learning strengths and needs
- An assessment (standardized and informal measures) of the student's social-emotional functioning to assess strengths and needs
- An assessment (standardized and informal measures) of the student's academic skills to assess academic strengths and needs

The length of wait for a psychological assessment varies. The average wait time for a psychological assessment once a referral has been initiated is typically less than one year. The SST determines the priority in which students will be seen relative to the nature and complexity of student needs and all referral requests from the school.

Management of Assessment Results

As outlined during the informed consent process, the results and recommendations of a psychological assessment are discussed with the parent(s)/guardian(s) or qualifying student and with staff of the TDSB who are directly involved with the student. A cultural or communication facilitator will be offered and arranged, if necessary. A copy of any written report is provided to the parent(s)/guardian(s) or qualifying student, at or close to the time of verbal feedback. A copy is also given to the school, to be placed in the student's OSR.

The original written report, assessment measures, notes, and other information obtained during the assessment are maintained in the confidential files of Psychological Services in accordance with the Psychology Act and the Regulated Health Professions Act. Psychological Services will not release any information to persons or facilities outside of the TDSB without written consent, except as may be required by law.

Social Work Assessment

School Social Workers are closely affiliated with schools to provide a variety of support to students, families and school staff. They participate on School Support Teams (SST), contributing specialized knowledge and resources to aid deeper understanding of the connections between social-emotional development, mental health and wellness, home life and student achievement. They also conduct assessments to identify social, emotional and behavioural factors that can impact a child's ability to make the most productive use of the learning environment. For a full list of Social Work supports and services, see the section on Social Work and Attendance Services under Engagement and Well-Being Department Roles and Responsibilities.

Referrals for Social Work Assessments

A referral to Social Work can be initiated through the School Support Team (SST) (which includes a social worker), or at any other time on an as needed basis, through referrals from principals, staff, parents, or self-referral by students themselves. Social Work assessments require the informed consent of the parent(s)/guardian(s) or of a student who is 16 years of age or older.

The informed consent process ensures a shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment, the types of service that may be provided to the student, as well as how information from

the assessment will be managed and shared.

School Social Workers possess a Master of Social Work degree, with a minimum of three years post-graduate experience working with children and youth, under the supervision of an M.S.W. Clinical Supervisor. All Ontario Social Workers are regulated by the Ontario College of Social Workers and Social Service Workers and subscribe to a set of professional ethics and standards of practice.

A Social Work assessment may include:

- Interviews with the student
- An interview with the parent(s)/guardian(s), to obtain relevant family and social history
- Interviews with Support Services colleagues and school personnel
- A review of school records
- With consent, contacts with community agencies
- Classroom observations

Waiting times are not an issue since service is initiated as soon as possible upon receipt of a request for service. A referral form is completed, and informed consent is obtained of the parent(s)/guardian(s) or of students older than 16.

Management of Assessment Results

As outlined during the informed consent process, recommendations and reports are discussed with the parent(s)/guardian(s) and/or student (dependent on the nature of the referral, the age of the student or where professionally determined as appropriate by the social worker). With permission, relevant information is shared with school personnel and, where applicable, professional staff from community agencies.

[Standards of Practice of the Ontario College of Social Workers and Social Service Workers](#) regulating Social Work records are adhered to. Registered Social Workers ensure that records are current, accurate, contain relevant information about students, and are managed in a manner that protects the student's privacy. Social Work records are stored in confidential Social Work files in secure locations at the regional Education Offices.

Speech Language Assessments

Speech Language Pathologists participate on School Support Teams (SST), contributing specialized knowledge and resources to aid deeper understanding of the connections between communication, learning, literacy, and social development. They also conduct assessments and collaborate with regular and special education teachers to design language, literacy, and social communication programming. Services are prioritized to support younger students from Kindergarten through the primary grades who have oral language delays and disorders that may

affect literacy, academic, and social development. For a full list of available supports and services, see the section on Speech and Language Services under Engagement and Well-Being Department Roles and Responsibilities.

Referrals for Speech and Language Assessments

Speech Language assessment evaluates students' communication skills in the areas of oral language (e.g., comprehension, expression, vocabulary, phonological awareness), speech (e.g., articulation, stuttering, voice/resonance) and related difficulties in literacy development and functional social communication, distinguishing second-language issues (e.g., ESL, ELD) from language disorders.

Speech Language assessment is initiated through the School Support Team (SST) (which includes the speech language pathologist) using a referral process that requires the informed consent of the parent(s)/guardian(s), or of the student when aged 18 years or older. The informed consent process ensures a shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment, the types of service that may be provided to the student as well as how information from the assessment will be managed and shared.

Assessments are conducted by speech-language pathologists, registered in Ontario under the [Regulated Health Professions Act](#) and may include the following:

- A review of the student's school records
- Interviews with the parent(s)/guardian(s) to obtain developmental, family, and medical history
- Interviews with school personnel and the student
- Classroom observation
- An assessment (standardized and informal measures) of the student's receptive and expressive language skills to assess learning strengths and needs
- An assessment (standardized and informal measures) of the student's articulation, fluency and voice skills to assess strengths and needs
- An assessment (standardized and informal measures) of the student's reading and writing skills to assess strengths and needs in these areas

Average waiting times vary anywhere from a few months to a year, although the majority of students are seen within 6 months. Assessments are provided for students according to prioritized needs. The SST determines the priority in which students will be seen relative to the nature and complexity of student need and all referral requests received.

Management of Assessment Results

Speech and language reports are stored in confidential speech language pathology files in the Education Offices, according to the [Records Regulation of the College of Audiologists and Speech-Language Pathologists of Ontario](#)

([CASLPO](#)). The results of speech and language assessments are communicated with parent(s)/guardian(s) through an interview. A copy of any written report is provided to the parent(s)/guardian(s) or qualifying student, at or close to the time of verbal feedback.

As outlined during the informed consent process, the results of the speech and language assessment will be discussed with relevant teachers and professional support staff for educational planning and programming purposes. A copy of the report is kept in the OSR. The consent of parent(s)/guardian(s) is required for referral to community services for which the student may be eligible or to release a student's speech and language report to an outside agency.

Sharing Professional Assessment Information and Privacy

The [Municipal Freedom of Information and Protection of Privacy Act \(MFIPPA\)](#) requires that Professional Support Services staff receive explicit written or verbal consent from parent(s)/guardian(s) or student (when of age and with the cognitive capacity to understand), to share information that they collect with school staff (e.g., educational assistants, teachers, principals). This permission is discussed during the informed consent process.

The sharing of assessment findings <https://www.ontario.ca/laws/statute/04p03> or information with persons *outside* of the school board will only occur with the expressed written permission of the parent(s)/guardian(s), or qualifying student, except as required by law. Further information about the privacy rights of parent(s)/guardian(s) is detailed in a [PHIPA Privacy Statement](#), posted on the Board's public website under Professional Support Services.

Finally, the TDSB Policy [PR 677 Recorded Information Management](#) requires that Professional Support Services files are retained for a minimum of ten years after graduation age (which in most cases is either 18 or 21). This requirement is in accordance with professional guidelines.

Students who are referred for an assessment are often seen within the school year in which the request is made. Referrals not seen by the conclusion of the school year will be prioritized on a wait list for assessment in the following school year. A variety of factors, such as length of time on the waitlist, nature of the referral question, age of the student and urgency for assessment results, will be used to prioritize referrals on a wait list.

Specialized Health Support Services

TDSB continues to partner with the Toronto Region Core Service Group, which includes Surrey Place Centre as the lead agency with overall responsibility for implementing

the model, Community Living Toronto, Family Service Toronto, YouthLink and Toronto Central LHIN, now known as Toronto Central Local Health Integration Network (LHIN). Following extensive consultation, the Core Service Group developed the Toronto Region implementation plan.

Policy/Program Memorandum No. 81 (PPM 81)

Ministry of Education [Policy/Program Memorandum No. 81: Provision of Health Support Services in School Settings](#), which addresses delivery of services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to school children. Responsibility for the direct provision of these services at the local level is shared by the school boards, the Home Care Program of the Ministry of Health, and agencies operating under the Ministry of Community and Social Services.

At the request of a school board, the Home Care Program of the *Ministry of Health* is responsible for assessing pupil needs, and for providing such services as injection of medication, catheterization, manual expression of the bladder, stoma care, postural drainage, suctioning, and tube feeding. The Ministry of Health is also responsible for intensive physio-occupational and speech therapy, and for assisting school boards in the training and direction of school board staff performing certain other support services. The *Ministry of Community and Social Services* is responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

Catheterization

Type	Administered by	Provided by	Training and Direction	Consultation
Clean intermittent	Child aide or other personnel	School Board	Parent Ministry of Health	Ministry of Health
Sterile intermittent	Health Care Professional	Ministry of Health	Ministry of Health	Ministry of Health

Indwelling care of an indwelling catheter is usually performed by the parent and not required in the school setting. School board personnel should make arrangements with respect to emergency needs.

Suctioning

Type	Administered by	Provided by	Training and Direction	Consultation
Shallow surface (e.g. oral or nasal suction)	Aide or other personnel	School Board	Parent Ministry of Health	Ministry of Health
Deep (e.g. throat and/or chest suction or drainage)	Health Care Professional	Ministry of Health	Ministry of Health	Ministry of Health

Where a child is admitted to a treatment program operated and/or funded by the Ministry of Health or the Ministry of Community and Social Services and attends an educational program offered by a school board in the treatment facility, it is expected that the present policies under PPM No. 81 will continue.

The *school boards* are responsible for the administration of oral medication where such medication has been prescribed for use during school hours. For physically disabled pupils, the school boards provide such services as lifting and positioning, assistance with mobility, feeding and toileting, and general maintenance exercises. Boards are also responsible for necessary speech remediation, correction, and rehabilitation programs.

Clarification of PPM 81 Re: Catheterization and Suctioning

Following implementation of PPM 81, a Memorandum to Regional Directors of Education differentiated between procedures that may be performed by the pupil, the parent, or other trained personnel, and procedures requiring the services of a qualified healthcare professional. The following points of clarification were made in the Memorandum:

- Clean catheterization and shallow surface suctioning are recognized as part of a child's normal toileting and hygiene needs
- School board administrators are encouraged to meet with the local Home Care Program directors to review, and where necessary, make any appropriate modification to current practices

In response to PPM 81 and to provide further clarity around responsibilities, TDSB Operational Procedure [PR 580](#) – Clean Intermittent Catheterization and Suctioning, Lifting, Positioning, Physical Management and Activities of Daily Living, was established. The current TDSB Model for Provision of Specialized Health Support Services follows in chart form.

Model for Provision of Specialized Health Support Services

Support Service	Administered by	Provided by	Training and Direction	Consultation
1. Oral Medication	Pupil as authorized	Pupil	Attending Physician	Local Board of Health
	Parent(s)/Guardian(s) as authorized	Parent(s)/Guardian(s)	Attending Physician	Local Board of Health
	Aide or other personnel	School Board	School Board/Physician	Local Board of Health
2. Injection of Medication	Pupil as authorized	Pupil	Attending Physician	Local Board of Health
	Parent as authorized	Parent(s)/Guardian(s)	Attending Physician	Local Board of Health
	Health Professional	Ministry of Health	Ministry of Health	School Board
3. Catheterization, Manual expression of bladder/stoma, Postural drainage/suctioning, Tube feeding	Health Professional	Ministry of Health	Ministry of Health	School Board
4. Lifting and positioning, Assistance with mobility, Feeding, Toileting	Aide or other personnel	School Board	School Board and Ministry of Health	Ministry of Health
5. Therapies:				
Physio/Occupational: <ul style="list-style-type: none">Intensive clinical (treatment)	Qualified therapist	Ministry of Health	Ministry of Health	Ministry of Health
	Aide	School Board	Ministry of Health	Ministry of Health
Speech: Speech pathology (treatment of moderate-severe articulation, stuttering and voice disorders)	Speech Pathologists	Ministry of Health	Ministry of Health	Ministry of Health
6. All Services in Children's Residential Care/Treatment Facilities	Aides/Health Professional	Ministry of Community and Social Services	Ministry of Community and Social Services	Ministry of Health

Specialized Health Support Services

Specialized Health Support Services	Agency or position of person who performs the service (e.g., LHIN, Board staff, parent, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support	Criteria for determining when the service is no longer required	Procedures for resolving disputes about eligibility and level of support (if available)
Administering of Prescribed Medications	TDSB or LHIN	LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Assistance with Mobility	TDSB LHIN – where student has 1:1 nursing	TDSB/LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Catheterization	TDSB or LHIN	LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Feeding	TDSB LHIN – if G-tube	TDSB/LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Lifting and Positioning	TDSB or LHIN	TDSB\LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Nursing	LHIN	LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Nutrition	LHIN	LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Occupational Therapy (PH and DD Programs only)	TDSB, LHIN	TDSB/LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Physiotherapy (PH and DD Programs only)	TDSB, LHIN	TDSB/LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Speech Therapy	LHIN – referred by TDSB Speech-Language Pathologists	LHIN	TDSB Speech-Language Pathologists and LHIN Case Manager	LHIN Case Manager	TDSB Case Conference LHIN Case Manager
Suctioning	TDSB or LHIN	LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	Parent(s)/Guardian(s) as authorized
Toileting	TDSB	TDSB/LHIN	TDSB Professional Staff or LHIN Case Manager	Assessed by TDSB Professional Staff and LHIN Case Manager	TDSB Case Conference LHIN Case Manager

Please Note: In June 2017, CCAC was renamed Local Health Integration Network - <http://healthcareathome.ca/torontocentral/en>

Special Equipment Amount (SEA)

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, which is allocated by the board through an internal process that follows the Ministry of Education's [Special Education Funding Guideline for SEA](#), which is posted on the Ministry website.

The SEA Claims-Based Amount continues to support 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. This component of the SEA allocation continues to be claim-based with an \$800 deductible.

The Assistive Technology Team was formed to support 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, administrators, teachers, and students to integrate assistive technology as an effective teaching/learning tool in the classroom and build capacity among in-school staff to share best practices.

Ongoing professional learning is provided throughout the year.

This can include:

- Sessions on assistive technology, including Ministry licensed software (for staff and parents)
- Online web casts
- Newsletters featuring information on resources and projects
- Co-planning and co-teaching sessions using Universal Design for Learning for staff
- Numerous printed resources and videos available online for staff and parent(s)/guardian(s)
- Supporting the development of IEPs to match students' learning strengths to assistive technology tools

All resources can be found on the external TDSB Special Education website pages: [Assistive Technology](#)

Special Incidence Portion (SIP)

School boards may apply to the Ministry of Education for Special Education Incidence Portion (SIP) funding for staff support to ensure the health and safety of both students who have extraordinarily high needs related to their disabilities and/or exceptionalities and of others at school.

The Ministry continues to fund claims approved through the process set out in the [SIP Funding Guidelines, Special Education Funding Guidelines, Special Incident Portion \(SIP\)](#).

<http://www.edu.gov.on.ca/eng/funding/2021/2020-21-sip-guidelines-en.pdf>

English Language Learners (ELL) and Special Education

TDSB has a protocol for identifying English language learners who may also have special education needs. If information from the student's home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team.

When Special Education needs have been identified, either in the initial assessment or through later assessments, students are eligible for English as a Second Language (ESL) or English Literacy Development (ELD) services and special education services simultaneously.

The TDSB has a process consisting of three phases which details considerations that may help determine if a psychological assessment should be recommended for English language learners whose progress is of concern. This process is found in the TDSB document entitled ["English Language Learners: School- Based Considerations Prior to Referral for Psychological Assessment"](#)

[ENGLISH LANGUAGE LEARNERS AND SPECIAL EDUCATION SUPPORT IN TDSB ELEMENTARY SCHOOLS: Q. AND A.](#)

Section D: **INCLUSION DELIVERY MODEL BY EXCEPTIONALITY** Special Education Plan 2020

Resource Support

Regular Class

Special Education Class Placement

Special Education Class with Partial Integration

Special Education Class Full Time

Early Intervention Programs

Kindergarten Early Language Intervention (KELI)

Diagnostic Kindergarten Program (DK)

Intensive Support Programs (ISP)

Intensive Support Programs (ISP) and Locations by Exceptionality

Behaviour

Communication

- Autism
- Deaf and Hard of Hearing
 - Learning Disability
- Speech and/or Language Impairment

Intellectual

- Developmental Disability
 - Giftedness
- Mild Intellectual Disability

Physical

- Blind and Low Vision

- Physical Disability

Multiple Exceptionalities

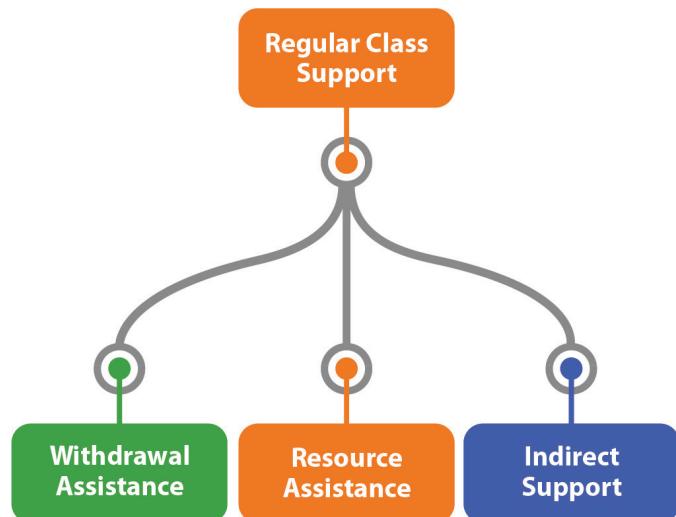
Regional Support Services

External Options for Full Time Support

Resource Support

Regular Class Placement

Most students identified as exceptional learners can be appropriately supported in a regular classroom setting through the development of an Individual Education Plan, school-based special education Resource Teacher support and when required, professional support services available to schools on a referral basis.



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 is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.

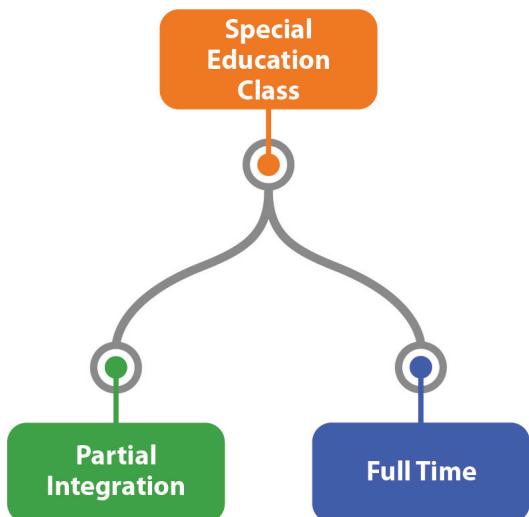
Regular Class with Indirect Support The student is placed in a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.

Special Education Class Placement

The new [OHRC Policy on Accessible Education for Students with Disabilities](#) confirms the need for special education setting options:

"At the primary and secondary levels, before considering placing a student in a self-contained or specialized classroom, education providers must first consider inclusion in the regular classroom. [200] In most cases, appropriate accommodation will be accommodated in the regular classroom with support. However, every student with a disability is unique. To provide appropriate accommodation to all students with disabilities, education providers must, with the assistance of parental input, assess each student's particular strengths and needs, and consider these against a full range of placements, programs and services. Ultimately, appropriate accommodation will be decided on an individual basis".

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 pupil-teacher ratio conforms to [Regulation 298 \(R.O.1990, Section 31\)](#).



Special Education Class with Partial Integration

The student is placed in a special education class and is integrated with a regular class for parts of the student's instructional program (a minimum of one instructional period daily).

In TDSB students in Grades 6 to 8 are being supported through Partial Integration in the Home School Program

(HSP) with daily opportunities for integration. The Home School Program will be phased out by 2022-2023.

In TDSB secondary schools, an IPRC decision for Special Education Class with Partial Integration is recommending placement in a special education program at an integrated site with both regular and special education programs. In addition to the Secondary Resource Program (RSE) and Secondary Learning Strategies (GLE) courses, this placement may include access to locally developed, compulsory and/or optional credit courses, developed at the school to provide students with the opportunity to upgrade their knowledge and skills.

Special Education Class Full Time

The student is placed in a special education class for the entire school day.

For TDSB elementary school students, these special education ISP classes are characterized by small class sizes with prescribed pupil-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. The location for a full time special education class may be other than the student's home school.

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. Throughout a full time placement, efforts are made to increasingly integrate the student in the regular school programs and activities.

Special Education Class placements are typically located in neighbourhood schools. The number and location of the classes are determined by the profiles and numbers of students requiring them across the system. In some cases, IPRC placement in a Special Education Class Full Time may be in a congregated school setting. These programs support communities of learners whose complex educational needs require alternative curriculum and specialized services, facilities and resources. The goal is to maximize student independence.

Sometimes a student's combined cognitive and learning profiles will result in dual-exceptionality identification by the IPRC. For example, a student could be identified with the exceptionalities of Intellectual Giftedness and Communication (Learning Disability). Based on the nature of the instructional supports required by the student and the best instructional grouping match to meet the student's learning needs, the Special Education Department may offer placement for either Giftedness or Learning Disability and will make program recommendations on how both exceptionalities are to be supported.

For more information about the special education classes

serving the needs of the different exceptionailities, see Exceptionalities – Categories, Definitions and TDSB Special Education Programming.

Early Intervention Programs

All children enter school capable, competent and ready to learn. Full day Kindergarten supports a strong foundation for future learning. TDSB is committed to creating Early Years learning environments where children feel a sense of belonging and engagement, and spaces where they are motivated to learn and are eager to be part of the school experience.

In a very few cases, ISP supports are available for students of the Kindergarten age, who have complex needs.

Kindergarten Early Language Intervention (KELI)

The Kindergarten Early Language Intervention (KELI) Program is affiliated with the Speech and Language team and was created as an enhancement to the half day Kindergarten program. The program provides intensive oral language and literacy enhancement for Senior Kindergarten children with significant delays in oral language processing and expressive language.

Now that Kindergarten is full day, many of the needs can be supported in the regular class and this Intervention program is now under review.

The KELI Program is offered at ten host schools across the TDSB. Host schools are located within a short travel distance from a cluster of identified high-needs schools, selected according to the 2011 TDSB Learning Opportunities Index of socio-economic factors. Each KELI program accepts eligible students from a total Junior Kindergarten population of about 1000 students attending the satellite schools. Students are transported by bus, except for those students registered at host schools.

Each KELI program serves a total of 32 students in four groups of eight, from mid-October to mid-May of the Senior Kindergarten year. Admitted students continue to attend their home school kindergarten, except for two half-days per week during their regular school program time, when they attend the KELI Program. Ongoing communication between KELI staff and regular classroom teachers ensures that the programs are mutually supportive. The KELI teachers work in instructional teams with the speech-language pathologists, who assess the students at the beginning and end of the program.

Eligibility for the KELI Program

Kindergarten aged students are offered placement in the KELI programs by:

- Kindergarten teacher nominates a student based on assessment at the end of the Junior Kindergarten year.
- Written permission of parent(s)/guardian(s) in order for a speech-language pathologist to screen the nominated student for admission to the program.
- Students who best meet the program criteria are admitted only with parental permission.
- Formal identification at an IPRC is not required.
- Do not have severe communication problems related to medical diagnoses (e.g., Autism Spectrum Disorders, Global Developmental Delay).

Map of Current KELI Programs

Language (KELI) Programs

Diagnostic Kindergarten Program (DK)

The Diagnostic Kindergarten Program (DK) is a program serving Kindergarten age students who have extreme complex and/or medical needs in the area of intellectual, communication, and fine/gross motor skills, including persistent challenges in daily living. The Diagnostic Kindergarten Program is designed to provide targeted education for students to access the [Ontario Kindergarten Program](#).

Diagnostic Kindergarten programs have one teacher, an educational assistant and a noon hour assistant. A partnership between Professional Support Services and outside agencies is a valued component in the provision of support to staff and parent(s)/guardian(s).

