

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

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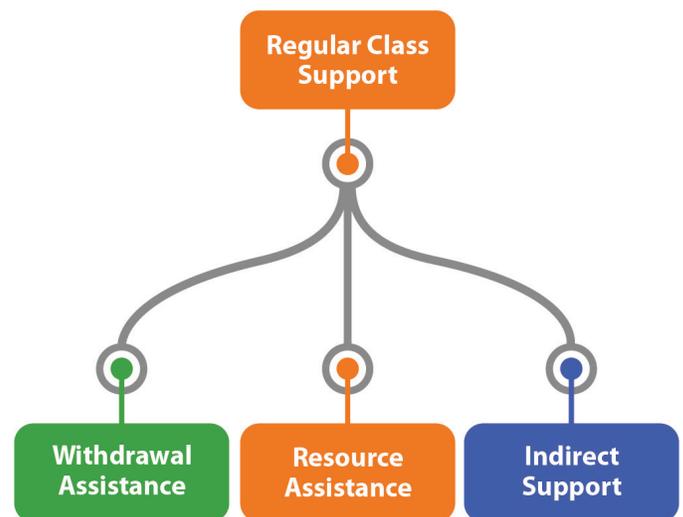
### Regional Support Services

### 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.

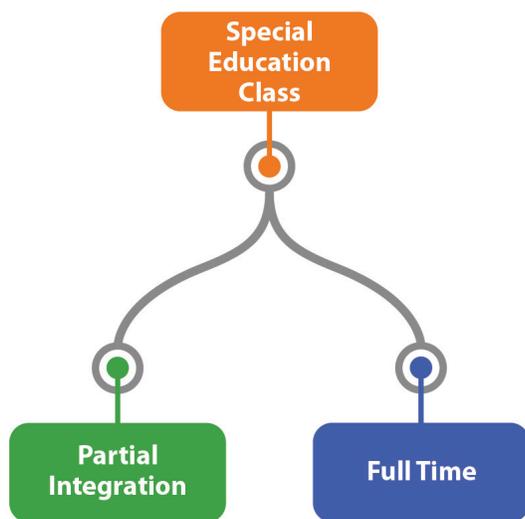
**Regular Class with Indirect Support** The student is placed in a regular class for the entire school day and receives direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.

# 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 \(R.R.O.1990, Section 31\)](#).



## 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

servicing the needs of the different exceptionalities, 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**

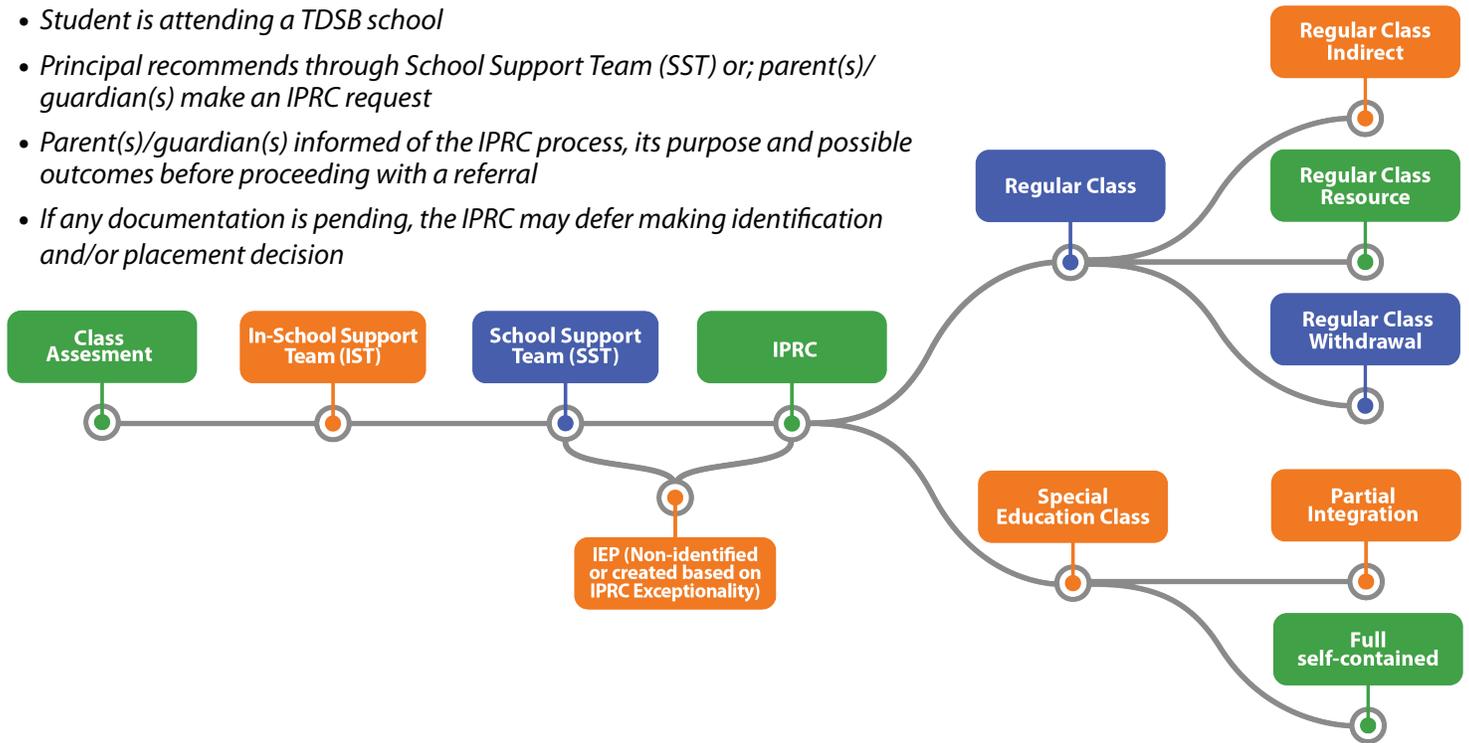
*In making its determination, a TDSB IPRC will consider the following.*

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 exceptionalities 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**

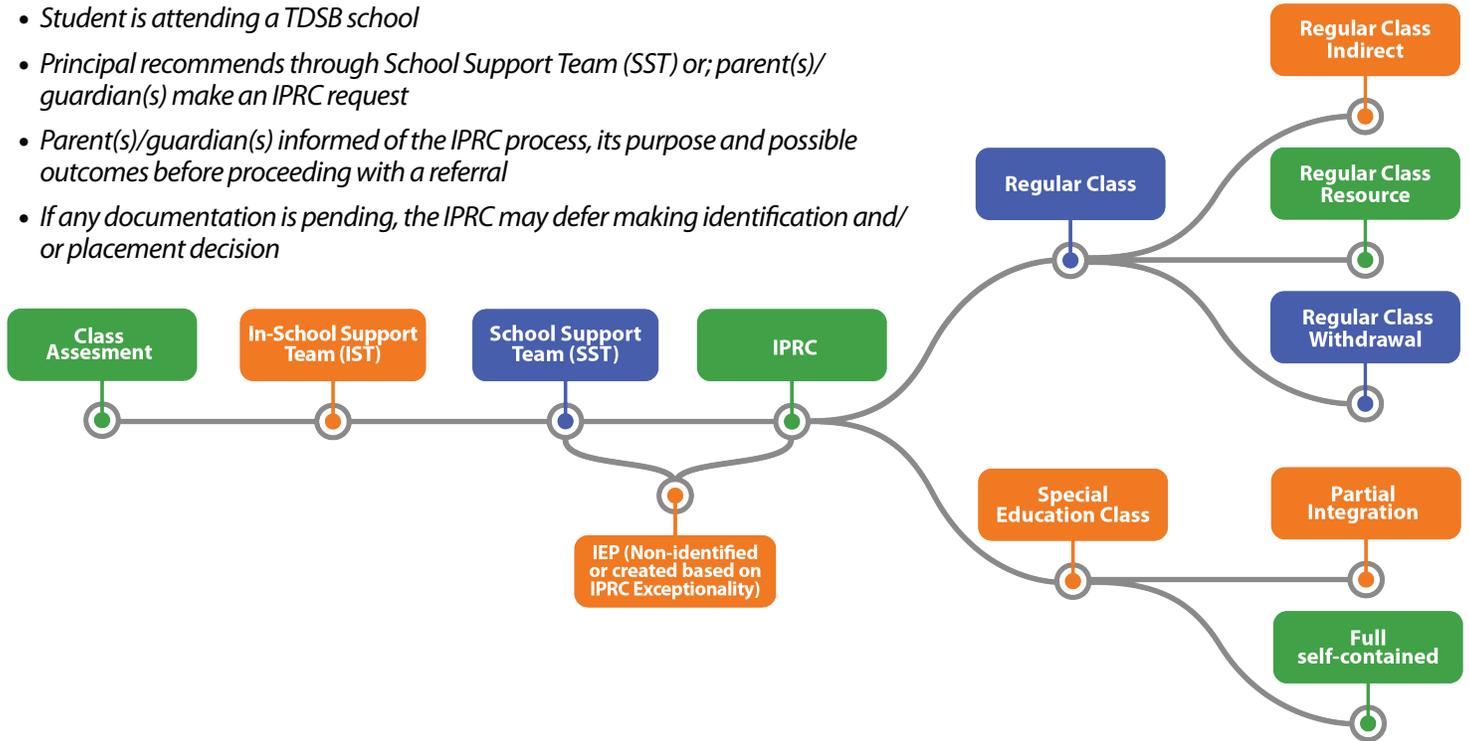
*In making its determination, a TDSB IPRC will consider the following.*