Eligibility for the Diagnostic Kindergarten Program

Kindergarten aged students are offered placement in Diagnostic Kindergarten programs following either a decision by:

- Identification, Placement, and Review Committee (IPRC)
- Special Education Program Recommendation Committee (SEPRC) [SECTION C](#) recommendation for students who are new to TDSB

Required Documents for DK ISP

At least two of the following:

- Medical assessment/diagnosis
- A developmental assessment
- A psychological assessment
- A comprehensive speech/language assessment
- A current observational summary, which includes information around academic skills, activities of daily living, fine and gross motor skills and other relevant information
- For students not yet attending school, a preschool/daycare report may also be included

- [Developmental History Form](#)

For students already attending school, the following are also required (as appropriate):

- Individual Learning Profile form indicating recommendation to go to an IPRC
- Kindergarten Communication of Learning, if there has been a reporting period
- Individual Education Plan (IEP) if the student has been in school long enough for its development

Map of current DK Programs

[Diagnostic Kindergarten](#)

Intensive Support Programs (ISP)

The Toronto District School Board is committed to the Inclusion model where students with special education needs are met, where appropriate, in the regular classroom with students who are with and without formally identified special needs. Inclusion also means the continuation of having Intensive Support Programs (ISP) and congregated sites to meet the needs of students with exceptional abilities. We will continue to serve all our students in the most appropriate learning environments.

ISP classes at all grade levels are designed to support communities of students with an identified exceptionality who have similar behavioural, communication, intellectual, or physical 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 will first consider if a student's needs can be met in the regular class with appropriate support.

ISPs provide special education support for at least 50 percent of the school day. They are staffed with a Special Education teacher and may also have support staff.

The number and location of ISPs are determined by the number and location of students who need this level of support across the TDSB. ISPs are located in local school settings or at congregated sites. The placement is reviewed annually.

Intensive Support Programs and Locations by Exceptionality

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:

- excessive fears or anxieties;
- an inability to build or to maintain interpersonal relationships;
- a tendency to compulsive reaction;
- 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:

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 a minimum of one reporting period, in most cases
- Student work samples and anecdotal comments that describe difficulty in any of the following areas:
 - Focussing and/or maintaining attention to activities or tasks
 - Regulating anxiety
 - Self-advocacy

Educational Assessments

- A profile of learning strengths and needs
- 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, the previous Provincial Report Card)
- A completed Individual Learning Profile (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 Profile (ILP)

Professional Assessment

- 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
- A psychological assessment is desirable prior to a student being presented for a Behaviour Exceptionality, to better understand programming needs and strategies
- presenting problems that are not otherwise explained by primary impairments in intellectual ability, cognitive profile or physical impairments.
- externalizing/Internalizing behaviours that are impacting student's ability to cope academically, socially, emotionally, and environmentally
- Professional reports as available

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/guardian(s) may deem relevant

IPRC Determination of Special Education Class: Behaviour

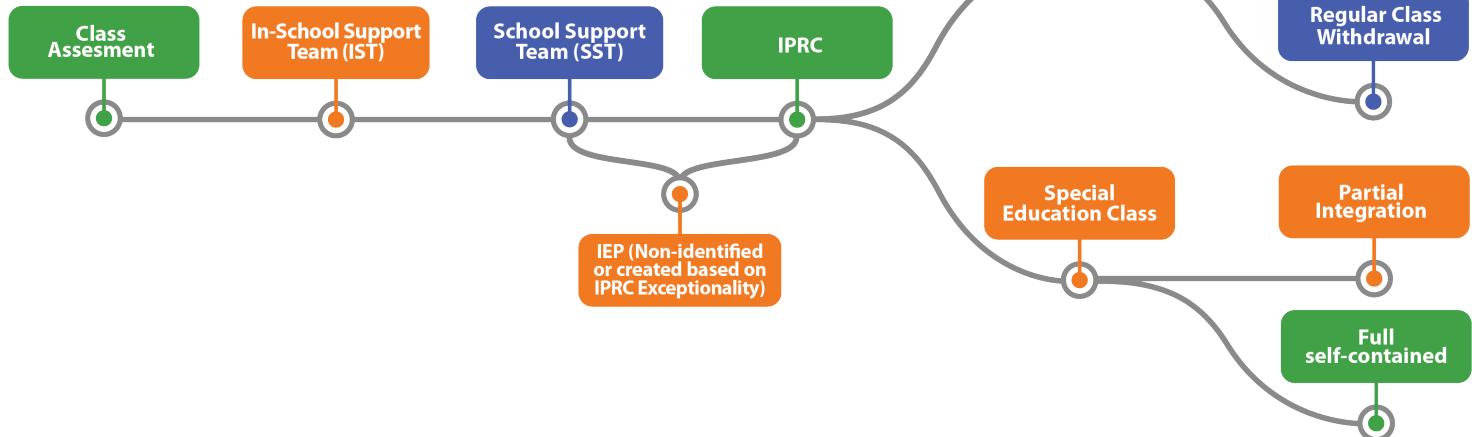
In making its determination, a TDSB IPRC will consider the following.

Typically, students who are eligible for Special Education Class placement with intensive program support for Behaviour:

- Are identified with a behaviour exceptionality at an IPRC
- Demonstrate evidence of significant challenges in interpersonal, social and/or emotional development
- May need to develop social skills, coping strategies, self-regulation
- Demonstrate lack of success in a regular classroom setting or Home School Program (HSP), despite sustained efforts to implement the academic and behavioural interventions outlined in the IEP
- Have exhausted all appropriate local in-school supports which may include accessing the Special Education Resource Teacher, the Behaviour Regional Services (BRS) Team, the Social Worker assigned to the school, Restorative Practice, etc.

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Behaviour Exceptionality)

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 peers and be provided intentional learning support through the IEP.

Placement - Regular Class Setting

Location - Home School

Regular Class - Withdrawal (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.)

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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)

Grades - All grades from Kindergarten to Grade

Class Size - Ministry of Education regulations for class size

Staffing - Follow regular class student and teacher ratio

Placement Description of Special Education Class: ISP Behaviour Exceptionality

Placement - ISP Behaviour Exceptionality

Location - Across the System Learning Centres in local neighbourhood schools

Special Education Class - Intensive Support Program

Program Grades - Grades 1-8

Recommended Class Size - 8 Students per class

Staffing - 1.0 Teacher and 1.0 CYW

Placement Description Elementary

Students who have exceptional Behaviour may be offered through the IPRC decision to attend an ISP class 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 the same profile of learning.

It 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.

Placement Description Secondary

Regular subject teachers liaise with the school Curriculum Leader for special education and are expected to support students through strategies outlined in the Individual Education Plan (IEP). In addition to the Secondary Resource

Program (RSE) and Secondary Learning Strategies (GLE) courses, behaviour support may include course modifications that permit credit accumulation and access to locally developed, compulsory and/or optional credit courses.

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

- Decrease inappropriate behaviour and increase positive behaviour
- Acquire new skills (e.g., problem-solving, conflict resolution, self-advocacy)
- Transfer skills to other settings
- Increase opportunities for successful integration

Location of Behaviour ISP Map

Behaviour

Communication

Autism

MINISTRY OF EDUCATION DEFINITION

Autism is a severe learning disorder that is characterized by:

- disturbances in:
 - a. rate of educational development;
 - b. ability to relate to the environment;
 - c. mobility;
 - d. perception, speech, and language; and
- a 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:

Classroom Documentation

- An Individual Education Plan
- Student work samples
- Evidence that demonstrates difficulty in any of the following areas:
 - Environmental accommodations related to sensory needs
 - Transitions
 - Self-advocacy

Educational Assessments

- A profile of learning strengths and needs 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 Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- 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 by the classroom teacher will be considered
- Students can be identified with an Autism exceptionality in the absence of a cognitive assessment
- Language assessment (where deemed appropriate)

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/guardian(s) may deem relevant

IPRC Determination of Special Education Class: Autism

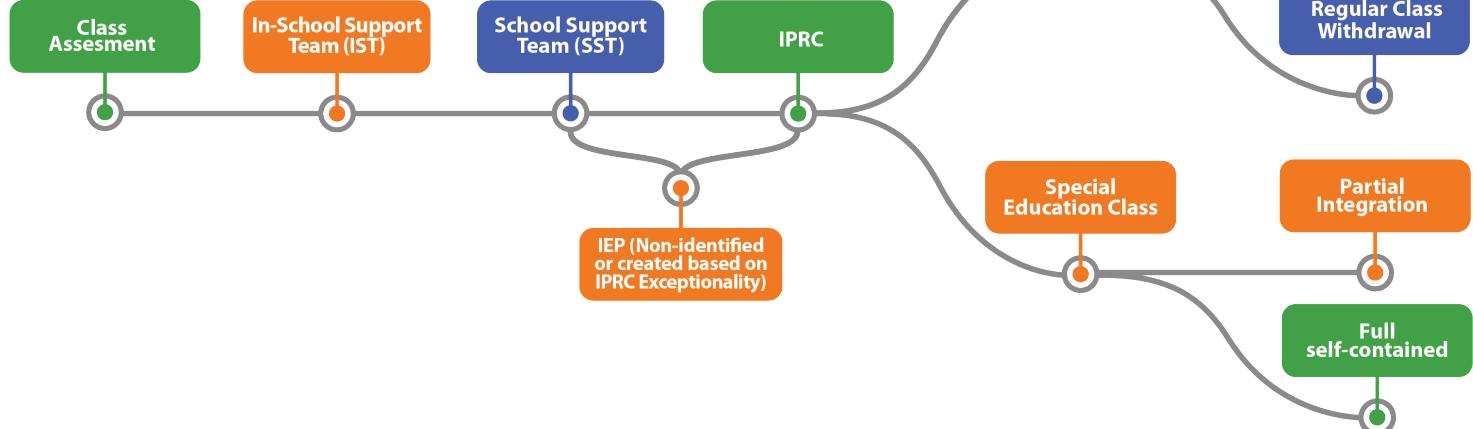
In making its determination, a TDSB IPRC will consider the following.

Typically, students who are eligible for Special Education Class placement in a Communication (Autism) program:

- Are identified with the Autism exceptionality at an IPRC
- Have psychological assessment results indicating at least average thinking and reasoning skills. Evidence that the student can access the curriculum similarly to most children his or her 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, teacher observation or assessment is required
- Demonstrate evidence of alternative programming needs such as severely impaired social, communication, and behavioural skills, as shown through professional and/or teacher assessments and the IEP
- Demonstrate lack of success in a regular classroom setting or Home School Program, despite Indicators of average or above average intellectual development and sustained efforts to implement the interventions outlined in the Individual Education Plan

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



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 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 (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 which incorporates the principles of Applied Behavioural Analysis when necessary.

Applied Behavioural Analysis states that a student's program must include:

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

Placement Description of Regular Class Support (Autism Exceptionality)

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

Placement - Regular Class Setting

Location - Home School

Regular Class - Withdrawal (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.)

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Grades - All grades from Kindergarten to Grade 12

Class Size - Ministry of Education regulations for class size

Staffing - Follow regular class student and teacher ratio

Placement Description of Special Education Class: ISP Class Autism Exceptionality

Placement - ISP Behaviour Exceptionality

Location - Across the System Learning Centres in local neighbourhood schools

Special Education Class - Intensive Support Program

Program Grades - Grades 1-12

Recommended Class Size - 6 Students in elementary classes and groups of 6 students in a special education class for students with ASD

Staffing - 1 Teacher and 1 CYW in elementary and secondary staffed per number of sections required (e.g., 4 sections for grade 9, 4 sections for grade 10, 2 sections for grade 11 and 2 sections for grade 12

Placement Description Elementary

The elementary Special Education Class placement for Communication (Autism) is characterized by small class size, Child and Youth Worker support and instruction targeted to the specific individual needs of the students. It 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 an important goal. The number and location of programs is determined by the profiles of students requiring intensive support.

In Secondary Schools

The IPRC decision of Special Education Class with Partial Integration recommends placement in a Communication (Autism) program at an integrated site with both special education and regular programs. This kind of support is run similarly to the Secondary Resource program. The students have a designated room with consistent staff who are able to support them in a variety of ways throughout the day. The special education teacher provides program support and also offers GLE instruction. There is an understanding that in any one period the student to staff ratio does not exceed 6:1. The students have the opportunity to be fully integrated for their credits and additional support staff is allocated to facilitate their integration. During periods of integration, subject teachers support students through strategies outlined in the Individual Education Plan (IEP).

Location of Autism ISP Map

[Autism](#)

Communication

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:

Classroom Documentation

- An Individual Education Plan (IEP)
- Student work samples of school-aged children or other relevant evidence collected in collaboration with school personnel, agencies, classroom teacher, parent(s)/guardian(s) and student

Educational Assessments

- A profile of learning strengths and needs that includes both academic and functional factors
- 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 Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- An audiology assessment indicating a permanent bilateral hearing loss within the mild to profound range
- A speech and language assessment (when deemed appropriate by the School Support Team)

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/guardian(s) may deem relevant

IPRC Determination of Special Education Class: Deaf and Hard of Hearing

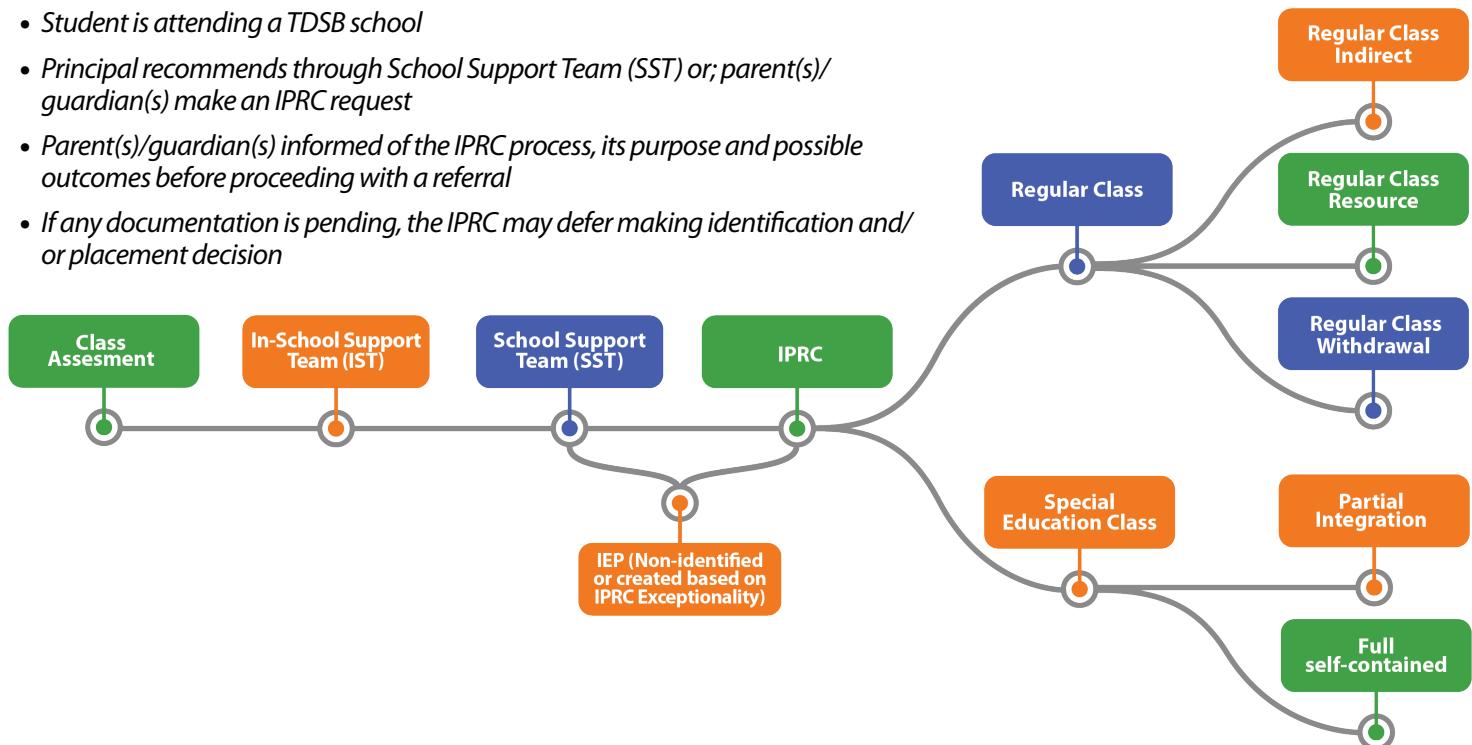
In making its determination, a TDSB IPRC will consider the following.

Typically, students who are eligible for Special Education Class placement with intensive program support for Deaf/Hard of Hearing students:

- Are identified with a Deaf and Hard of Hearing exceptionality due to a significant hearing loss, through a TDSB IPRC
- Are 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

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Deaf and Hard of Hearing Exceptionality)

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

Placement - Regular Class Setting - DHH Exceptionality

Location - Home School

Regular Class - Withdrawal (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.)

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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)

and Tired support by DHH Itinerant Teachers

Grades - All grades from preSchool and Kindergarten to Grade 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Placement Description of Special Education Class: Deaf and Hard of Hearing Exceptionality

Placement - ISP Class DHH Exceptionality

Location - Across the System Learning Centres in local neighbourhood schools

Special Education Class - Intensive Support Program

Program Grades - All grades from preSchool to Grade 12

Recommended Class Size -

Preschool and Kindergarten - 8 Students

Junior - 10 Students

Intermediate - 12 Students

Secondary - Class composition and size varies based on school organization and student program needs

Staffing - 1 Teacher and 1 EA Signing/Oral in elementary and SLF in some secondary classes based on student needs

Placement Description

Students who are Deaf and Hard of Hearing may demonstrate needs in language and speech development and in gaining auditory access to the curriculum. TDSB Deaf and Hard of Hearing programs offer a variety of supports to meet these needs, including itinerant support and special class placement.

There are varying levels of service available under the umbrella of Special Education Hearing Itinerant. Many students who are Deaf and Hard of Hearing can be served in Regular Class placements with support. On a referral basis, schools have access to Hearing Itinerant teachers who can recommend the necessary accommodations and/or programming modifications to meet the educational needs of students who are Deaf and Hard of Hearing. They are also available to consult on appropriate assistive technology for students with unilateral, minimal and fluctuating hearing losses as well as for students diagnosed with Auditory Neuropathy Spectrum Disorder (ANSD) or an Auditory Processing Disorder (APD).

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 either a preschool class or home-visiting program. 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. These itinerant teachers have specialized qualifications approved by the Ministry of Education that enable them to recommend the necessary accommodations and/or programming modifications to meet the educational needs of students who are Deaf and Hard of Hearing. Based on student need, these teachers work closely with the TDSB Educational Audiologist to determine the appropriate FM technology that works with the student's Hearing Assistive Technology (HAT). When warranted, itinerant teachers facilitate access to the curriculum through direct instruction from Kindergarten to completion of secondary school.

In Elementary Schools

Elementary Special Education Class placements for students who are Deaf and Hard of Hearing are available from preschool to the completion of grade 8. There are a variety of communication options used in the classes, including oral, oral with sign language support, and American Sign Language (ASL). Classes are taught by Specialist Teachers of the Deaf and Hard of Hearing.

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 to the completion of secondary school. There are a variety of communication options used in the classes, including oral, oral with sign language support, and American Sign Language (ASL).

Classes are taught by Specialist Teachers of the Deaf and Hard of Hearing. Class composition and size varies based on school organization and student program needs. The students have the opportunity to be fully integrated for their credits and additional support staff is allocated to facilitate their integration. During periods of integration, subject teachers support students through strategies outlined in the Individual Education Plan (IEP).

Location of DHH ISP Map

[Deaf and Hard of Hearing](#)

Communication 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 (a) academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range) and/or (b) 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 typically 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., self-regulation of behaviour and emotions, 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:

Classroom Documentation

- An Individual Education Plan (IEP) with alternative programming
- Student work samples
- Evidence that demonstrates difficulty in any of the following areas:
 - Focussing and/or maintaining attention to activities or tasks
 - Regulating anxiety

- Self-advocacy

Educational Assessments

- A profile of learning strengths and needs that demonstrates a meaningful discrepancy between age appropriate expectations and 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 Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC
- Assessment that indicates academic underachievement, difficulties in social interaction and difficulty with processing verbal and non-verbal information (Report Card, Individual Learning Profile, student work samples)

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
- Medical information (e.g., information on vision, hearing and physical condition)
- A cognitive assessment which indicates academic underachievement that is inconsistent with intellectual abilities (at least average) and/or
- Academic achievement that can be maintained only with extremely high levels of effort and/or additional support not solely due to newcomer issues, school absenteeism or other factors that affect the academic instruction received
- Difficulties in the development and use of skills in 1 or more of the following areas: reading, writing, mathematics, work habits and learning skills
- May be associated with various other conditions or disorders, diagnosed or undiagnosed or with other exceptionalities

Note: A clinical diagnosis of a Learning Disability by a qualified practitioner is not required before an IPRC can identify a student under this category.

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/guardian(s) may deem relevant

IPRC Determination of Special Education Class: Learning Disability

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

Typically, students who are eligible for Special Education Class placement with intensive program support for Communication (Learning Disability):

- Are identified with a Learning Disability, Autism, Speech Impairment or Language Impairment 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, that is, 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

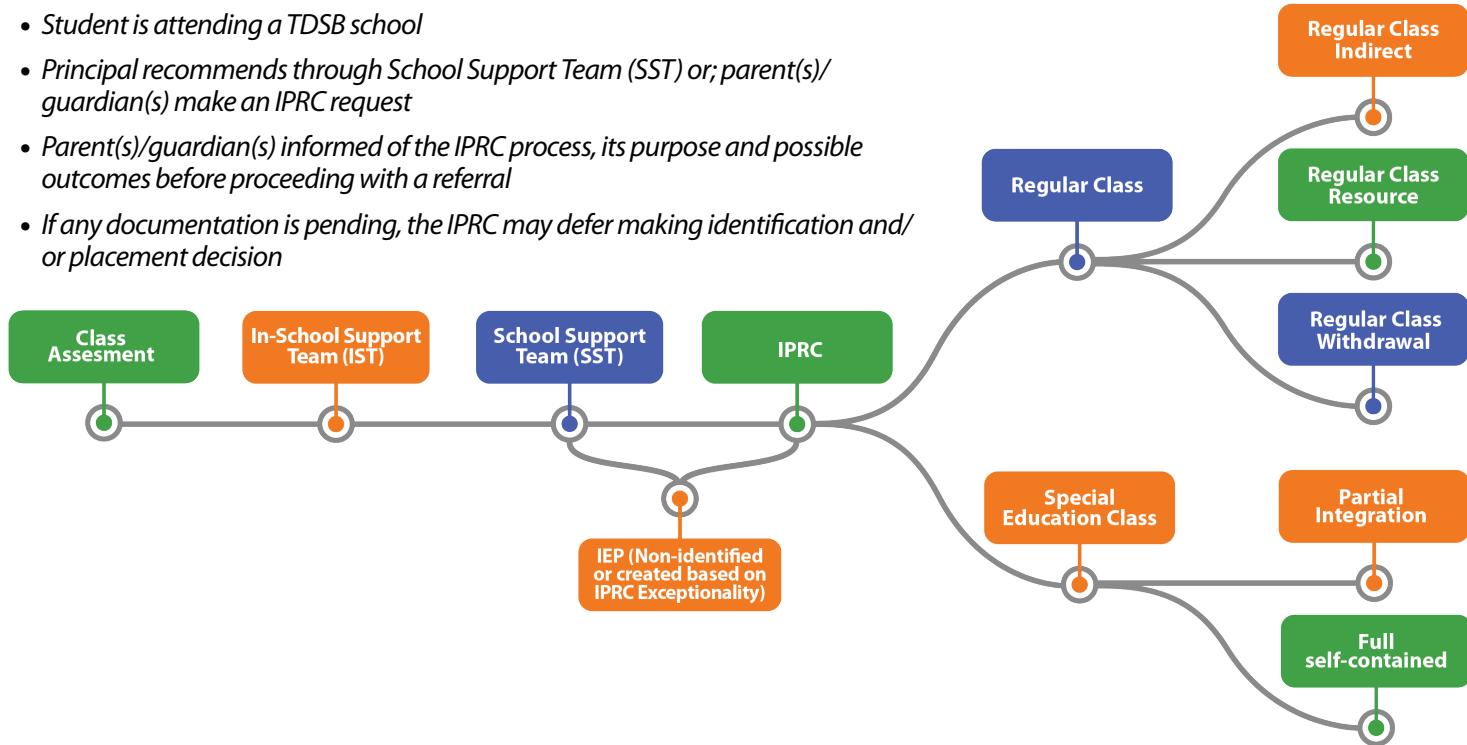
- Demonstrate lack of success in a regular classroom setting or Home School Program (HSP), despite sustained efforts to implement the interventions outlined in the Individual Education Plan

Generally, assessments show evidence of a need for intensive support programming in a classroom setting with a reduced pupil teacher ratio and additional Educational Assistant support. Teacher assessments, in conjunction with the IEP, show the students are 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

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Learning Disability (LD) Exceptionality)

Students who have an exception of Communications Learning Disability may be offered placement through the IPRC decision to attend the regular class in the students' homeschoo. The student will have an opportunity to learn with peers and be provided intentional learning support through the IEP.

Placement - Regular Class Setting LD Exceptionality

Location - Home School

Regular Class - Withdrawal (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.)

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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)

Program Grades - All grades from Grade 1 to 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Placement Description of Special Education Class: (Learning Disability (LD) Exceptionality)

Placement - ISP Class LD Exceptionality

Location - Across the System Learning Centres in local neighbourhood schools

Special Education Class - Intensive Support Program

Program Grades - All grades from Grade 1 to 12

Recommended Class Size -

Primary - 10-12 Students

Junior - 12-14 Students

Intermediate - 14-16 Students

Secondary - As per the 2019-2020 Workload Accord (up to 14 for LDCC, up to 16 for GLE) each with 10% flex in up to 10% of classes per school

Staffing - 1 Teacher and 1 EA in elementary and secondary staffed per number of sections required (e.g., 4 sections for grade 9, 4 sections for grade 10, 2 sections for grade 11 and 2 sections for grade 12

Placement Description

Each individual diagnosed with a Learning Disability is unique and can have moderate to severe impediments to learning that require varying kinds and degrees of support. Special Education programming for Learning Disabilities addresses the full 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 these students 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 of weakness and to address the kinds of social-emotional, behavioural and confidence-related needs that can be brought about by a student's persistent academic struggles. Additional support for students identified with language and speech impairment is provided through Speech and Language Services.

In Elementary Schools

The elementary Special Education Class placement is characterized by a smaller class size and Educational Assistant support. It is designed to address the full range of a student's academic, emotional, and social development, while maintaining a focus on student achievement. Planned opportunities for successful integration with regular programs are an important goal. Student need for special education class placement is expected to be of limited duration, to be reviewed annually with an eye to successful reintegration in the regular class with a reduced level of support, as soon as is feasible. The recommended class size varies by school division:

In Secondary Schools

At the secondary level, there are no Special Education Class Full Time placements for students with the exceptionality Communication (Learning Disability). Special Education Class with Partial Integration continues to be an option 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 Learning 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 for schools to offer are: English, Math, Science, and Geography/History.

Students in Grade 11 and 12 are required to take two special education courses. The recommended courses for schools to offer are: English and Math.

For students placed in regular class, regular subject teachers liaise with the school Curriculum Leader for special education and are expected to support students through strategies outlined in the Individual Education

Plan (IEP). Special course options for students on IEPs include Secondary Resource Program (RSE) and Secondary Learning Strategies (GLE). Support can also include course modifications that permit credit accumulation and access to locally developed, compulsory and/or optional credit courses designed to provide an opportunity for students to upgrade knowledge and skills. Withdrawal assistance can be provided by a special education teacher on staff as part of school-based Resource assistance.

Location of LD ISP Map

[Learning Disability](#)

Communication

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: Learning Disability

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

Classroom Documentation

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

Educational Assessments

- A profile of learning strengths and needs
- 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 Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- A professional assessment by a qualified speech-

language pathologist that determines the primary concern to be an impairment in speech production, which significantly interferes with the student's communication and academic achievement

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/guardian(s) may deem relevant

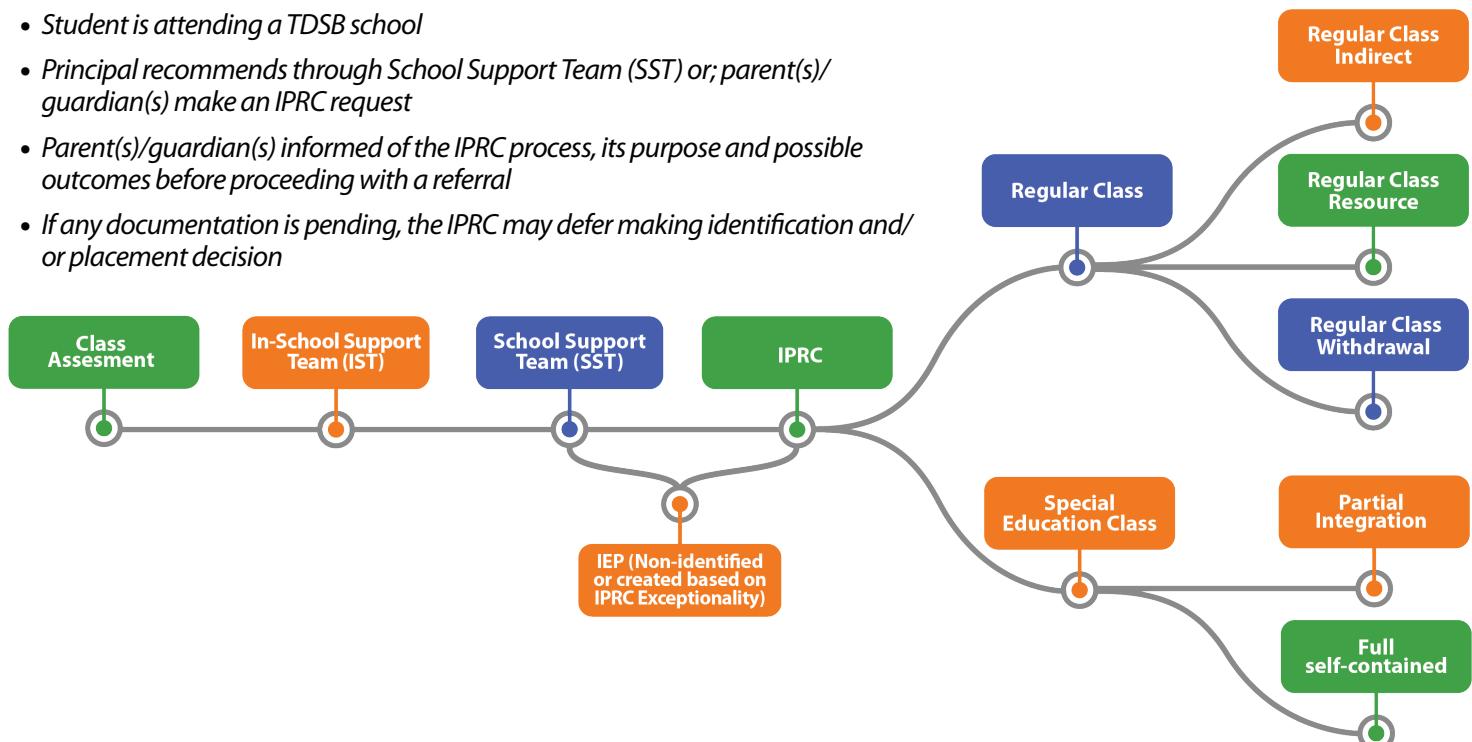
IPRC Determination of Special Education Class: Speech Impairment

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

An IPRC placement decision for an exceptional student is based on the full profile of the student's cognitive and learning needs. For students identified with the exceptionality Communication (Speech Impairment), the first placement consideration is Regular Class with support provided through Speech Language Services, in collaboration with Local Health Integration Networks (LHIN). TDSB does not have classes solely for students with Speech Impairment. Where intensive, targeted support is needed to address a student's additional learning needs, placement in a Special Education Class may be the decision of the IPRC. Intensive support programming options are included under Communication (Learning Disability).

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Speech Impairment) Exceptionality

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

Placement - Regular Class Setting Speech Impairment Exceptionality

Location - Home School

Regular Class - Withdrawal (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)

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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)

Program Grades - All grades from Kindergarten to Grade 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Communication 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 form, content, and function of language in communication*
- *Include one or more of...*
 - *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:

Classroom Documentation

- An Individual Education Plan (IEP)
- Work samples and/or other evidence illustrating academic concerns related to language

Educational Assessments

- A profile of learning strengths and needs
- 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 Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- A professional assessment by a qualified speech-language pathologist that determines the primary concerns to be receptive and expressive language levels, which significantly interfere with communication and academic achievement
- A psychological assessment that identifies average or above average cognitive development and the range of needs of the student and that determines whether language difficulties can be better explained by other factors, such as overall cognitive ability or Autism Spectrum Disorder

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/guardian(s) may deem relevant

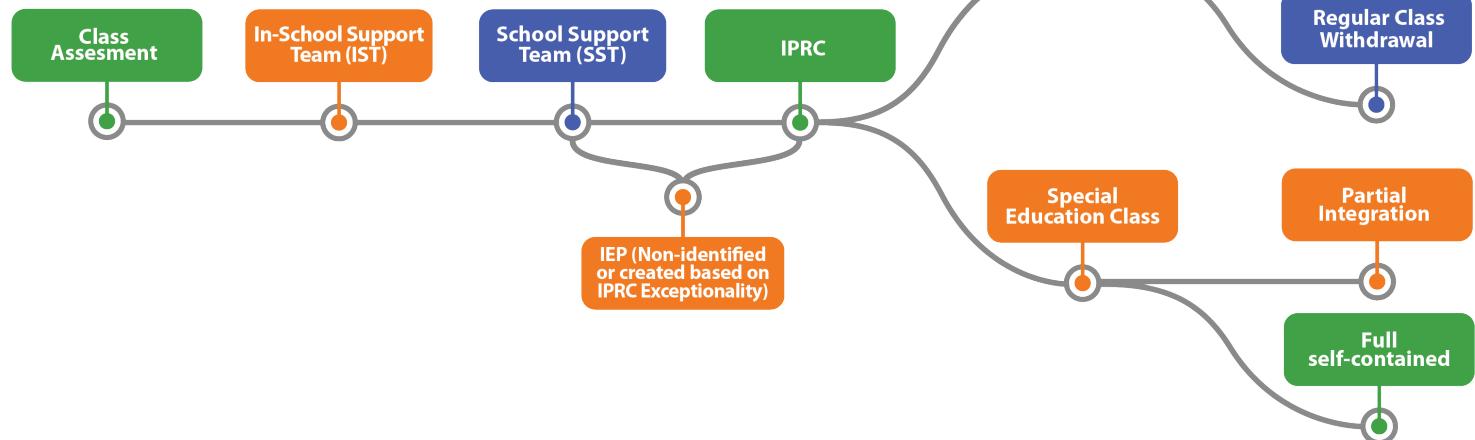
IPRC Determination of Special Education Class: Language Impairment

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

For students identified with the exceptionality Communication (Language Impairment), Regular Class with support provided through Speech and Language Services is the first placement consideration. However, an IPRC placement decision for an exceptional student is based on the full profile of the student's cognitive and learning needs. 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 classes solely for students with Language Impairment. Intensive support programming options are included under Communication (Learning Disability).

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Language Impairment) Exceptionality

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

Placement - Regular Class Setting Speech Impairment Exceptionality

Location - Home School

Regular Class - Withdrawal (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.)

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.)

Indirect Support (The student is placed in 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.)

Program Grades - All grades from Kindergarten to Grade 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Intellectual Developmental Disability

MINISTRY OF EDUCATION DEFINITION

A severe learning disorder characterized by:

- a. *an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;*
- b. *an ability to profit from a special education program that is designed to accommodate slow intellectual development;*
- c. *a limited potential for academic learning, independent social adjustment, and economic self-support.*

IPRC Determination of Exceptionality: Developmental Disability

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

Classroom Documentation

- An Individual Education Plan (IEP) incorporating areas of alternative curricula
- Student work samples

Educational Assessments

- A profile of learning strengths and needs 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 Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- A psychological assessment that indicates that the student's functioning in meaningful intellectual and

adaptive domains lies at or below the 1st percentile

- Diagnosis of Global Developmental Delay or Intellectual Disability (Unspecified) and 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

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/guardian(s) may deem relevant

IPRC Determination of Special Education Class: Developmental Disability

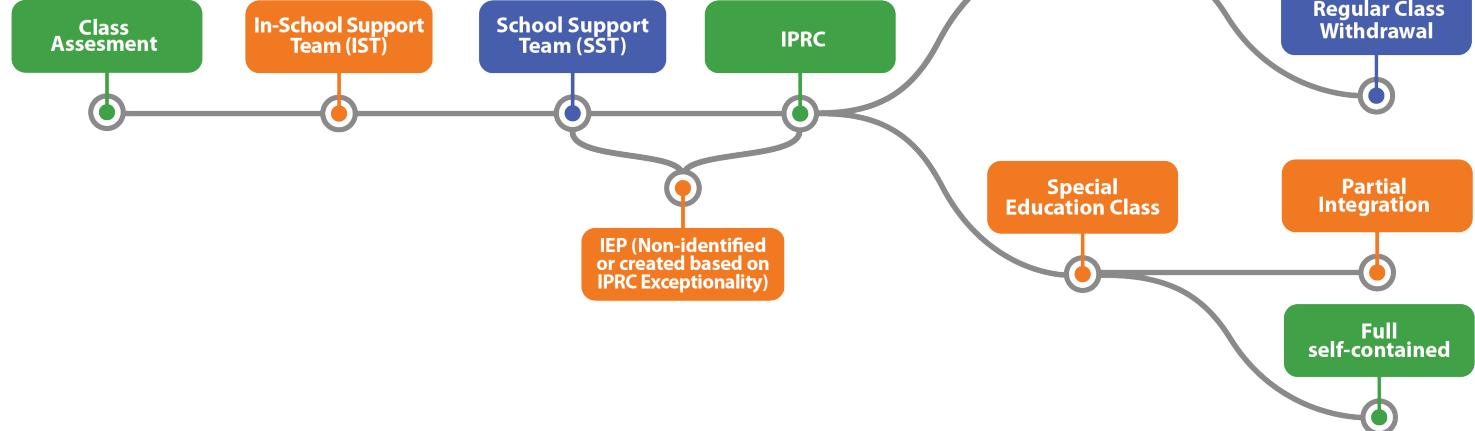
In making its determination, a TDSB IPRC will consider the following.

Typically, 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 kind of placement.)
- Usually function at an intellectual and adaptive level at or below the 1st percentile in a recent psychological assessment and experience significant difficulty in functional academics, communication, activities of daily living, motor skills, social skills, self-regulation, and/or behaviour, as indicated through professional assessments such as speech and language assessment, psychological assessment, occupational/ physiotherapy assessment, or teacher assessment

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Developmental Disability Exceptionality)

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

Placement - Regular Class Setting Developmental Disability Exceptionality

Location - Home School

Regular Class - Withdrawal (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).

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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).

Program Grades - All grades from Kindergarten to Grade 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Program Description

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 typically include functional academics, activities of daily living, communication, social skills, self-regulation, motor skills and experiential learning. Some aspects of an alternative curriculum may be addressed in Regular Class placement. A program devoted to alternative curriculum is available in a Special Education Class placement. The number and location of special education classes is determined by the profiles of students requiring intensive support. Some of the programs are 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 and outside agencies is an important factor in meeting the diverse needs of these students.

Regardless of the form of program support, opportunities to be included in the culture of the school are essential to build student confidence and self-esteem. Students with developmental disabilities transition age appropriately from division to division throughout the school years. Their secondary school alternative curriculum is non-credit-bearing. The students complete their secondary schooling and transition out in June of the calendar year in which they turn 21 years of age [Education Act, S33(1)]

Placement Description of Special Education Class: Developmentally Disability Exceptionality

Placement - ISP Class Developmental Disability Exceptionality

Location - Across the System Learning Centres in local neighbourhood schools

Special Education Class - Intensive Support Program

Program Grades - All grades from Kindergarten to Grade 12

Recommended Class Size - 10 Students

Staffing - 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 many physical disabilities, 1.0 Noon Hour Assistant

In Elementary Schools:

The elementary Special Education Class placement is characterized by a smaller class size with a reduced pupil teacher ratio and educational assistant support, including a noon hour assistant. These programs provide longer periods of small group instruction in alternative curriculum than is available through the Community Based Resource Model in neighbourhood schools. The programs have consultative support of Professional Support Services staff, such as an occupational therapist/physiotherapist (OT/PT), speech-language pathologist, psychologist and social worker, who provide input regarding programming strategies to address the often complex needs of this community of learners.

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 pupil teacher ratio and educational assistant support, including 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 (OT/PT), speech-language pathologist, psychologist and social worker, who provide input regarding programming strategies to address the often complex needs of this community of learners.

Location of DD ISP Map

[Developmental Disability](#)

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:

Classroom Documentation

- Student work samples

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 Universal Screening Assessment (Canadian Cognitive Abilities Test – 7 th Edition (CCAT7))
- Results from the Gifted Rating Scale – School Age Record Form (GRS-S) for students aged up to 13 years, 11 months (the upper limit of the GRS-S norms)
- A completed Individual Learning Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- An individual psychological assessment that the student is functioning at or above the 98th percentile on the General Ability Index (GAI) on a recently administered Wechsler Intelligence Scale for Children – 5 th Edition (WISC-V), Canadian norms

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/guardian(s) may deem relevant

IPRC Determination of Special Education Class: Giftedness

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

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, emotional, and/or self-regulation development in the school setting
- may have a Gifted Rating Scale – School Age Record Form (GRS-S) T score of 60 or higher in one of the 6 scales

With regards to assessments for Giftedness, please note:

1. Due to practice effects, TDSB will not accept assessments where the same intelligence test has been used twice in a 12 month period.
2. An overall maximum of two test administrations will be provided by TDSB Psychological Services during the student's school years within the TDSB.
3. TDSB Psychological Services staff will not reassess within a 12 month period, except under special circumstances and after consultation with a TDSB Manager of Psychological Services.
4. The WISC-V is administered when the child was at least of grade three age appropriately placed in and attending grade three.
5. The WISC-V is the preferred choice for gifted screening. 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

***PLEASE NOTE:** 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 Learning Disabilities)

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

- Assessment information will provide clear evidence that the student has:
 - Indicators of above average intellectual development
 - Information-processing deficits
 - Academic deficits as a result of the processing deficits
- A profile of learning strengths and needs 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 (Communication: Learning Disability), prior to considering the use of the Giftedness/Learning Disability criteria to identify the student with the Giftedness exceptionality AND
- 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, Canadian norms

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

Universal Screening

All TDSB students in Grade 3 participate in the Canadian Cognitive Abilities Test (CCAT-7)

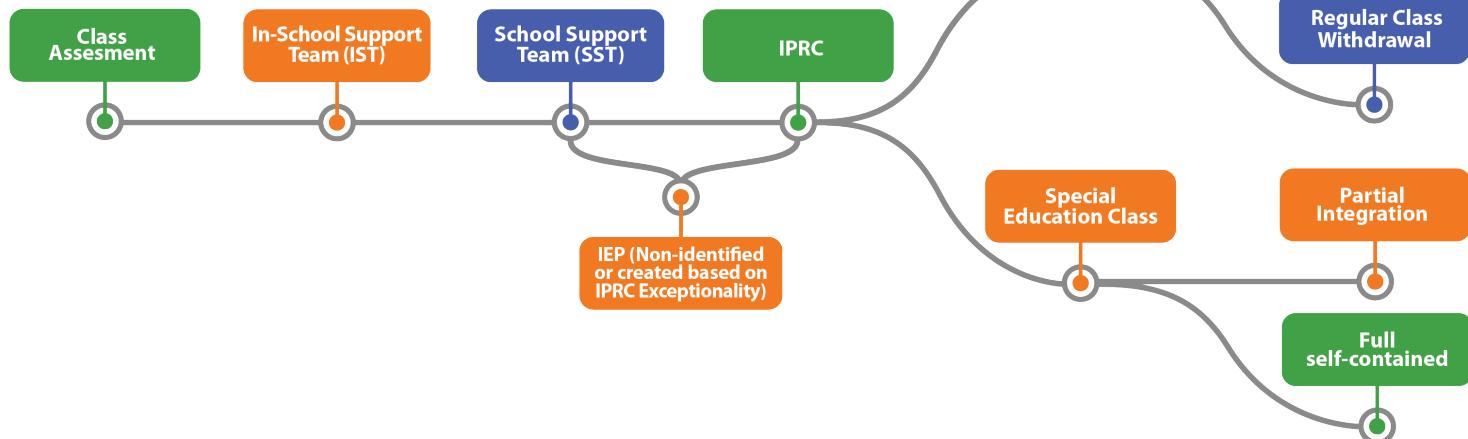
The purpose of the process is to provide comprehensive information to classroom teachers about the learning strengths and needs of all students and to assist in identification and program planning. Another objective in adopting this universal screening process is to make the process of identification for giftedness more comprehensive and equitable.

The test results from the CCAT-7 and the GRS-S may be considered by the School Support Team (SST) to determine if further assessment is warranted. Depending on the findings, the SST may recommend referral of a student for an individual intellectual assessment. One purpose for such an assessment is for possible identification of Giftedness at an Identification, Placement and Review Committee (IPRC) meeting.

Information about the process is posted at <https://www.tdsb.on.ca/Leadership-Learning-and-School-Improvement/Special-Education/Universal-Screening> and includes a [Q & A](#) about the Universal Screening Test, additional [Information for Parents](#) and a copy of the [Parent/Guardian Information Letter](#) regarding the CCAT-7 administration.

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Giftedness Exceptionality)

Students who have an exceptionality of Gifted 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 intentional learning support through the IEP.

Placement - Regular Class Setting - Giftedness Exceptionality

Location - Home School

Regular Class - Withdrawal (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).

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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).

Program Grades - All grades from Grade 4 to 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Placement Description of Special Education Class: Gifted Exceptionality

Placement - ISP Class Giftedness Exceptionality

Location - Across the System Learning Centres in local neighbourhood schools

Special Education Class - Intensive Support Program

Program Grades - From Grades 4 to 12

Recommended Class Size -

Elementary – 25 Students

Secondary 30 Students - As per the 2019-2020, Workload Accord (up to 30 for Academic, up to 31 for U/M) each with 10% flex in up to 10% of classes per school

Staffing - 1.0 Teacher

Placement Description

When placement in a Special Education Class for Giftedness is offered and declined, attendance in the home school continues in the regular class. An Individual Education

Plan (IEP) is developed in which provision is made for the accommodations required to address the student's learning needs. A plan for some school-based enrichment opportunities can also be developed. Regardless of classroom placement, an annual Review IPRC meeting is held for all identified students and it is crucial that development and careful monitoring of the IEP take place.

PLEASE NOTE: Once an offer of placement to a Special Education Class for Giftedness 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.

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 pupil teacher ratio and targeted instruction to address the full range of a student's academic, emotional, and social development. The number and location of these programs is determined by the profiles 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. A program in any given site can reach capacity, which may result in some students being directed to the next closest site location with available program space. Only one offer is provided – at the nearest location with available space. There are no waitlists.

In Secondary Schools

In Secondary Schools, the IPRC placement for students identified with Intellectual Giftedness is Special Education Class with Partial Integration. The students will take some of their courses in special education classes for students with intellectual giftedness 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 offered for the intellectually gifted. The recommended courses for schools to offer are: English, Math, Science, and Geography/History.

Students in Grade 11 and 12 are required to take two special education courses for the intellectually gifted. The recommended courses for schools to offer are: English and Math. Courses for students who are intellectually gifted follow the Ontario curriculum, but offer greater breadth and depth to the topics under study.

Secondary School Boundaries for Students with Giftedness Exceptionalities

After students have been recommended to a Special Education Class for Giftedness, parents can find the closest Secondary Gifted program site location through the link

posted on the TDSB website at: <http://www.tdsb.on.ca/Findyour/School/GiftedProgramSchoolFinder.aspx>.

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 location with available program space. When placement in a Special Education Class for Giftedness is offered and declined, attendance in the home school continues in the regular program. For more information about student placement in TDSB Secondary programs for Giftedness, see the Q and A posted on the TDSB website. Only one offer is provided – at the location indicated according to the student's home address according to the Secondary School Boundaries for Students with Giftedness Exceptionalities. There are no waitlists.

Location of Gifted ISP Map

[Giftedness](#)

Intellectual

Mild Intellectual Disability

MINISTRY OF EDUCATION DEFINITION

A learning disorder characterized by:

- a. *an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services;*
- b. *an inability to profit educationally within a regular class because of slow intellectual development;*
- c. *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:

Classroom Documentation

- An Individual Education Plan (IEP)
- Student work samples and/or anecdotal notes describing adaptive functioning

Educational Assessments

- A profile of learning strengths and needs 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 Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- A psychological assessment indicates that the student's functioning, in meaningful intellectual and adaptive domains lies between the 5th

percentile and the 1st percentile in at least two meaningful adaptive domains

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/guardian(s) may deem relevant

IPRC Determination of Special Education Class: Mild Intellectual Disability

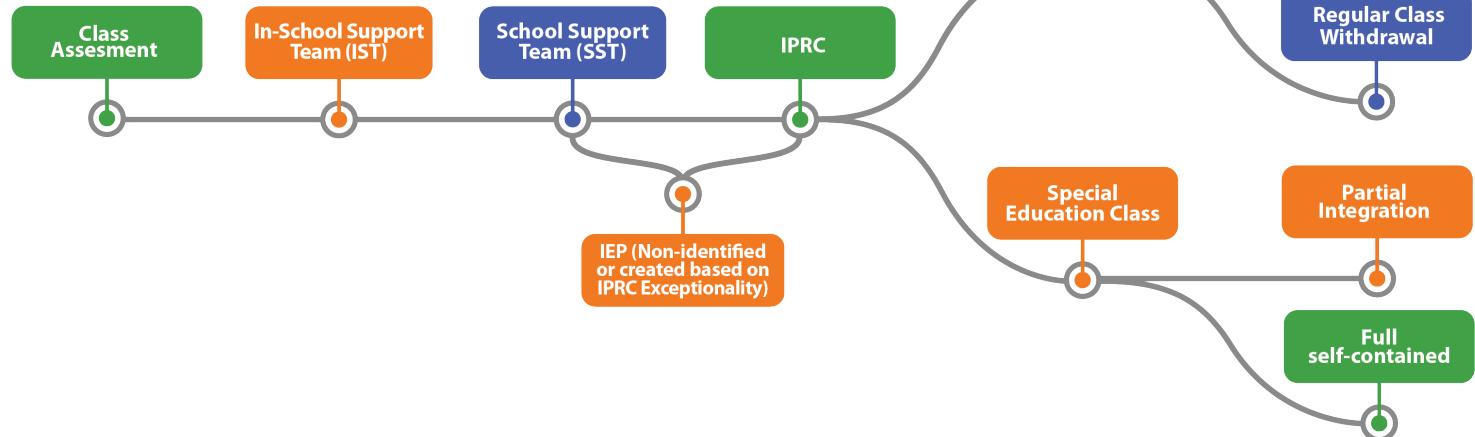
In making its determination, a TDSB IPRC will consider the following:

Typically, students who are eligible for Special Education Class placement with intensive program support 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 kind of placement.)
- Show evidence of lack of academic and social success in the regular classroom setting with appropriate accommodations, modifications, alternative programming and Resource or Home School Program support, 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 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

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Mild Intellectual Disability)

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

Placement - Regular Class Setting - Mild Intellectual Disability Exceptionality

Location - Home School

Regular Class - Withdrawal (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).

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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).

Program Grades - All grades from Kindergarten to 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Placement Description of Special Education Class: Mild Intellectual Disability Exceptionality

Placement - ISP Class Mild Intellectual Disability Exceptionality

Location - Across the System Learning Centres in local neighbourhood schools

Special Education Class - Intensive Support Program

Program Grades - From Grades 1 to 12

Recommended Class Size - Primary - 10-12 Students

Junior - 12-14 Students

Intermediate - 14-16 Students

Secondary - As per the 2019-2020 Workload Accord (up to 14 for LDCC, up to 16 for GLE) each with 10% flex in up to 10% of classes per school

Staffing - 1 Teacher, 1 EA and 1 Lunchroom Supervisor

Placement Description

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. Their 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 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.

In Elementary Schools

The elementary Special Education Class placement is characterized by a smaller class size, Educational Assistant support and a lunchroom supervisor to provide 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. Planned opportunities for successful integration with regular programs are an important component.

In Secondary Schools

Secondary school Special Education Class placements are limited in number, 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 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 for schools to offer 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 for schools to offer are: English and Math.

For students placed in regular class, regular subject teachers liaise with the school Curriculum Leader (CL) for special education and are expected to support students through strategies outlined in the Individual Education Plan (IEP). In addition to the Secondary Resource Program (RSE) and Secondary Learning Strategies (GLE) courses, behaviour support may include course modifications that permit credit accumulation and access to locally developed, compulsory and/or optional credit courses, designed to provide an opportunity for students to upgrade knowledge and skills.

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 is recommending placement in a congregated setting. These programs are characterized by smaller class sizes with a prescribed pupil-teacher ratio. The programs in these settings build

student confidence and self-esteem while developing basic skills that will lead to functional independence, an OSSC or a Certificate of Completion.

Location of Mild Intellectual Disability ISP Map

[Mild Intellectual Disability](#)

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:

Classroom Documentation

- An Individual Education Plan (IEP)
- Student work samples
- Student, parental and school personnel questionnaire and consultation related to vision

Educational Assessments

- A functional assessment (visual or tactile) conducted by the TDSB 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 Profile (ILP) from the most recent School Support Team meeting,

containing a recommendation to proceed to IPRC

Professional Assessment

- An eye 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.

Input of Parent(s)/Guardian(s)

- Parental questionnaire related to vision
- Any other documents that parent(s)/guardian(s) may deem relevant to an IPRC

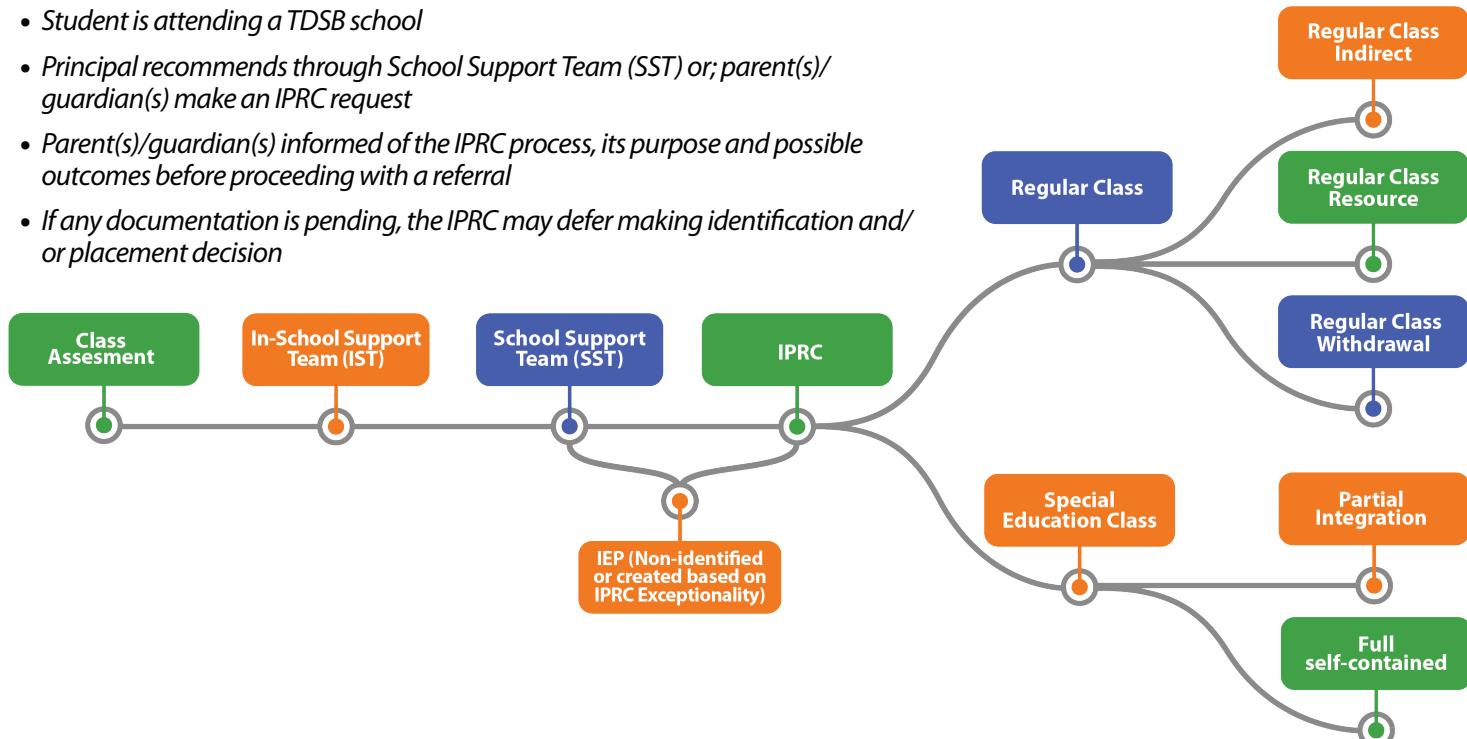
IPRC Determination of Special Education Class: Blind and Low Vision

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

There are no Blind and Low Vision ISPs in TDSB. Students with multiple exceptionalities including Blind and Low Vision may be placed in other ISPs based on their learning profile.

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Blind and Low Vision Exceptionality)

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

Placement - Regular Class Setting - Blind and Low Vision Exceptionality

Location - Home School

Regular Class - Withdrawal (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).

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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).

Program Grades - All grades from Kindergarten to Grade 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Placement Description

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 Functional Vision Assessment, Functional Tactile Assessment and/or Learning Media.

Assessment and Orientation & Mobility Assessment. Support is provided through the TDSB Vision Program by an Itinerant Vision Teacher and/or Orientation & Mobility Specialist.

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 visual impairment), typically 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 kinds of assistance. Students who require minimal ("Tier 1") support receive 2 to 3 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 ("Tier 3") support for their blindness or low vision-related needs (e.g., braille, visual efficiency training) are typically identified as Blind/Low Vision through the IPRC process and receive direct instruction from an Itinerant Vision Teacher. These students are working on developing disability 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 visual impairment require additional instruction in age-appropriate travel skills to ensure safety within the school and in the local community. Orientation and Mobility Specialists hold specialized certification that enables them to instruct students with 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 Vision Program. For instance, the staff of the Vision Program can teach students with low vision how to maximize their remaining vision to access the curriculum, using a laptop computer with screen enlargement program. Other advances in assistive technology (such as speech output, braille embossers (printer), scanners, portable braille note-taking devices, etc.) are helping students who are visually impaired access the curriculum more independently and quickly.

In Elementary and Secondary Schools

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 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. As of June 2018, TDSB is serving 396 students with Blind/Low Vision special education needs.

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:

Classroom Documentation

- An Individual Education Plan (IEP) outlining accommodations and/or modifications addressing the student's physical needs
- Student work samples or other kinds of evidence to illustrate student needs

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 Profile (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- A medical and/or occupational therapy/ physiotherapy assessment

Input of Parent(s)/Guardian(s)

- In addition to information shared at the IPRC meeting, any documents that parent(s)/ guardian(s) may deem relevant

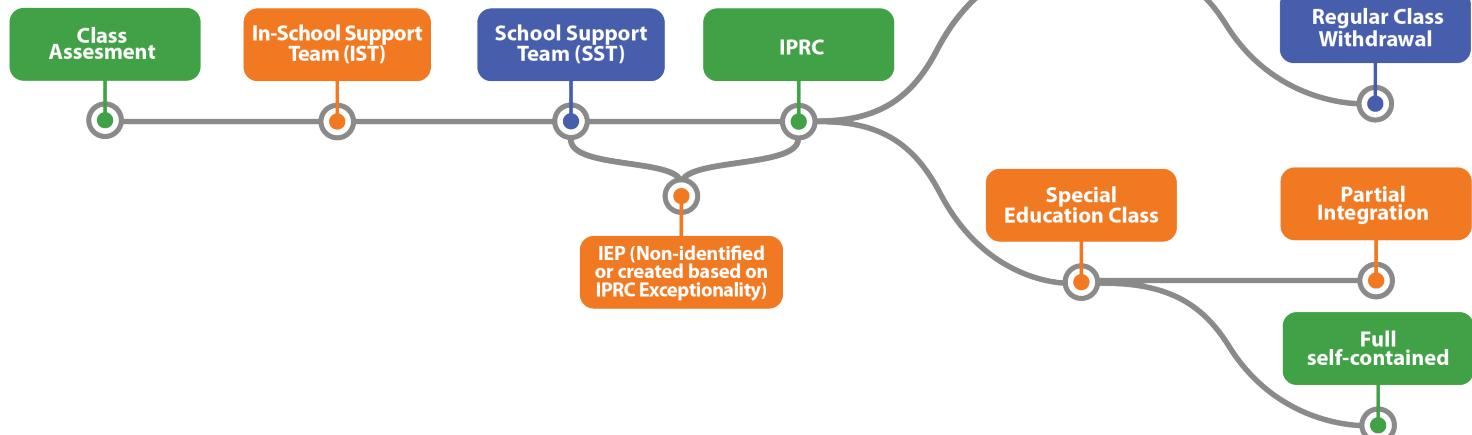
IPRC Determination of Special Education Class: Physical Disability

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

An IPRC decision about placement for a student with the exceptionality of Physical Disability will depend on the full profile of 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 and outside agencies can be an important factor in providing support for staff and parent(s)/guardian(s) in meeting student physical disability needs.

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/ guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision



Placement Description of Regular Class Support (Physical Disability)

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 peers and be provided intentional learning support through the IEP.

Placement - Regular Class Setting - Physical Disability Exceptionality

Location - Home School

Regular Class - Withdrawal (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).

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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).

Program Grades - All grades from Kindergarten to Grade 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Placement Description of Special Education Class: Physical Disability Exceptionality

Placement - ISP Class Blind and Low Vision Exceptionality

Location - Across the System Learning Centres in local neighbourhood schools

Special Education Class - Intensive Support Program

Program Grades - All grades from Kindergarten to Grade 8

Recommended Class Size - 12 Students

Staffing - 1 Teacher and 1 EA

Placement Description

Some students with a physical disability may not meet the criteria for identification of an exceptionality. Some 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. Other 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 Communication or Intellectual exceptionality, and 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 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.

In Elementary and Secondary Schools

Designated Sites

TDSB has selected schools throughout the Board as '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 be placed at a designated site by the special education department, with or without an IPRC. A current medical or OT/PT report outlining needs is required.

• Regular Class in a Designated Site

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.

• Special Education Class with Partial Integration

This is a Special Education Class placement in which students spend a portion of each day in a regular class setting. Educational assistance is provided to support student needs related to mobility, activities of daily living, health and personal care. These classes are supported by Professional Support Services 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 (in a special education congregated site)

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

Location of Physical Disability ISP Map

[Physical Disability](#)

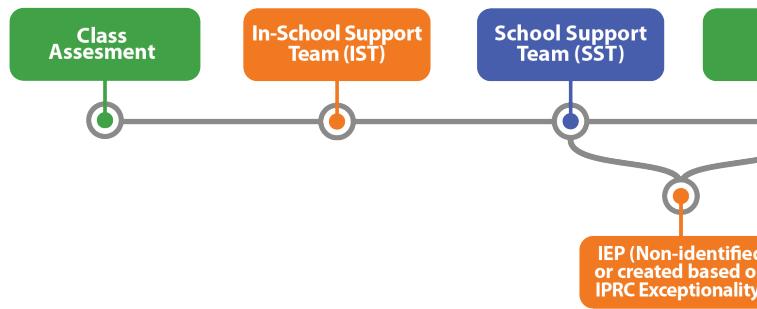
Multiple Exceptionalities

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.

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or; parent(s)/guardian(s) make an IPRC request
- Parent(s)/guardian(s) informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision

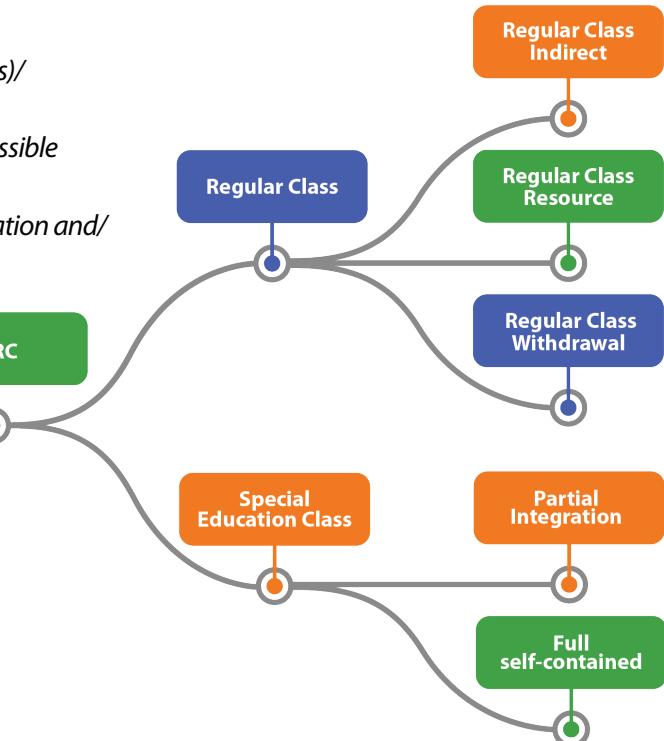


IPRC Determination of Exceptionality:

Blind and Low Vision

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

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



Placement Description of Regular Class Support (Multiple Exceptionalities)

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

Placement - Regular Class with Resource Support Multiple Exceptionalities

Location - Home School

Regular Class - Withdrawal (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).

Resource (The student is placed in a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom).

Indirect Support (The student is placed in 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).

Program Grades - All grades from Kindergarten to Grade 12

Class Size - Ministry of Education regulations for class size

Staffing - Following regular class student and teacher ratio

Placement Description

The definition for "Multiple Exceptionality" describes students with two or more exceptionalities, whose instructional, compensatory and/or medical remediation needs require both intensive support from one or more special education teachers and the kinds of services provided by professional support services personnel.

TDSB has phased out congregated programs for "Multiple Exceptionalities". 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:

- Communication
- Physical
- 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, the Special Education Department looks 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.

Congregated School Sites

IPRC placement in a Special Education Class Full Time is for the entire school day and is typically in integrated settings. Opportunities for successful integration in regular programs are carefully planned for students in these programs.

In some cases, IPRC placement in a Special Education Class Full Time may be in a congregated school setting. A small number of classes are in "congregated" sites, 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 which 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.

Below are the list of schools that are congregated sites:

- [Beverley School](#)
- [Central Etobicoke High School](#)
- [Drewry Secondary School](#)
- [Frank Oke Secondary School](#)
- [Lucy McCormick School Senior](#)
- [Maplewood High School](#)
- [Park Lane Public School](#)
- [Seneca School](#)
- [Sir William Osler High School](#)
- [Sunny View Junior & Senior Public School](#)
- [William J McCordic School](#)
- [York Humber High School](#)

Regional Support Services

A variety of Regional Team services to assist teachers in need of specific strategies and skills when working with children who have special needs is provided. The supports offered vary among the services and may target needs of the whole school, individual classroom, staff and/or student. If the support for the teacher is student specific, signed parental permission is required.

Regional Support Services include:

- Regional Autism Services (ASD Team)
- Behaviour Regional Services Team
- Blind/Low Vision Itinerant Services
- Deaf/Hard of Hearing Itinerant Services

Requesting Regional Support Services

Access to Regional Support Services is considered when school staff has exhausted all available school-based supports and evidence of the classroom conditions indicate UDL and DI have been implemented; including pedagogy that is CRRP and respects the students identity and strengths.

Before a referral is initiated, the Special Education Consultant should be the first contact. The Consultant will participate in referral decision-making at the School Support Team (SST) meeting, so their early involvement and active consultation at the school is very important. To move forward with a student specific referral, parent(s)/guardian(s) must be aware of and in agreement with it.

With the exception of Blind/Low Vision (BLV) and Deaf and Hard of Hearing (DHH) services, regional services are usually initiated by recommendation of the SST. An SST referral is not necessary for students exhibiting BLV or DHH, needs. The appropriate central coordinator should be contacted directly as soon as a concern about vision or hearing is raised.

School requests for Regional Support Services (including BLV or DHH) are made through the Learning Centre referral process, which involves completion of an online "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 regional Special Education Department staff, who may recommend preliminary steps before a regional service is involved. Steps could include a general classroom consultation, staff professional learning or training, or additional instructional resources.

An Access form is not needed to consult with a Special Education Consultant or Coordinator.

Regional Autism Team Services

A priority for Special Education and Support Services is the development of a comprehensive, interdisciplinary 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 an Autism Spectrum Disorder. The mission of the ASD Team is partnering with schools, to empower school staff to provide effective and appropriate programming for students with ASD. A Central Coordinator for Autism Services provides direction and leadership for the team. Members of the team are aligned with each of the four [Learning Centres](#).

Disciplines represented on the Regional Autism Team Services Team include:

- Central Coordinator
- Special Education Teacher Consultant
- Psychologist/Psychological Associate
- Speech-Language Pathologist
- Training Assistant
- Physical/Occupational Therapist
- ABA Facilitator
- Child and Youth Counsellor
- Social Worker

Requesting Regional Autism Team Services

Requests for the Regional Autism Services Team are decided by the School Support Team and are generally made to address Tier 3 student needs, once all available supports at the school level have been exhausted. Requests to access the Team are forwarded electronically through the Learning Centre's Special Education Department 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 parent/guardian signature. The completed referral form is submitted to the appropriate Team Consultant and assigned to the Team for follow up.

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

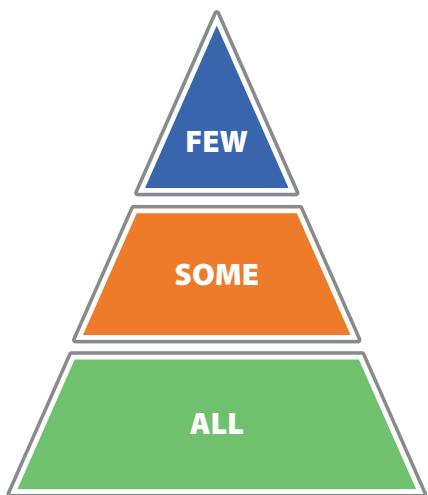
- Modelling of strategies based on Applied Behaviour Analysis (ABA) principles, as per [PPM 140](#)
- Program support to the classroom to promote wellness, equity and achievement
- Individual Education Plan (IEP) and Safety Plan support
- Transition planning as per [PPM 156](#)
- Professional development in partnership with special education staff (i.e., consultants, coordinators)

- Liaison with community partners
- Parent engagement
- Support with behaviour assessment
- Consultation with Professional Support Services (PSS)

ASD Professional Learning (PL)

Tiered E-Learning Opportunities

Previously, school staff was able to access professional learning (PL) through the TDSB/Surrey Place Centre Partnership – School Support Program (ASD), which is no longer funded by the Ministry of Education. A selection of professional learning opportunities are still available to meet teacher needs, tiered according to differing degrees of teacher experience and expertise in working with students with Autism Spectrum Disorder.



The following e-learning sessions are currently available:

Tier 1 – Suggested for ALL

An *Introduction to ASD* was developed by Surrey Place Centre and is a 30 minute on-line module available to all staff through the TDSB professional learning website, KEY TO LEARN. This practical session is suitable for all TDSB employees interested in a foundational understanding of Autism Spectrum Disorder. The course is a prerequisite for all future ASD Professional Learning sessions and is listed as SpEd Central - Online Course "An Introduction to Autism Spectrum Disorder (ASD)".

Tier 2 – Suggested for SOME

Free e-learning sessions from Geneva Centre for Autism provide multiple offerings under *Introduction to Autism: Free Online Series for Educators*. Courses include: What is Applied Behaviour Analysis?, Using Reinforcement, Understanding Sensory Needs, Using Visual Supports, Understanding Stress and ASD, Transitions and Transition Planning. Access to these free courses requires registration and an "enrollment key number" available through the Learning Network Special Education Consultant.

Tier 3 – Suggested for a FEW

A small number of advanced professional learning opportunities are available for TDSB staff specializing in working with students with ASD. Online Certificate Courses for Educators provided by Geneva Centre for Autism are in-depth courses accessed through the Central Coordinator for Autism Services. (Cost factors limit their availability.) Courses include:

- Charting a Path to Success in Your Classroom: An Introductory Autism Certificate Course for Educators
- Online Applied Behaviour Analysis Certificate Course for Educators, Part 1 and Part 2

Interested staff should speak to their Learning Network Special Education Consultant for more information.

School-Based Professional Learning

When schools require support to plan and deliver more targeted professional learning (PL) sessions based on individual school needs, a request can be initiated by the school administrator through the Learning Network Special Education Consultant, who can collaborate with and involve the Autism Services Team as needed.

Behaviour Regional Services (BRS) Team

The mission of the Behaviour Regional Services (BRS) Team 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. BRS 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.

BRS Team members are aligned with each of the four [Learning Centres](#). On a referral basis, the BRS Team provides a continuum of services, ranging from individualized, student-and family-centered support to classroom consultations and professional learning. Services are delivered by a coordinated, multi-disciplinary team, which offers specialized services to schools in the area of behaviour assessment, intervention and support. The multidisciplinary nature of the team allows for greater understanding and skilful management of the complex programming needs of at-risk and high-risk students. BRS Team members include:

- Itinerant Teachers
- Child and Youth Workers

- Social Workers
- Psychologists

The BRS Team implements the methods of [Applied Behaviour Analysis \(ABA\)](#) and will model these practices in the classroom in order to help the adults who work with these students increase their ability to use the methods themselves. For high-risk 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-centred 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 BRS Team Services

Every school in the TDSB has equal access to the BRS Team through the Learning Centre referral process. Requests for BRS Team services are decided by the School Support Team in consultation with the school's special education consultant and are forwarded electronically to the Learning Centre Special Education Department. Such requests are generally made to address Tier 3 student needs, once all available supports at the school level have been exhausted. When the requested support is student specific, the school is provided with the Behaviour Regional Services Consent Form for parent/guardian signature. The completed form is submitted to the appropriate BRS 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 BRS Access request is reviewed by the Special Education team at the Learning Centre. As appropriate, the team responds to the school with BRS staff assignment and a BRS Consent Form to be forwarded to parent(s)/guardian(s). When parental informed consent is confirmed by the assigned BRS 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 particularly challenging group of students.

Following consultation with the Special Education Consultant/School Support Team, principals can contact

the Special Education staff for further information about classroom consultation or professional learning.

Specific Supports Provided by the BRS Team

The BRS Team provides the following supports, in collaboration with school staff:

- Observing the student at school and review of the OSR
- Consulting with teaching and other staff and parent/guardian
- Assisting staff in completing a functional assessment of behaviour (and the appropriate use of the ABC/ Data Recording Chart/Behaviour Log) and in analysing 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
- 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
- Team-teaching with classroom staff and modelling recommended strategies in the classroom
- 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 parent(s)/guardian(s) or family in understanding the factors contributing to the behaviour challenges, interpreting professional assessments, developing transition plans and accessing community supports
- Practising 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

Blind and Low Vision Itinerant Support

School staff may make a direct referral to Blind/Low Vision support services for students who are visually impaired. Requests through completion of an online Access Form should be made as soon as a concern is raised, without waiting for an SST referral. For more information about these services, please refer to the section in this Plan on Exceptionalities – Categories, Definitions and TDSB Special Education Programming.

Deaf and Hard of Hearing Itinerant Support

School staff may make a direct referral to Deaf/Hard of Hearing support services for students who are deaf and hard of hearing. Requests through completion of an online Access Form should be made as soon as a concern is raised, without waiting for an SST referral. For more information about these services, please refer to the section in this Plan on Exceptionalities – Categories, Definitions and TDSB Special Education Programming.

External Options for Full Time Support

Provincial Schools

For students with very complex learning needs that require highly specialized instructional expertise, the IPRC may suggest that the student be referred to a provincial committee for admission to one of the Provincial Schools. These include Provincial Schools for Blind, Deaf or Deafblind students and Provincial Demonstration Schools for students with severe learning disabilities. Referrals to Provincial and Provincial Demonstration Schools are coordinated by the school board in conjunction with parent(s)/guardian(s).

Students register with Provincial School.
PDSB notified. Student IPRC'd at PDSB.
Attends Provincial School.

W. Ross
MacDonald
(Register with Peel/
Attend Provincial
School)

Education and Community Partnership Program (ECPP)

The previously used term "Corrections, Treatment, Care (CTCC)" which replaced the widely used "Section 23" has now been changed to Education and Community Partnerships Program (ECPP).

In some very complex cases that meet specified admission criteria, parent(s)/guardian(s) may choose to investigate other options to meet their child's needs. Special Education – ECPP can provide different kinds of care or treatment appropriate to a student's needs. Parent(s)/Guardian(s) make direct applications for admission to ECPP facilities. School board staff may be able to assist in gathering the

required documentation.

ECPP Schools serve students who benefit from intensive wraparound support in order to attain equitable outcomes in achievement and well-being. The focus of ECPP schools and programs is to serve students whose primary need or needs reside outside of education. Each program is offered in partnership with a treatment centre, health care, or clinical partner to address the primary need of the student. Education is provided throughout this care and treatment by the TDSB. ECPP provides individualized programming in classrooms within hospitals, agency centres and community schools. Students in ECPPs are day treatment clients of the agency, taught by TDSB teachers using the Ontario Ministry of Education curriculum. Admission is initiated through a centralized intake process initiated by the student's home school or through direct contact by families with agencies.

TDSB staff partner with agency teams to provide continuity in education, care and treatment. We align goals for students in individual education plans and agency treatment plans, as we collaborate to holistically meet the complex needs of each of our students.

Transition planning begins upon intake to support smooth transitions into care and treatment; once their treatment is completed, students are supported to have successful transitions back to TDSB schools. All TDSB schools play a crucial role in the transition process by creating a welcoming and inclusive learning environment.

Alternate Placements

Education and Community Partnership Program (ECPP)

Some students with severe social/emotional/mental health needs may require a fully self-contained model of support through Education and Community Partnership Program that are housed in designated schools or agencies. This support may take the form of day or residential care and treatment.

Alternative Programs

TDSB offers a variety of alternative programs designed with the individual needs of students in mind. Programs include:

- Foundations Program
- Fresh Start Suspension and Expulsion Programs
- Senior Elementary, Intermediate and Senior Alternative Programs
- Supervised Alternative Learning (SAL)
- Temporary External Learning Link (TELL)
- Teen Education and Motherhood Program (TEAM)

Structure of TDSB ECPPToronto District School Board

- A Host School (sometimes)
- A Principal to facilitate the partnership and to oversee

the educational program

- A Vice-Principal for day-to-day contact with the teacher and agency staff
- A Teacher and possibly an EA to deliver individualized instruction

Community Agency

- An Agency Site (sometimes)
- An Agency Director to facilitate the partnership
- A Program Manager to oversee the treatment program
- Agency staff work in concert with the TDSB teacher to deliver individualized support

Intensive Support Program

- Staffed by TDSB and the primary focus is education
- Teacher responsible for behaviour plan if needed so students can access curriculum
- Teacher responsible for the whole curriculum, modified if needed through an IEP
- Access through IPRC process and demission through IPRC or parent/guardian withdrawal

ECPP

- Staffed by TDSB and agency and dual focus is education and treatment
- Agency is responsible for a treatment plan so student can reintegrate into home, school and community
- Elementary teachers responsible for transdisciplinary programming
- Secondary teachers responsible for subject specific curriculum.
- Access through central intake or agency process and demission through agency process or parent/guardian withdrawal, followed by an IPRC or a case conference

For more information visit: [Overview](#) and purpose of Education and Community Partnership Program (ECPP)

ELEMENTARY (JK – 8)

- [ADVENTURE PLACE](#) CHILD AND FAMILY CENTRE
- [CHILD DEVELOPMENT INSTITUTE](#)
- [AISLING DISCOVERIES](#) CHILD AND FAMILY CENTRE
- [ETOBICOKE](#) CHILDREN'S CENTRE

CROSS PANEL (JK – 12)

- [APTUS TREATMENT CENTRE](#)
- [HOSPITAL FOR SICK CHILDREN](#)
- [EAST METRO YOUTH SERVICES](#)

• [HUMBER RIVER HOSPITAL](#)

• [GEORGE HULL CENTRE FOR CHILDREN AND FAMILIES](#)

• [JEROME D. DIAMOND ADOLESCENT CENTRE - JEWISH FAMILY AND CHILD SERVICES OF TORONTO](#)

• [GRIFFIN CENTRE](#)

• [TRE-ADD \(at SURREY PLACE\)](#)

• [THE SICK KIDS CENTRE FOR COMMUNITY FOR MENTAL HEALTH \(CCMH\)](#)

• [YOUTHDALE TREATMENT CENTRES](#)

SECONDARY (9 – 12)

• [CENTRAL TORONTO YOUTH SERVICES](#)

• [MASSEY CENTRE FOR WOMEN](#)

• [CENTRE FOR ADDICTION AND MENTAL HEALTH](#)

• [ROSALIE HALL](#) – A Young Parent Resource Centre

• [EGALE](#) YOUTH OUTREACH

• [SCARBOROUGH HEALTH NETWORK HOSPITAL](#)

• [FERNIE HOUSE CHILD AND YOUTH SERVICES](#)

• [SKYLARK CHILDREN, YOUTH AND FAMILIES](#)

• [HUMEWOOD HOUSE](#)

• [SPRINGBOARD](#)

• [JESSIE'S – THE JUNE CALLWOOD CENTRE FOR WOMEN AND FAMILIES](#)

• [SUNNYBROOK HEALTH SCIENCES](#)

• [KENNEDY HOUSE YOUTH SERVICES](#)

• [TURNING POINT YOUTH SERVICES](#)

For more information about ECPP visit:

[Overview](#) and purpose of Education and Community Partnership Program (ECPP)

[Elementary](#) School programs and admission criteria

[Secondary](#) School programs and admission criteria

Section E:

PROFESSIONAL LEARNING; POLICIES & PROCEDURES

Special Education Plan 2020

Special Education and Inclusion Professional Learning

Policies and Procedures

Transportation Policies and Procedure

Special Education and Inclusion Professional Learning

Professional Learning Plan

Building capacity for staff is the underpinning of moving toward inclusion.

Professional learning is determined by the goals in the Multi Year Strategic Plan, local School Improvement Plans (SIP) and data collected through a variety of resources. The Special Education Advisory Committee (SEAC) members also provide their critical lens in advising the Board on areas of focus.

We continue to collaborate with Research and the Leadership, Learning and School Improvement (LLSI) teams to work innovatively to ensure that each student is thriving in an accessible, inclusive and engaging environment. The next three years will focus on three areas of professional learning:

- Inclusion, Equity and Well-Being
- Learning Conditions
- Universal Design & Differentiated Instruction

Areas of Learning Focus

Inclusion, Equity and Well-Being

The transformational actions being taken to support

Inclusion is interconnected to equity and well-being. A strategic and coordinated approach to lead to the thoughtful and intentional systemic change and the cultural shifts necessary to make a difference in schools and classrooms as it relates to serving students with special education needs.

Students are more successful when they are engaged in their learning. A focus on providing educators opportunities to deepen their understanding of how to effectively be responsive to the identities, strengths, interests, gifts, and lived realities of students so as to ensure equitable access, increased opportunities to all pathways and anti-oppressive; anti-racist and inclusive practices are implemented. This will safeguard enhanced learning outcomes for all students.

Learning Conditions

Learning conditions, the operating environment of a classroom, supports a dynamic interrelationship between students, teachers, and curriculum and learning.

A quality learning environment optimizes students' independence to access learning opportunities and resources and is pivotal in providing students with an equitable chance for long-term success.

When implementing effective classroom learning conditions (*teaching strategies, assessment, evaluation, third teacher, flex seating, student voice, culturally relevant and responsive resources and pedagogy*) educators must consider:

- students' social identities, histories, and lived experiences
- resources and pedagogy used must foster a healthy self-identity by affirming, respecting, and promoting cultural knowledge(s)
- building on students' experiences in ways that promote well-being and belonging
- Student as a Learner
 - Who is being referred and why?
 - How is the identity of the student and lived experiences being leveraged to enhance learning opportunities?
- Teacher/Staff as a Learner
 - As there are no neutral spaces, what bias or barriers (systemic, attitudinal, other) have been identified and dismantled?
 - Data shared by the teacher of student assessment and evaluation indicates evidence of Universal Design for Learning and Differentiated Instruction principals; culturally relevant and responsive resources, tasks, assessment and evaluation strategies; evidence of student voice (parallel tasks) or is there an opportunity for professional learning?

Universal Design & Differentiated Instruction

Universal Design for Learning (UDL) means designing

innovative ways to make curriculum accessible in any learning situation/context, for individual learners with different backgrounds, learning styles, abilities and disabilities.

Principles of UDL focus on adapting teaching, learning, curriculum and assessment to suit the learner rather than the other way around. It means creating flexible materials and methods before they are offered to students, understanding that the kinds of support needed by one student can be beneficial for all the students. For example, if one student needs colour coding as a method of organizing notes, all students in the class may find this strategy helpful. UDL means planning learning opportunities that will extend the learning of all students, whatever their level of achievement, and help each one reach his or her potential. ([Rose & Meyer, 2002](#))

Differentiated Instruction (DI) is based on the idea that, because students differ significantly in their strengths, interests, learning styles, and readiness to learn, instructional approaches need to be adapted to match these differing characteristics and provide multiple learning paths for students. The learning content, process, products and environment can be differentiated in any learning situation to support student learning to achieve greater success. ([Tomlinson, 2004](#))

Instructional interventions are monitored by the classroom teacher. When a student begins to show signs of persistent learning difficulties, full understanding of how a student learns is needed to decide the best ways to use student strengths to address areas of need. This is obtained through a review of classroom support strategies, educational assessment and consultation with parent(s)/guardian(s) and/or student.

Information is gathered and reviewed by teachers through development of an Individual Learning Profile (ILP) and consultation at a variety of In-School Support Team (IST) and School Support Team (SST) meetings. With parental permission, information from existing professional assessments and/or community-based resource people is also collected and reviewed. Teachers use this information to create a learning plan that is differentiated to best support the student's unique learning needs.

IEP and Programming

On-going professional development continues throughout the year to support schools with developing and implementing effective IEPs. The Special Education & Inclusion team works closely with teachers and principals in offering guidance and support with the IEP process.

Intentional work is being implemented to address motions received by SEAC as it relates to the IEP process. The intent of the recommendations is to ensure that parents, guardians, and where appropriate, students are informed and included in every step of the development and implementation process of the IEP.

Policies and Procedures

The following Board Procedures are related to Special Education and may be connected to other departments:

- [**PR 699** Students with Special Needs: Management Process for Risk-Of-Injury Behaviours](#)
- [**PR 575** Access to Schools by Third Party Professionals](#)
- [**PR 696** Kindergarten Registration \(see Entry Plan for Students With Special Needs section\)](#)
- [**PR 548** Promotion, Transfer and Retention: Grades 1 to 8](#)
- [**PR 543** Promotion, Transfer and Retention: Grade 8 to Grade 9](#)
- [**PPM 140** Incorporating Methods of Applied Behaviour Analysis \(ABA\) into the Programs for Students with Autism Spectrum Disorder \(ASD\)](#)
- [**PR 724** Refusal to Admit - Caring and Safe Schools](#)
- [**PPM 81** Provision of Health Support Services Settings](#)
The [Ministry of Education](#) also provides detailed information about Special Education

Transportation Policy and Procedures

The Toronto District School Board is committed to providing safe and reliable transportation for resident students in accordance with the Education Act, Section 21 and the [Operational Procedures \(PR 504\)](#) of the TDSB [Transportation Policy \(PO20\)](#).

Transportation is provided for students who are placed by the [Identification, Placement, and Review Committee \(IPRC\)](#) to a Special Education program that is not located in their home school and who meet the eligibility criteria.

Special Education does not oversee Transportation. These guidelines have been developed to provide general information about the transportation service for students who are eligible for transportation, and to outline the responsibilities of all parties involved in the safe transportation of students.

Further information can be obtained through the school principal or Area Supervisor of Transportation.

Additional information and all forms can be found on the [Student Transportation](#) pages of the TDSB website or through the Transportation Portal below.



Looking for your child's transportation information?

1. Transportation Portal: Access information specific to your child's transportation, including route number, stop location, times and bus company contact details. [Learn more and register.](#)

2. Toronto Student Transportation Group:

Phone: 416-394-4287

Fax: 416-394-3806

Email: transportation@torontoschoolbus.org

Web: www.torontoschoolbus.org

Delay Notifications: www.torontoschoolbus.org/school-bus-delays/

3. Your School: Schools have access to the transportation information and often post the Big Bus routes on the main doors of the schools when they open in late August. Route maps identifying all the stops on the large capacity buses are also available on the [Toronto Student Transportation Group website](#).

Transportation and IPRCs

When a special education placement is offered at a school other than the home school, transportation needs should be discussed with the parent(s)/guardian(s) to determine if transportation arrangements are required. If so, the sending school arranges for the parent(s)/guardian(s) to complete a Student Transportation Application form and forwards it to the transportation office once the school section is also completed.

Parents shall ensure that all relevant information as it pertains to the student's ability to access transportation is documented, any limitations clearly identified, and a safety plan is noted on Page 2 of the application or forwarded as an attachment. Parents shall also be provided with a copy of the [Transportation Brochure for Students with Special Needs](#) available at: http://tdsbweb/webdocuments/Transportation/docs/Transportation%20Brochure_tstg_special2016.pub

It highlights roles and responsibilities for the various parties including the boarding, securement, and de-boarding of students from transportation vehicles.

The transportation office forwards a copy of the application form to the receiving school, indicating on the form whether or not a student has met board criteria and been approved for transportation. In late August, the administrator of the receiving school is asked to ensure that school bus information (bell times, pick-up and drop-off locations, documented student disabilities/accessibility issues, etc.) is correct for the students at their school.

Method of Transportation Service

For the 2020-2021 school year please note that method of

transportation services and student cohort may change in order to support the Covid 19 pandemic adaptive model for return to school.

For eligible students in Junior Kindergarten to Grade 5 transportation is provided by contracted carrier services (70 and 18 passenger buses, wheelchair buses, mini-vans or taxis). Each student is entitled to a total of two trips per day. Mid-day routes are intended for students attending half-day programs. Methods include:

- School to school transportation
- Designated site-to-school transportation as a result of an Identification, Placement, and
- Review Committee or for medical reasons
- Home-to-school transportation for Special Education students in district-wide programs
- Mini-van or taxi service for eligible students in warranted circumstances

For students in Gifted programs up to and including Grade 5, the method of service is school to school or school to designated stop (stop determined by Student Transportation Services). Students must walk to a school or designated stop to meet the bus. Parent(s)/Guardian(s) are responsible for the supervision of students before they board and after they disembark from the school bus. Transportation service is not provided from the home or daycare addresses (unless the address is located at a TDSB designated stop).

For all eligible students from Grade 6 through 8, TTC tickets are provided at the request of parent(s)/guardian(s). Grade 6 students may be provided with bus transportation if the most direct TTC route requires more than one transfer. Also please note that a recent policy change allows students age 13 and under to ride for free. Students in Grades 9 to 12 may receive TTC tickets, provided the distance and financial criteria are met.

Requirements and Responsibilities

Changes to Transportation Arrangements

1. Temporary Cancellation of Service

If a child will be absent from school due to illness or for other reasons, parent(s)/guardian(s) are required to inform the transportation company.

Parent(s)/Guardian(s) must notify the transportation company before 7:00 a.m., or the evening beforehand, when transportation is to be resumed following their child's absence. (A directory of companies is listed at the end of the Provision of Transportation section.)

2. Permanent Cancellation/Changes of Pick-up and Drop-off Locations

The transportation company and its drivers are NOT authorized to accept changes of pick-up and

drop-off locations (either permanent or temporary). Changes to transportation must be communicated by completing an updated transportation application and re-submitting it to the attending school office, may require up to 10 working days to process.

If there is a permanent cancellation of service or change in pick-up and drop-off location, parent(s)/guardian(s) are required to advise the principal of the school where the child attends. The principal must then ensure that a student transportation form is completed and forwarded to Student Transportation to cancel or change information.

3. Requiring Return from School Only

When a student is on two-way transportation and comes to school by other means of transportation on any occasion, the parent(s)/guardian(s) are required to call the transportation company to ensure that the transportation company returns their child from school to the designated drop-off location. (For example, if a child is brought to school in the morning, the bus company needs to be informed that the child will need a ride back in the afternoon.)

Pick-up and Drop-off

It is essential that a responsible adult be present for a child at both pick-up and drop-off.

It is not possible for daily transportation services to be reorganized to accommodate parent(s)/guardian(s) work or daycare schedules. Parent(s)/Guardian(s) may designate an alternate adult (i.e., caregiver) to be present for a child's pick-up and drop off. However, parent(s)/guardian(s) must inform the school and bus company if someone unexpected will be meeting their child at the end of the school day (the alternate person should have a picture ID available to show the driver).

Parent Responsibilities

The success of transportation services depends on parent(s)/guardian(s) assuming the following responsibilities:

- Parent(s)/Guardian(s) are expected to have the child ready for transportation at least 5 minutes before the scheduled pick-up time, and to be prompt in meeting the vehicle at the usual drop-off time.
- If the child misses the bus, it is the responsibility of the parent(s)/guardian(s) to transport the child to school. A student who is regularly late for pick-up may lose the privilege of being transported.
- Parent(s)/Guardian(s) are encouraged to maintain open communication with the driver about the unique characteristics of their child, (such as behavioural concerns, seizure information, anxiety, vision or hearing impairment). This is in the best interests of the child, especially if an emergency situation were to occur.

- Parent(s)/Guardian(s) should initially discuss transportation problems or concerns with the school principal. If the problem cannot be resolved at the school level, the school principal should contact the Student Transportation office.

Parent(s)/Guardian(s) are asked to keep the following in mind:

- In September, routes may not settle for up to 4 weeks.
- Drivers do their best to pick up and drop off children on time and strive to ensure that schedules are kept. However, bus schedules are affected by traffic, weather, students' behaviour, and promptness of caregivers in meeting the vehicle.
- It is not always possible to maintain consistent drivers or pick-up and drop-off times. Transportation schedules may vary throughout the year, when new students begin school in your area or transfer to another school.
- No consumption of food or drinks are allowed on buses due to the hazard of choking or the possibility of another student on the bus with food allergies.

Drivers are expected to report to the principal in writing when a student's behaviour is causing problems or an unsafe condition on the bus. The principal will contact the parent(s)/guardian(s) to seek cooperation in solving the problem.

If the problem cannot be resolved, the parent(s)/guardian(s) may be requested to provide alternate transportation for their child.

Driver Responsibilities

The transportation company shall transport students from the nearest curbside in front of their pick-up location to their respective schools and return to the nearest curbside in front of their drop-off location. **Parent(s)/Guardian(s) are responsible for their child to and from the curbside.**

No student shall be left by a driver at the student's designated location for drop-off unless the student is met by a responsible adult – parent(s)/guardian(s) or caregiver designated by parent(s)/guardian(s). A driver will not leave a student unattended or with a person unknown to him or her. If a responsible person is not available to meet the student upon arrival from school, the driver may be instructed to exercise the following options after notifying dispatch:

- Continue to drop off the remaining students on the run and return to the drop-off location
- Deliver the student to the emergency contact person, if available and within reasonable distance
- Return the student to the school, if staff is available to receive the student
- Deliver the student to the nearest Police Division or Children's Aid Society

The driver must call the parent(s)/guardian(s) of new students to advise them of the pick-up and drop-off times the evening before transportation service is to start. The driver must notify the parent(s)/guardian(s) of any change in pick-up or drop-off times.

Seat Belts, Seat Belt Covers, Car Seats, Booster Seats, Safety Vests

Car Seats

- Car seats may be used on 18-passenger buses for daily home to school transportation
- Car seats must be used for students who require them because of their medical condition and the student's weight is under 40 lbs

Booster Seats

The following is mandatory by law for a student riding in a minivan or taxi:

- If student is between 40 and 80 lbs., under 145 cm tall and up to 8 years of age, a booster seat is required
- All car and booster seats must be Transport Canada approved, have a current validation date and be tethered into the school vehicle as required by the Ministry of Transportation before transportation can start
- Parent(s)/Guardian(s) must provide the car or booster seat and must leave them on the vehicle for the school year
- Trained staff from the bus company will inspect and install the car seat or booster seat

Seat Belts, Seat Belt Covers, Safety Vests

Students who remove their seat belts or seat belt covers and fail to remain seated while in transit, or are aggressive to other students create an unsafe condition for both students and driver. A safety harness vest may be required to provide safe transportation. If a student requires a safety harness, a "Harness Request Form" must be completed and authorized by a medical practitioner. Where appropriate and prior to a request for a safety harness vest, a seat-belt buckle guard/cover may be considered. Additional equipment may be required to further secure a safety harness vest, by adding other apparatus.

Collective Responsibility

Parent(s)/Guardian(s), school staff, and drivers are collectively responsible for ensuring that each student is secured by a seat belt and/or in a car seat or safety vest, where applicable:

- Parent(s)/Guardian(s) are responsible for securing their child when the bus arrives in the morning and when unloading in the afternoon

- School staff is responsible for unloading in the morning and securing students when they are dismissed from school
- The driver is responsible for ensuring that students are safe and secure while the vehicle is in motion

Transportation for Students in Wheelchairs or with Severe Mobility Limitations

Transportation may be provided, regardless of distance, for students who have a medical condition or *disability that severely limits walking*. A medical certificate, along with a TDSB *Medical Form to Determine Eligibility* (obtained from the school principal and signed by a physician) is required. The Board reserves the right, with the signed consent of parent(s)/guardian(s), to discuss transportation issues with the physician.

- Transportation is not provided to students due to the medical condition of the parent(s)/guardian(s)
- Transportation is not provided for students attending any school or special program at their request, even when distance or medical condition is a factor
- Students utilizing walkers are not permitted to use wheelchair ramps

Parent(s)/Guardian(s) and Staff:

- At school, staff must physically assist the child to and from the wheelchair bus, and at home parent(s)/guardian(s) must assist the child between the residence and the vehicle
- Are responsible for securing all personal chair restraints such as wheelchair seat belts, harnesses, and trays

The Driver:

- Is responsible for ensuring that all "Q Strain" belts are secured on the wheelchair vehicle
- Only the driver or authorized personnel shall operate the wheelchair ramp. Parent(s)/Guardian(s) and school staff may not assist at this time
- In a circumstance where the student rocks in the chair to the point where the chair is in danger of tipping over, the driver may need assistance holding the wheelchair on the ramp to ensure the child's safety

Cancellation of Service Due to Inclement Weather

Inclement weather may force the closure of schools and/or the cancellation of transportation service.

- Radio, television stations and the TDSB website will communicate a public-service announcement to inform parent(s)/guardian(s) about schools closures and transportation cancellations

- If parent(s)/guardian(s) are concerned about inclement weather, they have the right to keep their child at home (especially in the case of medically fragile students), even if transportation is not canceled by the School Board

September Start-up

For the 2020-2021 school year please note that method of transportation services and student cohort (e.g., number of students on a bus) may change in order to support the Covid 19 pandemic adaptive model for return to school.

Transportation planning for the next school year begins in the spring, when parent(s)/guardian(s) receive a Student Transportation Application from the school. Parent(s)/Guardian(s) are required to complete the Student Transportation Application and return it to their child's school according to the due date. The applications should be forwarded to the Transportation Department by way of the child's school office as soon as possible but no later than the end of June. Applications not received by the end of June may not receive transportation by the first week of school.

Transportation service will not start for a student unless the Transportation Department has a completed application on file.

For students routed on 72-passenger vehicles, route information is posted at the program school the week prior to school beginning in September. For students routed on smaller vehicles, parent(s)/guardian(s) are contacted during the last week of August by the bus driver, to advise them of their pick-up and drop-off times. If contact is not made prior to the first day of school, parent(s)/guardian(s) are responsible for contacting the school to find out which transportation company is providing the service, in order to confirm the times. Parents may also register for the Parent Portal located on the TSTG (Student Transportation Group) website at: <https://www.torontoschoolbus.org> to view their child's transportation information.

In an emergency, information on the application may be released to a medical practitioner. It is the responsibility of parent(s)/guardian(s) to keep the school and transportation company up-to-date on any changes to their child's medical health. **It is critical that phone numbers for parent(s)/guardian(s) and emergency contacts be accurate at all times throughout the year.**

For more information about Transportation, please visit the Toronto Student Transportation Group website - <https://www.torontoschoolbus.org/>.

Transportation Safety

Transportation safety is the number one priority. A list of Mandatory Performance Requirements can be found in [PR 504 Transportation of Students](#).

Additionally, all transportation suppliers must adhere to strict safety requirements. In the event of unsafe practices, transportation may be suspended.

Appeal Process

Parent(s)/Guardian(s) may appeal the decisions made regarding transportation. The appeal process is outlined in PR 504, Section 3.2. A copy of the Appeal Form can be found within the PR504 information.

Transportation Company Contact Information

Student transportation in the TDSB is provided by a number of transportation companies, which may change from year to year. Parent(s)/Guardian(s) should refer to the transportation notification they receive prior to the start of the school year, to learn which company will be transporting their child, and record the contact telephone number in a convenient location.

(AR)	Attridge Transportation	416-255-5199
(CL)	First Student Toronto	416-444-7030
(DT)	Dignity Transportation	416-398-2109
(MC)	McCluskey Transportation	416-246-1422
(SH)	Sharp Bus Lines	416-477-4804
(ST)	Stock Transportation West	416-244-5341
(SC)	Stock Transportation East	416-754-4949
(SN)	Stock Transportation North	416-757-0565
(SW)	Switzer Carty Transportation	905-361-1084
(WA)	Wheelchair Accessible Transit	416-884-9898

Section F:

A P P E N D I X

Special Education Plan 2020

**Appendix A: A Guide to Special Education for
Parents/Guardians**

Appendix B: Diagnostic Assessment Tool

**Appendix C: English Language Learner School-
Based Considerations Prior to Referral for
Psychological Assessment**

**Appendix D: English Language Learners and
Special Education Support in TDSB Elementary
Schools: Q and A**

Appendix E: Individual Education Plan (IEP)

Appendix F: Individual Learning Profile (ILP)

Elementary

Secondary

**Appendix G: Professional Support Services
Referral Form**

Appendix H: Release of Confidential Information

Consent for Release of Confidential Information

**Two-way Consent to the Release of Confidential
Information**

Appendix I: Special Education Brochures

IEP

School Support Team

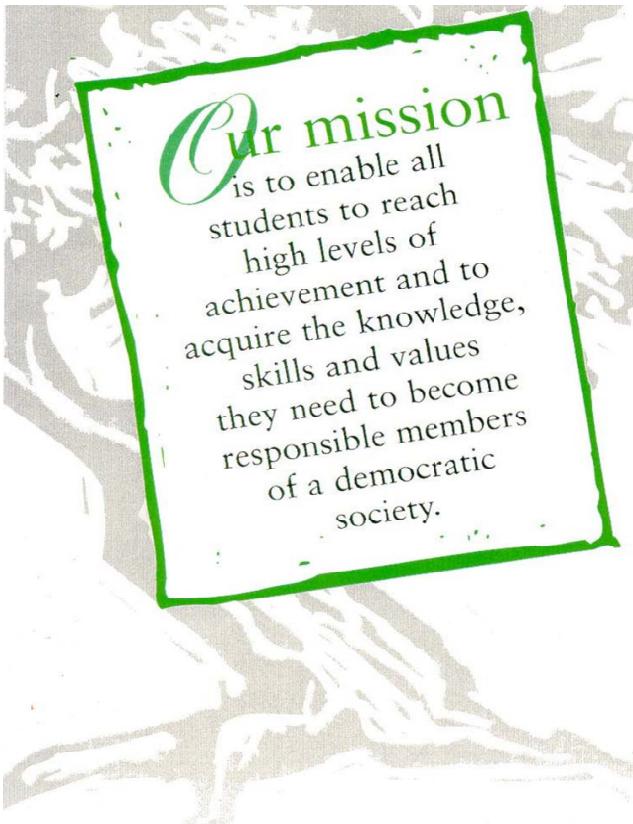
IPRC

Appendix A: A Guide to Special Education for Parents/Guardians



Guide to Special Education for Parents/Guardians

East Office: 140 Borough Drive, Scarborough, Ontario M1P 4N6 (416)396-7968
West Office: 1 Civic Centre Court, Etobicoke, Ontario M9C 2B3 (416) -394-3763



we value:

- Each and every student
- A strong public education system
- A partnership of students, schools, family and community
- The uniqueness and diversity of our students and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning environments that are safe, nurturing, positive and respectful

Serving Our Students, Schools, and Their Communities

Guiding Principles for the Development of the Toronto District School Board

SPECIAL EDUCATION PLAN

We adhere to the Toronto District School Board Mission and Values Statements.

- All exceptional students, their families, and the staff who support them have the right to be treated with respect.
- All exceptional students have the right to reach their potential.
- A range of placements, programs, and services should be available to meet the needs of exceptional students.
- All exceptional students and the staff who support them have the right to a safe, secure, and encouraging environment.
- A partnership of students, school, family, and support services is essential to the success of all exceptional students.

The Education Act requires that school boards provide, or purchase from another board, special education programs and services for their exceptional pupils. The purpose of this parents/guardians guide is to provide you with information about the Identification, Placement, and Review Committee (IPRC), and to set out for you the procedures involved in identifying a pupil as “exceptional,” deciding the pupil’s placement, or appealing such decisions if you do not agree with the IPCR.

What is an Identification, Placement, and Review Committee (IPRC)?

Students being considered for identification of an exceptionality and special education programs and/or services may be presented to an Identification, Placement, and Review Committee (IPRC). Regulation 181/98 requires that all school boards set up IPCRs. Resident students enrolled in and attending a TDSB school are eligible for consideration by a TDSB IPCR. An IPCR is composed of at least three persons, one of whom must be a principal or supervisory officer of the board.

What is the role of the IPCR?

The IPCR will:

- Decide whether or not your child should be identified as exceptional
- Identify the areas of your child’s exceptionality, according to the categories and definitions of exceptionailities provided by the Ministry of Education
- Decide an appropriate placement for your child
- Review the identification and placement at least once in each school year

Who is identified as an Exceptional Pupil?

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

How is an IPCR meeting requested?

The principal of your child’s school:

- May, with written notice to you, refer your child to an IPCR when the principal and the child’s teacher or teachers believe that your child may benefit from a special education program
- Must request an IPCR meeting for your child, upon receiving your written request

Within 15 days of receiving your request, or giving you notice, the principal must provide you with a copy of this guide and a written statement of approximately when the IPCR will meet.

May parents/guardians attend the IPCR meeting?

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

- To be present at and participate in all committee discussions about your child
- To be present when the committee’s identification and placement decision is made

Who else may attend an IPCR meeting?

- Your representative, that is, a person (e.g., a SEAC Member) who may support you or speak on behalf of you or your child
- The principal of your child’s school
- Other resource people such as your child’s teacher, special education staff, board support staff, or the representative of an agency, who may provide further information or clarification
- An interpreter, if one is required (You can request the services of an interpreter through the principal of your child’s school.)

What is a Special Education Program?

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

- Is based on and modified by the results of continuous assessment and evaluation
- Includes a plan (called an Individual Education Plan, or IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil

What are Special Education Services?

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

What is an Individual Education Plan (IEP)?

The IEP must be developed for your child, in consultation with you. It must include:

- Specific educational expectations
- An outline of the special education program and services that will be received
- A statement about the methods for reviewing your child's progress
- For students 14 years and older (except those identified as exceptional solely on the basis of giftedness), a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living

The IEP must be completed within 30 school days after your child has been placed in the program, and the principal must ensure that you receive a copy of it.

Who may request that others attend?

Either you or the principal of your child's school may make a request for the attendance of others at the IPRC meeting.

What information will parents/guardians receive about the IPRC meeting?

At least ten days in advance of the meeting, the chair of the IPRC will provide you with written notification of the meeting and an invitation to attend the meeting as an important partner in considering your child's placement. This letter will notify you of the date, time, and place of the meeting, and it will ask you to indicate whether you will attend.

Before the IPRC meeting occurs, you will receive a written copy of any information about your child that the chair of the IPRC has received. This may include the results of assessments or a summary of information.

What if parents/guardians are unable to attend the scheduled meeting?

If you are unable to make the scheduled meeting, you may:

- Contact the school principal to arrange an alternative date or time; or advise the principal of issues that he or she may take forward on your behalf
- Let the school principal know you will not be attending, and as soon as possible after the meeting, the principal will forward to you, for your consideration and signature, the IPRC's written statement of decision noting the decision of identification and placement and any recommendations regarding special education programs and services

What happens at an IPRC meeting?

- The chair introduces everyone and explains the purpose of the meeting.
- The IPRC will review all available information about your child. They will:
 - Consider an educational assessment of your child
 - Consider, subject to the provisions of the Health Care Consent Act, 1996, a health or psychological assessment of your child conducted by a qualified practitioner if they feel that such an assessment is required to make a correct identification or placement decision
 - Interview your child, with your consent, if your child is less than 16 years of age, if he or she feels it would be useful to do so
 - Consider any information that you submit about your child, or that your child submits, if he or she is 16 years of age or older
- The committee may discuss any proposal that has been made about a special education program or special education services for the child. Committee members will discuss any such proposal at your request, or at the request of your child, if the child is 16 years of age or older.
- You are encouraged to ask questions and join in the discussion.
- Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What will the IPRC consider in making its placement decision?

Before the IPRC can consider placing your child in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- Meet your child's needs
- Be consistent with your preferences

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

If the committee decides that your child should be placed in a special education class, it must state the reasons for that decision in its written statement of decision.

What will the IPRC's written statement of decision include?

The IPRC's written statement of decision will state:

- Whether the IPRC has identified your child as exceptional
- Where the IPRC has identified your child as exceptional,
 - The categories and definitions of any exceptionailities identified, as they are defined by the Ministry of Education
 - The IPRC's description of your child's strengths and needs
 - The IPRC's placement decision
 - The IPRC's recommendations regarding a special education program and special education services
- Where the IPRC has decided that your child should be placed in a special education class, the reasons for that decision

What happens after the IPRC has made its decision?

- If you agree with the IPRC decision, you will be asked to indicate, by signing your name, that you agree with the identification and placement decisions made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.
- If the IPRC has identified your child as an exceptional pupil and you have agreed with the IPRC identification and placement decision, the Board will promptly notify the principal of the school at which the special education program is to be provided of the need to develop an Individual Education Plan (IEP) for your child.

Once a child has been placed in a Special Education Program, can the placement be reviewed?

- A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice from you, the parents/guardians, dispensing with the annual review.
- A review IPRC meeting request may be made any time after the child has been in a special education program for three months.

What does a review IPRC consider and decide?

- The review IPRC considers the same type of information that was originally considered.
- With your written permission, the IPRC conducting the review will consider the progress your child has made in relation to the IEP.
- The IPRC will review the placement and identification decisions and decide whether they should be continued or whether a different decision should now be made.

What can parent(s)/guardian(s) do if they disagree with the IPRC decision?

- If you do not agree with either the identification or placement decision made by the IPRC, you may:
 - Within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss your concerns; or
 - Within 30 days of receipt of the decision, file a notice of appeal with: Director and Secretary Treasurer, Toronto District School Board, 5050 Yonge Street, Toronto, ON, M2N 5N8.
- If you do not agree with the decision after the second meeting, you may file a notice of appeal within 15 days of your receipt of the decision.

If you do not consent to the IPRC decision and you do not appeal it, the Board will instruct the principal to implement the IPRC decision.

How do I appeal an IPRC decision?

If you disagree with the IPRC's identification of your child as exceptional or with the placement decision of the IPRC, you may, within 30 days of receipt of the original decision or within 15 days of receipt of the decision from the second meeting described above, give written notification of your intention to appeal the decision to: Director and Secretary Treasurer, Toronto District School Board, 5050 Yonge Street, Toronto, ON, M2N 5N8.

The notice of appeal must:

- Indicate the decision with which you disagree
- Include a statement that sets out your reasons for disagreeing

What happens in the appeal process?

The appeal process involves the following steps:

- The Board will establish a special education appeal board to hear your appeal. The appeal board will be composed of three persons (one of whom is to be selected by you, the parents/guardians) who have no prior knowledge of the matter under appeal
- The chair of the appeal board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless parents/guardians and board both provide written consent to a later date)
- The appeal board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal
- You, the parents/guardians, and your child, if he or she is 16 years old or over, are entitled to be present at, and to participate in, all discussions
- The appeal board must make its recommendation within 3 days of the meeting ending. It may:
 - agree with the IPRC and recommend that the decision be implemented *or*
 - disagree with the IPRC and make a recommendation to the board about your child's identification, placement, or both
- The appeal board will report its recommendations in writing, to you and to the School Board, providing the reasons for its recommendations
- Within 30 days of receiving the appeal board's written statement, the School Board will decide what action it will take with respect to the recommendations (boards are not required to follow the appeal board recommendation)
- You may accept the decision of the School Board, or you may appeal to a Special Education Tribunal. You may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the tribunal will be included with the appeal board's decision

What if my child is new to the board and has special needs but has not been to an IPRC?

The Toronto District School Board (TDSB) is committed to making sure that students with special education needs receive the appropriate programs and/or services as soon as possible when they enter school.

Students arriving from outside the TDSB, who may require an intensive support special education program upon enrolment and who are newly registered but not yet attending a TDSB school, may be presented to a Special Education Program Recommendation Committee (SEPRC).

A SEPRC may be convened in cases where the board has information that indicates a student may require special placement upon enrolment. To ensure that children are in the best place to meet their needs from the day they first begin attending a TDSB school, the SEPRC can provide a recommendation for placement in a special education program, which the student may attend until the time at which the formal IPRC process can take place.

The SEPRC / IPRC processes are sequential. The membership of a SEPRC is the same as that of an IPRC. SEPRC recommendations are tracked so that subsequent IPRCs can be planned appropriately. When parents agree to participate in a SEPRC, they do not forgo their right to request an IPRC once their child is attending school.

What is the function of the SEPRC?

The SEPRC will:

- Determine whether an intensive support special education program would be appropriate for a student upon enrolment in a TDSB school
- For programming purposes, note whether the student meets the requirements for an exceptionality based on TDSB criteria
- Provide a written statement of recommendations outlining the student's strengths and needs and any program/services recommendations of the SEPRC
- Clarify that any recommendation for an intensive support special education program would be for a time period of approximately 3 months after which an IPRC would be convened

Is a SEPRC meeting like an IPRC meeting?

The main similarities are:

- You will receive a letter of invitation and will be encouraged to participate in the meeting
- You may invite others to attend with you
- The committee membership is the same

The main differences are:

- The SEPRC process is not based on Ministry Regulation 181/98
- A student may only be referred to a SEPRC by the decision of the home school principal in consultation with parents and members of the School Support Team
- The SEPRC cannot go ahead if parents do not attend
- No decisions about exceptionality and placement are made; only a program recommendation is made
- Parents may not appeal the recommendation(s) of the SEPRC

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

The Toronto District School Board provides a full range of services to ensure that the needs of exceptional students are clearly identified and that the appropriate educational programs are provided for them, whether in the regular classroom, a specialized setting, or a combination of both.

What organizations are available to assist parents/guardians?

Many parents/guardians organizations are available to provide information and support to parents/guardians of exceptional children.

Where can parents/guardians obtain information regarding translations?

Contact your school principal for information regarding translators and interpreters.

Where can parents/guardians obtain additional information?

For more information about the services described within this document, please contact the Supervising Principal of Special Education in your local area. Telephone numbers can be found on the front page of this document.

Appendix B: Diagnostic Assessment Tool (TDSB Approved List)

Assessment/ Tool	Grades/ Division	Purpose	Recommended Timelines
Observation Survey	Early Years	Provides a comprehensive overview of a student's level of literacy development; measures students' skills and understanding of reading and writing	On-going
Running Records and Reading Conference	Primary	Document students' reading behaviours to determine a student's instructional reading level; to create dynamic guided reading groups; to allow for documentation of progress over time	On-going for all students; more frequently for those students who are experiencing difficulty with text (i.e., at least once every 2 weeks)
DRA	Primary K – 3 Junior 4 – 6 Intermediate 7 – 8	Provides information about individual student's skills in reading (decoding, fluency and comprehension); assists in making instructional decisions when grouping students for modelled, shared, guided and independent reading	Senior kindergarten: Spring – only for those students demonstrating an understanding of the concepts of print Grades 1 – 8: minimally twice a year, especially for students who are at level 2 and below in reading and writing
CASI	Junior 4 – 6 Intermediate 7 – 8	Assists teachers in determining students' strengths and learning needs individually, as small groups or whole class profile; provides information on students' attitudes to reading, reading preferences and interests; assists in making instructional decisions when grouping students for modelled, shared, guided and independent reading	Grades 4 – 8: Fall and Spring Reading assessment may be administered in the middle of the year with students who require closer monitoring in reading
Literacy Success Kit	Intermediate 9 – 10	Intended for Grade 9 or Grade 10 English courses or any subject; assists teachers in determining students' strengths or learning needs individually, as small groups or whole class profile	Grades 9 – 10: 4 to 6 weeks into the course in a semestered school, or 10 to 12 weeks in a non-semestered school
Le Sondage d'observations	French Immersion K – Grade 1	Provides a comprehensive overview of a student's level of literacy development; measures students' skills and understanding of reading and writing	Provides a comprehensive overview of a student's level of literacy development; measures students' skills and understanding of reading and writing
Alpha Jeunes	French Immersion Grades 1 – 3	Provides information about individual student's skills in reading through miscue analysis of oral reading and assessing a retell of the text in French; Assists in making instructional decisions when grouping students for modelled, shared, guided and independent reading	SK and Grade 1: students who demonstrate readiness Grade 1: Spring only Grades 2 to 3: Fall and Spring

Trousse Diagnostique de Lecture	French Immersion Grades 4 – 8	Assists teachers in determining students' strengths and learning needs with respect to reading comprehension and critical thinking skills and to determine appropriate teaching strategies for reading; Assists in making instructional decisions when grouping students for modelled, shared, guided and independent reading	Grade 4: Fall and Spring Grades 5 to 8: once a year in French and CASI once a year in English Middle of the year for students requiring monitoring in French, English or both
Nelson Mathematics (version Française disponible)	Mathematics K – 12	Allows the teacher to assess prior mathematics concepts and skills and assists teachers in making instructional decisions	Before beginning a new unit of study
Pearson Mathematics (version Française disponible)	Mathematics K – 12	Allows the teacher to assess prior mathematics concepts and skills and assists teachers in making instructional decisions	Before beginning a new unit of study
McGraw-Hill (version Française disponible)	Mathematics K – 12	Allows the teacher to assess prior mathematics concepts and skills and assists teachers in making instructional decisions	Before beginning a new unit of study
Leaps and Bounds	Mathematics Grades 3 – 9	Identifies significant gaps in understanding to enable teachers to build on what students know, to close critical gaps; assist in making instructional decisions and provide strategies to address gaps	As needed when working with struggling students
Gap Closing	Mathematics J/I English and French I/S English and French	Helps teachers to identify more specifically what students know and where difficulties lie; assist in making instructional decisions to address difficulties	As needed when working with struggling students
ONAP	Mathematics	Provides data on achievement of the overall and specific expectations from the previous grade; allows for detailed student and class profiles; areas where students require additional support; trends in achievement; planning of learning experiences so that the different needs of students are addressed	ONAP can be administered before the teaching of a strand or a cluster of expectations within a strand
Burns-Roe Reading Inventory	ELD - LEAP	Determines students' levels of literacy in reading vocabulary, comprehension and decoding skills; information taken into account at the yearly LEAP review (April/May)	Twice per year – beginning and near year-end
ERGO	ESL – Elementary and Secondary	Initial assessment of oral, reading and writing skills; elementary assessment enables teachers to provide the appropriate program, resources and modifications and/or adaptations to an ELL's program; secondary version is aligned with ESL courses of study for secondary school program placement	The tool is used once as initial assessment
STEPS to English Language Proficiency	ESL	For assessing and monitoring English language learners' language acquisition and literacy development across the Ontario curriculum (oral, reading, writing)	K to 12 initial diagnostic and at reporting intervals

Appendix C: English Language Learners School- Based Considerations Prior to Referral for Psychological Assessment



English Language Learners: Considerations Prior to Referral for Psychological Assessment

This protocol has been adapted from that developed by ERGO (ESL/ELD Resource Group of Ontario) to assist school boards with the implementation of Section 2.3.3 of English Language Learners : ESL/ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12. This section states that “*School boards will develop a protocol for identifying English language learners who may also have special education needs.*”¹ The process outlined should be used when there are concerns about the progress of an English language learner.

It is imperative that English language learners who have exceptionalities be identified as soon as possible so that appropriate placement and programming can be arranged. The time needed to complete this process will vary based on individual student needs.

“Some students may arrive with already identified special learning needs, while the needs of others are identified when their progress in English language acquisition and cultural adjustment differs significantly from that of students from similar backgrounds and with similar language experiences.” (Ontario Curriculum Grades 1-8, English as a Second Language and English Literacy Development, A Resource Guide, page 25)

Who Are English Language Learners?

*“English language learners are students **in** provincially funded English language schools whose first language is a language other than English or is a variety of English that is significantly different from the variety used in Ontario’s schools and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.”²*

Support Programs for English Language Learners

English language learners in Ontario can receive one of two distinct language support programs where they receive direct support from teachers who specialize in meeting their language learning needs:

- English as a Second language (ESL) programs are for students born in Canada or newcomers whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools.

¹ Section 2. 3.3 (mandated policy). *English Language Learners: ESL/ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*, 2007

² *Many Roots, Many Voices*, supporting English language learners in every classroom; A Practical Guide for Educators, Ministry of Education, Queen’s printer for Ontario, 2005

- English Literacy Development (ELD) programs are for newcomers whose first language is other than English, or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs are from countries where access to education has been limited. The Literacy Enrichment Academic Program (LEAP) is a TDSB accelerated ELD program, beginning in grade 4, for students with limited prior schooling.

Provision of Special Education Services to English Language Learners

“If information from the student’s home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team.”³

“Where special education needs have been identified, either in the initial assessment or through later assessments, students are eligible for ESL or ELD services and special education services simultaneously.”⁴

Some Considerations Regarding Second Language Acquisition:

- It takes 5-7 years to acquire grade/age appropriate English academic and literacy skills (1-2 years to acquire conversational and day-to-day language proficiency, and 5-7 years for academic language proficiency).
- Canadian-born English language learners may not have developed proficiency in their first language or English to their age appropriate levels and may be at risk.
- Students’ academic success may be impacted by the level of literacy of their parents or guardians.
- The acculturation process has a significant impact on students’ progress and achievement.
- Current research shows that approximately 12% of the general school population has been identified with exceptionalities (including giftedness) and the proportion of ELLs represented in special education classes should be about the same.
- ELLs must have equitable access to appropriate programming to ensure that they reach their potential.
- Standardized tests should be used with discretion; cultural and/or linguistic bias in tests for newcomers may result in unreliable or invalid data.

The following page outlines a process consisting of three phases detailing considerations that may help determine if psychological assessment should be recommended for English language learners whose progress is of concern.

³ Section 2.3.4 (mandated policy) *English Language Learners: ESL/ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*, 2007.

⁴ *English Language Learners: ESL/ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12*, 2007 pg. 19



English Language Learners: School-Based Considerations Prior to Referral for Psychological Assessment

Phase I – Initial Assessment and Placement

The following should be included in this process: Classroom Teacher(s), ESL/ELD Teacher, Parents/Guardians, and if needed, an Interpreter.

A. Complete a Newcomer Profile (Elementary/Secondary)

Family History	Educational History	Medical Considerations
- Pre/Post migration experiences	-Prior schooling (continuous/disrupted)	

B. Assess Student's Stage/Level of English Proficiency

C. Determine and Implement an Appropriate Program - Consider the following

- Adaptations
 - Modifications (expectations to align with the stages of ESL/ELD)
 - Accommodations (instructional strategies, resources)
- Appropriate Assessment (ongoing, formative)
- Provision of ESL/ELD resource teacher support
- Application to a LEAP program if the student meets the criteria

Phase II

Refer student to the School Support Team if the English Language Learner is *Not Progressing In the Adapted Program*

Review and gather additional information in the following areas to assess and determine next steps including further program adaptations:

Review Student Information

- OSR
- Newcomer Profile
- First language assessment
- Academic Gaps

Consider Interpersonal Skills

Observe social skills and acculturation in the following settings:

- Classroom
- Peer interaction
- Community

Collect Information from:

- Teacher(s):
 - academic progress
 - behaviour/attitude/motivation
- Student:
 - self concept and social skills
 - learning style
- Parents/Guardians:
 - first language development
 - access to nutrition and health care
 - developmental medical history

Consider Academic Progress

- Multiple and current work samples
- Current assessments
- Evidence of progress over time
- Progress across content areas

Implement further program adaptations and continue data collection.

Phase III

Conference with administrator and parents/guardians.

If student continues to experience academic difficulties – Refer to School Support Team for discussion about psychological assessment.



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Appendix D: English Language Learners and Special Education Support in TDSB Elementary Schools: Q and A.



ENGLISH LANGUAGE LEARNERS AND SPECIAL EDUCATION SUPPORT IN TDSB ELEMENTARY SCHOOLS: Q. AND A.

"Students should **not** be viewed as having learning disabilities on the basis of performance or behaviours that reflect a process of language acquisition or acculturation, or a lack of prior opportunity to acquire the knowledge and skills being tested. ELLs **must** have equitable access to appropriate programming to ensure that they reach their potential."

(Supporting English Language Learners, A practical guide for Ontario educators, Grades 1 to 8, Ministry of Education, 2008, page 44)

1. WHAT IS AN ADAPTED PROGRAM FOR ENGLISH LANGUAGE LEARNERS (ELLs)?

"**Teachers must adapt the instructional program in order to facilitate the success of English language learners in their classrooms.**"

(Supporting English Language Learners, A practical guide for Ontario educators, Grades 1 to 8, Ministry of Education, 2008, page 50)

Appropriate adaptations to the instructional program include accommodations and modifications.

Accommodations are strategies and provisions provided by the teacher to enable students to meet the curriculum expectations. When a student's program is accommodated, the provincial curriculum expectations are not altered.

Modifications are changes made to the age-appropriate, grade-level provincial curriculum expectations. Modification of some or all of the curriculum expectations may be required to support English language learners, especially those who are in the early stages of learning English or those who have had limited prior schooling. Appropriate modifications for ELLs include revising the expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, reducing the number of expectations, and reducing the complexity of the expectations.

Supporting English Language Learners, A practical guide for Ontario educators, Grades 1 to 8, Ministry of Education, 2008, page 50-51); Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, First Edition, Covering Grades 1 to 12. Ministry of Education, 2010, page 7

2. WHAT ARE SOME EXAMPLES OF APPROPRIATE ACCOMMODATIONS AND MODIFICATIONS FOR ELLs?

Accommodations related to *instructional strategies* include

- extensive use of visual cues;
- use of graphic organizers;
- strategic use of students' first languages;
- allowance of extra time;
- pre-teaching of key words;
- simplification/repetition of instructions as needed;
- simultaneous use of oral and written instructions.

Accommodations related to *learning resources* include

- extensive use of visual materials;
- use of adapted texts and bilingual dictionaries;
- use of dual-language materials;
- use of technology.

Accommodations related to *assessment strategies* include

- allowance of extra time;
- use of alternative assessment strategies (e.g. oral interviews, learning logs, or portfolios);
- use of simplified language and instructions (e.g. in the context of tasks that require completion of graphic organizers and cloze sentences).

Growing Success. Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12. Ministry of Education, 2010, pages 77-78.

The following examples indicate the types of modifications that may be appropriate.

- **Grade 8 language expectation, Writing strand:**

(Students will) write complex texts of a variety of lengths, using a wide range of forms.

Modified expectation:

(The student will) write patterned short texts using specified forms.

- **Grade 4 math expectation, Measurement strand:**

(Students will) pose and solve meaningful problems that require the ability to distinguish perimeter and area.

Modified expectation:

(The student will) demonstrate an understanding of the difference between perimeter and area by showing when and how each should be used.

- **Grade 7 history expectation, Canada, 1800-1850: Conflict and Challenges**

(Students will) identify factors leading to some key events and/or trends that occurred in and/or affected Canada between 1800 and 1850, and describe the historical significance of some of these events/trends for different individuals, groups, and/or communities.

Modified expectation:

(The student will) select and label a series of pictures depicting causes of the War of 1812, arrange them as a timeline, and identify the historical significance of this event for one community.

- **Grade 4 science and technology expectation, Growth and Changes in Plants strand:**

(Students will) describe the changes that different plants undergo in their life cycles

Modified expectation:

(The student will) sequence pictures to demonstrate an understanding of the life of a bean plant.

3. WHAT IS AN IEP?

An IEP is an Individual Education Plan which is a written plan describing the special education program and/or services required by a particular student based on a thorough assessment of the student's strengths and needs.

(*The Individual Education Plan (IEP), A Resource Guide, Ministry of Education, 2004, page 6*)

4. DOES AN ELL NEED TO HAVE AN IEP IN ORDER TO RECEIVE AN ADAPTED PROGRAM?

No. All ELLs are entitled to receive an adapted instructional program based on their current level of English proficiency.

5. CAN AN ELL RECEIVE ESL SUPPORT AND SPECIAL EDUCATION SUPPORT SIMULTANEOUSLY?

Yes. Some ELLs have Special Education needs. They are as likely as any other student to be intellectually gifted, to have a learning disability or a behavioural disorder, or even to have multiple exceptionalities. However, the same behaviours in one student may have a different cause than for another. This is especially true in the case of ELLs. Strong similarities of surface behaviours may lead teachers to make incorrect assumptions about their learners. The first step is a careful observation, over time, of what the ELL can do in a variety of classroom activities and settings. Conclusions must be cautiously drawn to avoid inaccurate labelling of the causes of the behaviours observed in the classroom.

(*Supporting English Language Learners, A practical guide for Ontario educators, Grades 1 to 8, Ministry of Education, 2008, page 43-44*)

Some potential difficulties related to language learning or to Special Education needs

Observable behaviour	Possible explanation in a language learning context	Possible explanation in a Special Education context
Adds or deletes words; uses known words to replace other words	May not yet know the word; may not have internalized the words or requires more rehearsal of words	Has memory/oral language processing difficulties
Is easily distracted	Doesn't understand; is overloaded with new information; requires more visual/concrete support	Has an auditory processing problem, ADHD, or ADD
Has trouble following directions	Doesn't know the vocabulary in the instructions	Has sequencing or memory problems
Can complete arithmetic calculations but not solve word problems	Doesn't know vocabulary of the word problem; isn't familiar with the currency; has no prior experience with the content	Has processing or abstract reasoning problems; a memory problem; sequencing issue; may not be able to generalize from previous examples
Avoids writing	Lacks confidence or is not comfortable with having multiple drafts of work before the final version	Has fine motor difficulties and limited expressive language
Can't retell a story in sequence or summarize a plot	Is unfamiliar with too much of the vocabulary of the story	Has organization or processing problems

Adapted from: Else Hamayan, Barbara Marler, Cristina Sanchez-Lopez, and Jack Damico. *Special Education Considerations for English Language Learners: Delivering a Continuum of Services*. Caslon Publishing, 2007, page 40.

School boards will develop a protocol for identifying English language learners who may also have special education needs. If information from the student's home country, from initial assessment, or from early teacher observation indicates that the student may have special education needs, the student will be referred to the appropriate school team. When Special Education needs have been identified, either in the initial assessment or through later assessments, students are eligible for ESL or ELD services and special education services simultaneously.

(*English Language Learners/ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, 2.3.3 and 2.3.4.*)

The administration and interpretation of psycho-educational assessments should be linguistically appropriate (i.e. tests should be administered in the student's dominant language or with the assistance of a bilingual educator whenever possible). As well, assessors should use more than one instrument or set of instruments in considering the learning characteristics and describing the performance of ELLs. Assessors should also take into account the student's prior opportunities for learning. The development of an IEP for an ELL needs to take into consideration both needs related to language learning and needs related to the student's exceptionality.

6. WHAT IS THE TDSB's PROTOCOL FOR IDENTIFYING ELLs WHO MAY ALSO HAVE SPECIAL EDUCATION NEEDS?

The TDSB has a process consisting of three phases which details considerations that may help determine if a psychological assessment should be recommended for English language learners whose progress is of concern. This process is found in the TDSB document entitled "*English Language Learners School-Based Considerations Prior to Referral for Psychological Assessment*" which is available on the ESL/ELD Webpage under "Programming, Teaching & Learning".

The TDSB's Psychological Services Department's has guidelines for the psychological assessment of English Language Learners. These guidelines are found in the TDSB document entitled "*Guidelines for Psychological Assessment of English Language Learners*"

7. HOW DO YOU REPORT ON AN ENGLISH LANGUAGE LEARNER WHO HAS AN IEP?

If the expectations in the IEP are based on expectations outlined for a grade in a particular subject and/or strand in an Ontario curriculum document, but vary from the expectations of the regular program for the grade, teachers must check the "IEP" box for that subject/strand on the Elementary Progress Report Card and the Elementary Provincial Report Card. On the provincial report card, teachers must also include the following statement in the section "Strengths/Next Steps for Improvement":
"This (letter grade/percentage mark) is based on achievement of expectations in the IEP that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations.

For Grades 1 to 8, when a student's achievement is based on expectations modified from the grade-level curriculum expectations to support English language learning needs, teachers will indicate this by checking the "ESL/ELD" boxes on the progress report cards and the provincial report cards for the appropriate subject(s)/strand(s).

For an English language learner, when modifications to curriculum expectations have been made to address both language learning needs and special education needs, the teacher will check both the "ESL/ELD" box and the "IEP" box. Ministry policy for English language learners states that students can be eligible for both ESL/ELD and special education services.

Growing Success. Assessment, Evaluation and Reporting in Ontario Schools. First Edition, Covering Grades 1 to 12. Ministry of Education, 2010, pages 61, 63-64.

Appendix E: Individual Education Plan (IEP)

Name:

School Year:

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Accommodated only (AC), Modified (MOD), or Alternative (ALT)

A program page is provided for each subject/course with modified expectations and/or alternative program with alternative expectations.

1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

ELEMENTARY PROGRAM EXEMPTIONS OR SECONDARY SCHOOL COMPULSORY COURSE SUBSTITUTIONS

ELEMENTAR
□ Yes □ No

Educational Rationale:

Secondary student is currently working toward the attainment of the: Ontario Secondary School Diploma Ontario Secondary School Certificate
 Certificate of Accomplishment Employability Skills Achievement Certificate

ACCOMMODATIONS (Assume common to all subjects unless otherwise indicated)

INDIVIDUALIZED EQUIPMENT

ACCOMMODATIONS AND EXEMPTIONS FOR PROVINCIAL ASSESSMENTS

PROVINCIAL ASSESSMENT **YES OR NO** **FOR PROVINCIAL ASSESSMENTS**

Permitted Accommodations Yes No

1) _____ 2) _____
3) _____ 4) _____

Exemption Yes No Reading Writing Mathematics

Deferral of Ontario Secondary School Literacy Test Yes No _____

Student enrolled in Ontario Secondary School Literacy Course (OSSLC)

Name:

School Year:

TDSB HUMAN RESOURCES (Teaching/Non-teaching)

HEALTH SUPPORT SERVICES IN THE SCHOOL SETTING

Yes No

AGENCY INVOLVEMENT

IEP DEVELOPMENT

Sources Consulted in the Development of the IEP

- IPRC Statement of Decision
 - Provincial Report Card
 - Previous IEP
 - Parents/Guardians
 - Student
 - Others (List Below)

Other Sources

Other Sources

Other Sources

PLACEMENT IN SPECIAL EDUCATION PROGRAM

- First day of attendance in new special education program
 - First day of the new school year or semester in which the student is continuing in a placement
 - First day of the student's enrollment in a special education program that he/she begins in mid-year or mid-semester as a result of a change in placement

Date of Placement:

Completion Date of IEP Development Phase: _____
(Within 30 school days following the Date of Placement)

Name:

School Year:

Information is collected under the legal authority of the Education Act, R.S.O. 1990, Chapter E.2 as amended and the Personal Health Information Protection Act (2004). For information about Special Education in the TDSB, visit our website at tdsb.on.ca. Select Programs. Go to Special Education

Name:

School Year:

Information is collected under the legal authority of the Education Act, R.S.O. 1990, Chapter E.2 as amended and the Personal Health Information Protection Act (2004). For information about Special Education in the TDSB, visit our website at tdsb.on.ca. Select Programs. Go to Special Education



INDIVIDUAL EDUCATION PLAN (IEP) Transition Plan

Name:

School Year:

No Action Required at present

Appendix F: Individual Learning Profile (ILP)

Elementary

INDIVIDUAL LEARNING PROFILE (ELEM.)

APPENDIX A

Distribution: Original to OSR, Copy to Parent/Guardian and Special Education Consultant

2

INDIVIDUAL LEARNING PROFILE (ELEM.)

APPENDIX A

SECTION G			
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations		Date:	
Administrator:		MART:	
Classroom Teacher:		Special Education Teacher:	
Special Education Consultant:		Support Services:	
Other:		Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility	Timelines
Follow-up / Outcomes of the Recommendations:			
SECTION G			
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations		Date:	
Administrator:		MART:	
Classroom Teacher:		Special Education Teacher:	
Special Education Consultant:		Support Services:	
Other:		Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility	Timelines
Follow-up / Outcomes of the Recommendations:			

Distribution: Original to OSR, Copy to Parent/Guardian and Special Education Consultant

3

INDIVIDUAL LEARNING PROFILE (ELEM.)

APPENDIX A

SECTION G		APPENDIX A	
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations		Date:	
Administrator:		MART:	
Classroom Teacher:		Special Education Teacher:	
Special Education Consultant:		Support Services:	
Other:		Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility	Timelines
Follow-up / Outcomes of the Recommendations:			

SECTION G		APPENDIX A	
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations		Date:	
Administrator:		MART:	
Classroom Teacher:		Special Education Teacher:	
Special Education Consultant:		Support Services:	
Other:		Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility	Timelines
Follow-up / Outcomes of the Recommendations:			

Distribution: Original to OSR, Copy to Parent/Guardian and Special Education Consultant

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INDIVIDUAL LEARNING PROFILE (ELEM.)

APPENDIX A

SECTION G		Date:	
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations			
Administrator:		MART:	
Classroom Teacher:		Special Education Teacher:	
Special Education Consultant:		Support Services:	
Other:		Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility	Timelines
Follow-up / Outcomes of the Recommendations:			

SECTION G		Date:	
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations			
Administrator:		MART:	
Classroom Teacher:		Special Education Teacher:	
Special Education Consultant:		Support Services:	
Other:		Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility	Timelines
Follow-up / Outcomes of the Recommendations:			

Distribution: Original to OSR, Copy to Parent/Guardian and Special Education Consultant

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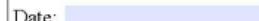
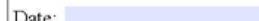
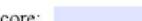
INDIVIDUAL LEARNING PROFILE (SEC.)

APPENDIX B

Current School Year:

IST Date of Referral:

SST Date of Referral:

SECTION A General Information					
Name			Teacher		
School			Grade	<input type="button" value="▼"/>	Grades Transferred
D.O.B. (mmm/dd/yyyy)		Date of Arrival. (mmm/dd/yyyy)			
OEN# 	Country of Birth:		Languages Spoken at Home		
SECTION B Reason for Referral					
<input type="checkbox"/> Academic <input type="checkbox"/> Behaviour <input type="checkbox"/> Speech/Language <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Sensory <input type="checkbox"/> Motor <input type="checkbox"/> Attendance <input type="checkbox"/> Transitions <input type="checkbox"/> Non-Discretionary Student Transfer <input type="checkbox"/> Other					
SECTION C IST Diagnostic Assessment Tools					
Reading	Assessment Tool(s)	Data			Date(s)
Written Language	Assessment Tool(s)	Data			Date(s)
Numeracy	Assessment Tool(s)	Data			Date(s)
TDSB Checklist	<input type="checkbox"/> Speech <input type="checkbox"/> Behaviour <input type="checkbox"/> OT/PT <input type="checkbox"/> Gifted <input type="checkbox"/> Non-Discretionary Student Transfer Checklist				
SECTION D SST Academic Assessment Information					
Check box below [X] if utilized					
Literacy	<input type="checkbox"/> Reading - WF:AS Word Reading <input type="checkbox"/> Reading - WF:AS Comprehension <input type="checkbox"/> Written Language - WF:AS Spelling		Date: 	Percentile Score: 	
			Date: 	Percentile Score: 	
			Date: 	Percentile Score: 	
Numeracy	<input type="checkbox"/> WF:AS - Numerical Operations		Date: 	Percentile Score: 	

Distribution: Original to OSR, Copy to Parent/Guardian and Special Education Consultant

1

INDIVIDUAL LEARNING PROFILE (SEC.)		APPENDIX B
SECTION E	Action taken to date - check box where appropriate	
<input type="checkbox"/> Previously brought to IST:	<input type="checkbox"/>	
<input type="checkbox"/> First date IEP developed:	<input type="checkbox"/>	
<input type="checkbox"/> HSP start date:	<input type="checkbox"/>	
<input type="checkbox"/> SEA Claim:	<input type="checkbox"/>	
SECTION F		
Strengths		
Needs (areas of weakness)	Instructional, Environmental & Assessment Strategies Implemented	
Teacher's Signature	Date of Referral	

Distribution: Original to OSR, Copy to Parent/Guardian and Special Education Consultant

2

INDIVIDUAL LEARNING PROFILE (SEC.)

APPENDIX B

SECTION G		
<input checked="" type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations		Date:
Administrator:	CL/ACL:	
Guidance:	Special Education Teacher:	
Special Education Consultant:	Support Services:	
Other:	Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility
Follow-up / Outcomes of the Recommendations:		
SECTION G		
<input checked="" type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations		Date:
Administrator:	CL/ACL	
Guidance:	Special Education Teacher:	
Special Education Consultant:	Support Services:	
Other:	Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility
Follow-up / Outcomes of the Recommendations:		

Distribution: Original to OSR, Copy to Parent/Guardian and Special Education Consultant

3

INDIVIDUAL LEARNING PROFILE (SEC.)

APPENDIX B

SECTION G		
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations		Date:
Administrator:	CL/ACL:	
Guidance:	Special Education Teacher:	
Special Education Consultant:	Support Services:	
Other:	Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility
Follow-up / Outcomes of the Recommendations:		

SECTION G		
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations		Date:
Administrator:	CL/ACL:	
Guidance:	Special Education Teacher:	
Special Education Consultant:	Support Services:	
Other:	Parent/Guardian/Student:	
Recommendations (see Appendix C)		Responsibility
Follow-up / Outcomes of the Recommendations:		

Distribution: Original to OSR, Copy to Parent/Guardian and Special Education Consultant

4

INDIVIDUAL LEARNING PROFILE (SEC.)

APPENDIX B

SECTION G							
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations	Date:						
Administrator:	CL/ACL:						
Guidance:	Special Education Teacher:						
Special Education Consultant:	Support Services:						
Other:	Parent/Guardian/Student:						
Recommendations (see Appendix C) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <th style="width: 50%;">Recommendations (see Appendix C)</th> <th style="width: 25%;">Responsibility</th> <th style="width: 25%;">Timelines</th> </tr> <tr><td> </td><td> </td><td> </td></tr> </table>		Recommendations (see Appendix C)	Responsibility	Timelines			
Recommendations (see Appendix C)	Responsibility	Timelines					
Follow-up / Outcomes of the Recommendations: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <th style="width: 50%;">Follow-up / Outcomes of the Recommendations:</th> <th style="width: 25%;">Responsibility</th> <th style="width: 25%;">Timelines</th> </tr> <tr><td> </td><td> </td><td> </td></tr> </table>		Follow-up / Outcomes of the Recommendations:	Responsibility	Timelines			
Follow-up / Outcomes of the Recommendations:	Responsibility	Timelines					

SECTION G							
<input type="checkbox"/> IST or <input type="checkbox"/> SST Members and Recommendations	Date:						
Administrator:	CL/ACL:						
Guidance:	Special Education Teacher:						
Special Education Consultant:	Support Services:						
Other:	Parent/Guardian/Student:						
Recommendations (see Appendix C) <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <th style="width: 50%;">Recommendations (see Appendix C)</th> <th style="width: 25%;">Responsibility</th> <th style="width: 25%;">Timelines</th> </tr> <tr><td> </td><td> </td><td> </td></tr> </table>		Recommendations (see Appendix C)	Responsibility	Timelines			
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Follow-up / Outcomes of the Recommendations: <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <th style="width: 50%;">Follow-up / Outcomes of the Recommendations:</th> <th style="width: 25%;">Responsibility</th> <th style="width: 25%;">Timelines</th> </tr> <tr><td> </td><td> </td><td> </td></tr> </table>		Follow-up / Outcomes of the Recommendations:	Responsibility	Timelines			
Follow-up / Outcomes of the Recommendations:	Responsibility	Timelines					

Distribution: Original to OSR, Copy to Parent/Guardian and Special Education Consultant

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Appendix G: Professional Support Services Referral Form



PROFESSIONAL SUPPORT SERVICES REFERRAL FORM

- Psychological Services Speech-Language Pathology Services Social Work Services Attendance Services

Student's Surname			First Name	Trillium Number	Date
DAY	MONTH	YEAR			
Date of Birth			Sex	School	Grade/ Class am/pm
					Teacher
Home Address				Postal Code	Home Phone Number
Mother/Guardian				Bus Phone	Legal Guardianship
Father/Guardian				Bus Phone	With whom does the student reside?
Language(s) Spoken at Home			Country of Birth	Date of Entry to Canada	
<input type="checkbox"/> Number of Days Absent	<input type="checkbox"/> Letter Sent Home?	<input type="checkbox"/> Parent Contacted?		# of Schools Attended	# of Secondary Credits Granted
Attendance Pattern					

THE REFERRAL RECOMMENDATION MUST BE DISCUSSED WITH THE SCHOOL TEAM, THE SERVICE PROVIDER AND THE PARENTS/GUARDIANS (OR STUDENT WHERE APPLICABLE) BEFORE THE REFERRAL WILL BE PROCESSED.

DAY	MONTH	YEAR	DAY	MONTH	YEAR	DAY	MONTH	YEAR
Discussed with School Team			Discussed with Service Provider			Discussed with Parent(s)/Guardian(s)		

Other TDSB Services Currently Or Previously Involved

- | | | | |
|---|---|--|--|
| <input type="checkbox"/> Psychology | <input type="checkbox"/> Social Work | <input type="checkbox"/> Speech-Language Pathology | <input type="checkbox"/> Attendance |
| <input type="checkbox"/> Child & Youth Services | <input type="checkbox"/> Safe & Caring Schools | <input type="checkbox"/> Remedial/Resource | <input type="checkbox"/> Guidance |
| <input type="checkbox"/> ESL/ESD | <input type="checkbox"/> Occupational/Physio Therapy | <input type="checkbox"/> Special Education (specify) | <input type="checkbox"/> Student Success |
| <input type="checkbox"/> Alternative Program | <input type="checkbox"/> Other Agencies/Professionals (Specify) | | |

To the parent/guardian and student:

Please sign this referral form as an indication of your permission to make this referral and open a confidential Support Services file to contain this referral. The professional who will provide the service will contact you to discuss this referral, and he or she will describe the services that will be offered to the student and obtain your informed consent.

Signature of Parent, Guardian or Student as applicable	Signature of Principal
--	------------------------

Personal information contained on this form or personal information collected on behalf of the Toronto District School Board regarding assessment and assistance of the student as indicated above, is collected under the legal authority of the Education Act, RSO 1990, Chapter E.2 as amended, in compliance with sections 14, 31 and 32 of the Municipal Freedom of Information and Protection of Privacy Act, 1999 and in compliance with the Personal Health Information Protection Act, 2004 and will be used for the purpose of providing professional consultation and advice.

Original – Support Services

1 Copy – Parent(s)/Guardian(s) or Student

1 Copy - OSR

August 2010



SUPPORT SERVICES REFERRAL FORM

Page 2

Memo to the Principal:

Principals have an obligation under the Education Act to inform the pupil or parent and to obtain a written permission from the pupil or parent where it is proposed to administer a test of intelligence or personality. For minor pupils under 18 years of age, the parent must provide the written permission. Pupils age 18 and over should sign the referral for themselves.

Ontario, Reg. 298 (*to the Education Act*) provides in part as follows:

- 11(3) In addition to the duties under the Act and those assigned by the board, the principal of a school shall, except where the principal has arranged otherwise under subsection 26(3);
- (m) where it is proposed to administer a test of intelligence or personality to a pupil, inform the pupil and the parent of the pupil of the test and obtain the prior written permission for the test from the pupil or from the parent of the pupil, where the pupil is a minor;

Ontario's Age of Majority Act defines a minor to be anyone who has not yet attained age 18.

Appendix H: Release of Confidential Information

Consent for Release of Confidential Information



Revised April 2013

Instructions for Ensuring Informed Consent for the Release of Confidential Information

These instructions accompany the “**Consent to the Release of Confidential Information**” form. To complete this consent, a parent, guardian or student, where applicable, must be fully informed. This means that the parent, guardian or student, where applicable, understands the following:

- **What specific information is to be disclosed.** Specific pieces of information should be indicated: Attendance Services information, Psychiatry information, Psychology information, Physiotherapy information, Occupational Therapy information, Social Work information and/or Speech-Language information. Parents, guardians or students where applicable have the right to determine which information is to be released and need to be informed about which information is relevant for the purpose specified (see below). They also need to be aware that limiting access to pertinent information can make it difficult to meet the student’s needs appropriately.
- **To whom the information will be disclosed.** The institution, agency or person to receive the information should be specified on this line (e.g., **Toronto District School Board**). The address should also be indicated (e.g., **Professional Support Services** at the appropriate education office). Please be advised that information released to the Toronto District School Board will be shared with teachers and school staff on a need to know basis, unless you indicate otherwise in the “**Special Instructions**” section.
- **For what purpose it is to be disclosed.** The information may be used for educational planning and/or the co-ordination of services. Other purposes can also be specified. When releasing information to an outside agency or institution, the information may be used for the provision of their services.

Under “**Special Instructions**”, the parent, guardian or student where applicable, may wish to indicate other specific instructions about the disposition of the confidential information. For example, they may wish to have a copy of the confidential information placed in the student’s Ontario Student Record. They may wish the information to remain in confidential psychological files (i.e., files supervised by a registered Psychologist). They may wish a copy of the information to be placed in both locations. They may wish to indicate that the confidential information must be destroyed after a specified time period (bearing in mind that legislation may stipulate a period of time during which the information must be retained). Any of these conditions should be noted on the line as a “special instruction”.

The signed consent is time-limited. The consent to release the information is valid for no more than one year and may be specified to be less than a year. The consent includes a statement indicating that it may be rescinded or amended at any time. This request must be made in writing and would rescind or amend the consent except where action has already been taken in reliance on the original authorization.

The authorizing signature on the consent indicates the parent’s, guardian’s or student’s agreement to the disclosure of the specified confidential information, to the specified institution/agency/person for the specified purpose, under a specific set of conditions.

Finally, parents, guardians or students where applicable, should be given a copy of the signed consent form to keep for their own records.

Two-way Consent to the Release of Confidential Information



Revised April 2013

CONSENT TO THE RELEASE OF CONFIDENTIAL INFORMATION *

PLEASE PRINT CLEARLY

I (We) _____

First Name

Last Name

of

Address

City or Town

Province

Postal Code

hereby consent to the release of the following information: (check those that apply)

- | | | | |
|-------------------------------------|---|---|--|
| <input type="checkbox"/> Attendance | <input type="checkbox"/> Child and Youth Services | <input type="checkbox"/> Occupational Therapy | <input type="checkbox"/> Physiotherapy |
| <input type="checkbox"/> Psychiatry | <input type="checkbox"/> Psychology | <input type="checkbox"/> Social Work | <input type="checkbox"/> Speech-Language Pathology |

and/or Other: (specify) _____

compiled / prepared by:

Name of institution, agency or person

Address

City or Town

Province

Postal Code

in respect of: (Name of student)

Date of Birth

First Name

Last Name

year

month

day

School

Student ID #

to:

Name of institution, agency or person: e.g., TDSB

Address: Professional Support Services (check one below)

- | |
|--|
| <input type="checkbox"/> West Region Areas A/B - 1 Civic Centre Court, Toronto, M9C 2B3 |
| <input type="checkbox"/> East Region Areas C/D - 140 Borough Drive, Toronto, M1P 4N6 |
| <input type="checkbox"/> Occupational Therapy & Physiotherapy - 2 Trethewey Dr. Toronto, M1P 4N6 |

for the purposes of:

- | | |
|--|--|
| <input type="checkbox"/> Educational Planning | and/or <input type="checkbox"/> Co-ordination of Service |
| <input type="checkbox"/> Other (specify) _____ | |

Special Instructions:

Signature _____

Relationship to student _____

Witness _____

Dated this _____ day of _____, _____.
(day) (month) (year)

This consent to release information form remains valid until **

(maximum one year from date of signature) _____ | year | month | day

* Please refer to the accompanying "Instructions for Ensuring Informed Consent for the Release of Confidential Information" when filling out this form.

** Authorizing person(s) may cancel or change the above authorization in writing at any time prior to the expiry date, unless action has already been taken on the basis of the authorization.

Appendix I: Special Education Brochures

IEP

What's an Individual Education Plan (IEP)?

An Individual Education Plan (IEP) is a special education plan that describes special education programs or additional support your child needs.

The IEP helps monitor and assess your child's progress, and it is modified as your child's needs change.



Resolving IEP Concerns

If parents disagree with TDSB staff over aspects of their child's IEP, they can ask the principal to help resolve the problem. This could involve a discussion with the teacher to identify areas of concern and find solutions. It might also involve meeting with the School Support Team and student, the centrally assigned principal of special education or learning network superintendent.



For more information about special education, please visit the TDSB website at www.tdsb.on.ca/SpecialEducation.



Special Education
Individual Education Plan (IEP)

www.tdsb.on.ca/SpecialEducation

When is an IEP Developed?

An IEP is developed when the principal in consultation with members of the In-School Team (IST) and/or School Support Team (SST) feel your child needs additional support to achieve his or her learning expectations.

Both the IST and SST help develop action plans and strategies based on the student's learning needs.

There are different levels of support:
Modifications are changes made to what the child is expected to learn in a particular subject.

Accommodations are changes made to how the teacher instructs or assesses your child, but without changing the curriculum. It may include support from an extra staff member, environmental changes or equipment that helps your child learn.



IEPs are developed within 30 days of a student being placed in a special education program. However, it can also be developed for students who have not been formally identified as having special education needs, but require additional support.

Parents are consulted in the development of the IEP and get a copy. This plan is reviewed and updated at least once every reporting period.



Transition Planning

IEPs include plans for helping your child cope with transitions.

Not all students need the same degree of support, which may be different from year to year.

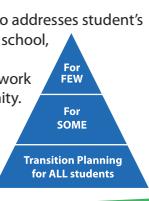
While some students need help moving within a classroom or locations within the school, others may benefit from different teaching strategies. Larger transitions can involve changes in locations or programs and need support from adults.

For a FEW students:
A personalized transition plan for more complex needs.

For SOME students:
Partnering with a 'buddy', following a timetable, using transition materials.

For ALL students:
School visits, orientation nights, tours, teacher transition meetings.

A tiered approach also addresses student's transition to life after school, whether it's further education, school to work or life in the community.



What's the Role of the In-School Support Team (IST)?

The role of the In-School Support Team (IST) is to provide support to students with special needs by developing, monitoring and evaluating action plans and strategies to help your child.

To better understand the student's strengths and needs, the IST uses different educational assessment strategies, such as direct observation, journals, tests, projects and the student's own self-assessment.



Parental and Student Involvement in IST/SST Processes

Parents are the most valuable partner in a child's education. Although parental attendance at the IST and SST meetings is not mandatory, we encourage them to participate. If parents cannot attend, they will be informed about any plan of action recommended at the meeting to address their child's needs.

When a member of the TDSB's professional support services attends the meeting, such as a psychologist or social worker, and the student is identified, parental permission is required.

Students over 16 years of age are also encouraged to participate and must be consulted. Students over 18 years of age must give permission for their personal information to be shared with their parents.

When needed, the principal can ask for an interpreter to attend the meeting.

For more information about special education, please visit the TDSB website at www.tdsb.on.ca/SpecialEducation.

Special Education

In-School Support Team & School Support Team



www.tdsb.on.ca/SpecialEducation

IST Team

Elementary schools:

- ✓ Principal
- ✓ Special education teacher

Secondary schools:

- ✓ Special education curriculum leader (CL) or assistant curriculum leader (ACL)



Referral to an IST

Students are referred to an IST when regular classroom instruction doesn't meet their needs.

Teachers monitor and record the student's progress in a document called the Individual Learning Profile (ILP), which is shared at the IST meeting.

The IST meets regularly to evaluate the student's progress. When the IST's recommended strategies have limited success, the IST can refer the student to the School Support Team (SST).



What's the role of the School Support Team (SST)?

The School Support Team (SST) helps set educational goals and implement strategies based on the student's unique learning needs.

This team offers additional knowledge by including psychologists, social workers, attendance counsellors, speech-language pathologists, occupational therapists, physiotherapists, parents or caregivers and students over 16 years of age.

What's the Role of the Identification, Placement & Review Committee (IPRC)?

Some students show signs of behavioural, communication, intellectual, physical or multiple needs that cannot be met through regular instruction. The role of the Identification, Placement & Review Committee (IPRC) is to determine whether the student is "exceptional" (has special needs), and advise on an appropriate program or setting. This could mean providing help in the regular class with extra resources, or withdrawing the student to a special education class for part or all of the school day.

Parents or the school principal can request a review by the IPRC.



Resolving IPRC Concerns

Parents can consult with the school principal or special education staff to clarify decisions of the IPRC.

If parents need more information on procedures, they can contact the school office. If this does not resolve the issue, parents can launch a formal appeal.

The appeal process is outlined in the Guide to Special Education for parents, which is provided as part of the IPRC process.



For more information about special education, please visit the TDSB website at www.tdsb.on.ca/SpecialEducation.

Special Education

Identification, Placement & Review Committee (IPRC)



www.tdsb.on.ca/SpecialEducation

IPRC Meetings

The purpose of the meeting is to understand the student's learning strengths.

Parents and students over 16 years of age are encouraged to attend and take part in the discussion, although an IPRC may proceed if the parents are not present.

Other participants include:

- ✓ An administrator from the referring school;
- ✓ The teacher or teachers who know the student best and can share information on the student's strengths and needs, and programs available;
- ✓ Additional resource people if needed, arranged by the school principal or parents;
- ✓ An interpreter (when needed);
- ✓ An advocate, if invited by the parents, to provide support or speak on their behalf.



IPRC Annual Reviews

A school-based IPRC holds an annual review for each student with special needs to determine if the support is still needed.

Parents can also request a review any time after a student has been in a special education program for three months.

The child's most recent report card and any other professional or classroom assessments are taken into consideration.



Parent Concern Protocol

What is the Parent Concern Protocol?

The Parent Concern Protocol establishes procedures for addressing parent's concerns related to education. A concern can be a school-related problem or issue affecting a child/ren, families or the community.



For more information about special education, please visit the TDSB website at www.tdsb.on.ca/SpecialEducation.



Special Education

Parent Concern Protocol



www.tdsb.on.ca/SpecialEducation

Guidelines for Parents

- ✓ Present your concern in a respectful manner;
- ✓ Allow a reasonable amount of time for addressing and resolving your concern;
- ✓ Talk first with the staff responsible for the area to which the concern is related;
- ✓ If your concern is about a school policy or program, please direct it to the school council;
- ✓ If your concern is about a Board policy or program, please direct it to the learning network superintendent, central staff or trustee as appropriate;
- ✓ Keep an open mind when receiving advice from staff or a trustee;
- ✓ Ensure confidentiality is maintained when dealing with personal or private information.



Procedures

Concern about a school policy, procedure, activity or event brought to the principal

Actions may include:

- ✓ Advising a parent to discuss the concern directly with the teacher;
- ✓ Gathering information;
- ✓ Discussing the concern with the teacher;
- ✓ Meeting jointly with the teacher and parent;
- ✓ Consulting with the learning network superintendent, other Board staff or the Board's Legal Services;
- ✓ Referring the issue to the school council for discussion;
- ✓ Referring the concern to the learning network superintendent (when parent disagrees with the decision and wants to appeal to a higher staff authority);
- ✓ If the concern is related to a policy or program, the principal will direct the parent to the appropriate person.



Concern related to classroom, teacher or school brought to the learning network superintendent

Actions may include:

- ✓ Referring the parent to the principal;
- ✓ Gathering information;
- ✓ Discussing the concern with the principal;
- ✓ Making a final decision in consultation with the principal and informing the parent and principal on the outcome;
- ✓ Referring the concern to the appropriate person.

Concern about a particular school or group of schools brought to the director of education or chair of the board

Actions may include:

- ✓ Referring the matter to the appropriate learning network superintendent(s), central superintendent(s) or local trustee.



Appendix J: Glossary of TDSB Terms

Accommodations – teaching strategies, supports, and/or services required to help a student access the curriculum and to demonstrate learning. Examples of individual accommodations:

- giving students extra time to complete classroom assignments
- allowing students to complete tasks or present information in alternative ways
- providing students with various learning tools, such as calculators or adaptive computers, to help them complete tasks
- providing scribes for students who need assistance with writing
- using pictorial schedules to help students make transitions

Articulation – refers to the production of speech sounds.

Barrier Free – a building/structure that is physically accessible, including access to all areas and equipment within the school environment.

Basic Living Skills – the skills that people require to meet their basic needs at a given age level (e.g. self-feeding, self-dressing, and toileting skills). As social environment and expectations become more complicated, basic living skills encompass such things as the ability to use public transportation, shop, and ask for directions.

Composite Score – on a test of intellectual ability, the aggregate score produced from various sub-test scores.

Curriculum – Alternative Expectations – expectations not derived from an Ontario (provincial) curriculum document or that are modified so extensively that the Ontario curriculum expectations no longer form the basis of the student's educational program.

Curriculum – Modified Expectations – expectations derived from an Ontario (provincial) curriculum policy document for a grade level or for grade levels above or below the student's age-appropriate grade level.

Educational Assistant (EA) – if assigned, someone who works under the direction of the teacher and principal, and assists with classroom and playground activities or excursions and other areas, as directed by the principal.

Exceptional Student – defined by the Education Act as "...a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a Special Education Program...." Students are identified according to the categories and definitions provided by the Ministry of Education.

Fresh AER: Assessment, Evaluation, and Reporting in Elementary/Secondary Schools – TDSB resources (elementary and secondary versions) that provide guidelines for teachers and administrators to follow in order to increase consistency in assessment and evaluation practices, as well as to provide clarity around reporting practices.

Identification, Placement, and Review Committee (IPRC) – a committee composed of at least three persons appointed by the Board, one of whom must be a principal or supervisory officer of the Board. The IPCR will:

- decide whether or not a student should be identified as exceptional
- identify the areas of a student's exceptionality (according to the categories and definitions provided by the Ministry of Education)
- decide an appropriate placement for a student
- review the identification and placement at least once in each school year

Inclusion – an attitude toward the need and right to "belong" to one's community.

Individual Education Plan (IEP) – a plan developed (in consultation with Parent(s)/Guardian(s), and the student, where the student is 16 years of age or older) for each student who has been identified as exceptional by the IPCR process. An IEP is a written plan. It is a working document that describes the strengths and needs of an individual exceptional student, the special education program, and services established to meet that student's needs, and how the program and services will be delivered. It also describes the student's progress.

Informed Consent – with the exception of special education teachers, the involvement of professionals requires informed consent from a Parent(s)/Guardian(s) or student who is of age in order to initiate an individual assessment. In all instances, Parent(s)/Guardian(s), or students who are of age, are contacted to obtain their informed consent to ensure they understand the reasons for the assessment, the nature of the assessment, the risks and benefits of the assessment, and possible outcomes of the assessment. Issues of where and how the record will be stored and the limits to confidentiality are also outlined.

IPRC Annual Review Meeting – a meeting held every school year unless the principal of the school at which the special education program is being provided receives written notice from the parent(s)/ guardian(s), waiving the Annual Review. Parent(s)/Guardian(s) may request an IPCR Review meeting any time after a student has been in a special education program for three months.

Intensive Support Amount (ISA) – Ministry funding for school boards to support the needs of students who require high-cost specialized equipment:

- ISA 4, based on the number of educational programs offered in care, treatment, custodial, or correctional facilities.
- Special Incidence Portion (SIP) for students with extraordinarily high health and safety needs (see also Specialized Equipment Amount).

Percentile – expressed in a number between 0 and 100, that tells what percentage of individuals in a group receives a score between certain points. A percentile of 78 says that the person scored higher than 78 % of the group. This should not be confused with the percentage score on a test.

Phonology – the language component that governs the manner in which speech sounds are combined and patterned. Aspects related to intonation, stresses, pausing, etc., are also included.

Education and Community Partnership Program (ECPP) (formerly Care, Treatment, and Correctional

CTCC) Facilities – educational programs in a variety of settings to address student needs that have not been met in the traditional school model.

Special Education Advisory Committee (SEAC) – an advisory committee established in accordance with Regulation 464/97 of the Education Act. SEAC makes recommendations to the Board concerning any matter affecting the establishment, development, and delivery of special education programs and services. The TDSB and SEAC work together to protect the rights of students with special needs.

Special Education Per-Pupil Amount (SEPPA) – funding that is determined according to a formula based on each board's total enrollment of secondary and elementary students, including those students with special needs.

Specialized Equipment Amount (SEA) (formerly known as ISA 1) – funding amounts based on students' special individualized equipment needs.

TTY – telephone devices for the deaf and hard of hearing.

Appendix K: Special Education Acronyms

Acronym	Description
ACL	Assistant Curriculum Leader
AODA	Accessibility for Ontarians with Disabilities Act
AQ	Additional Qualification Course
ASD	Autism Spectrum Disorder

BEH	Behaviour
BMS	Behaviour Management System Training
CAP	Centrally Assigned Principal
CAS	Children's Aid Society
CCAS	Catholic Children's Aid Society
CCAC	Community Care Access Centre
CL	Curriculum Leader
CS	Consultant
CO	Coordinator
CPI	Non-Violent Crisis Prevention Intervention Training
CYW	Child and Youth Worker
DD	Developmental Disability
EA	Educational Assistant
Ele	Elementary
FBA	Functional Behaviour Assessment
FOI	Freedom of Information
FOS	Family of Schools (former organizational structure denoting a cluster of schools)
GC	Guidance Counsellor
HSP	Home School Program (elementary special education class with partial integration)
IEP	Individual Education Plan
ILP	Individual Learning Plan
Int	Intermediate
IPRC	Identification, Placement, and Review Committee
IS	Indirect Support Delivery Model
ISA	Intensive Support Amount

ISP	Intensive Support Program (full time special education class)
IST	In-School Team
JCAS	Jewish Children's Aid Society
Jr	Junior
LangLab	Language Lab
LC	Learning Centre
LD	Learning Disability
LHIN	Local Health Integration Network
LI	Low Incidence
LN	Learning Network
MART	Methods And Resource Teacher
ME	Multiple Exceptionality
MID	Mild Intellectual Disability
NCFS	Native Child and Family Services
ORG	Organization
OSR	Ontario Student Record
OT/PT	Occupational Therapy / Physical Therapy
P	Principal
PD	Professional Development
PD	Physical Disability
PHIPA	Personal Health Information Protection Act
PI	Partially Integrated Delivery Model
PL	Professional Learning
PLC	Professional Learning Community
PR	Primary
PSSP	Professional Support Services Personnel

Psych	Psychology
RA	Resource Assistance
RES	Resource Program
SC	Self-Contained (Congregated) Delivery Model
SAL	Supervised Alternative Learning
SAP	Systems Applications Products in Data Processing
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
Sec	Secondary
SEPPA	Special Education Per Pupil Amount
SEPRC	Special Education Program Recommendation Committee
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist
SNA	Special Needs Assistant
SOE / SO	Superintendent of Education
Sp Ed	Special Education
Sr	Senior
SSP	School Support Program (Surrey Place Centre)
SST	School Support Team
SST	Student Success Team
SW	Social Worker
TSAA	Toronto School Administrators' Association
VP	Vice-Principal
WA	Withdrawal Assistance Delivery Model