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

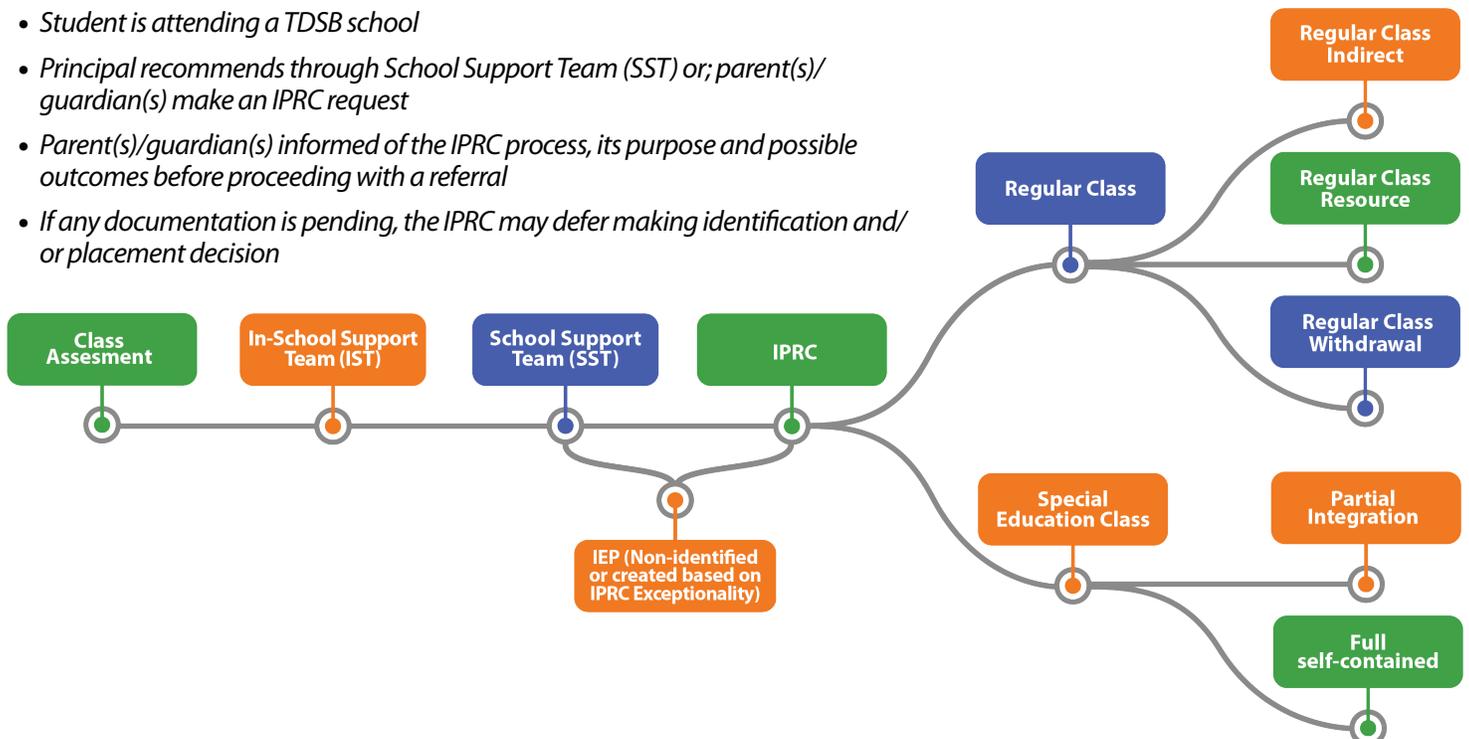
In making its determination, a TDSB IPRC will consider the following.

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 pre-school 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

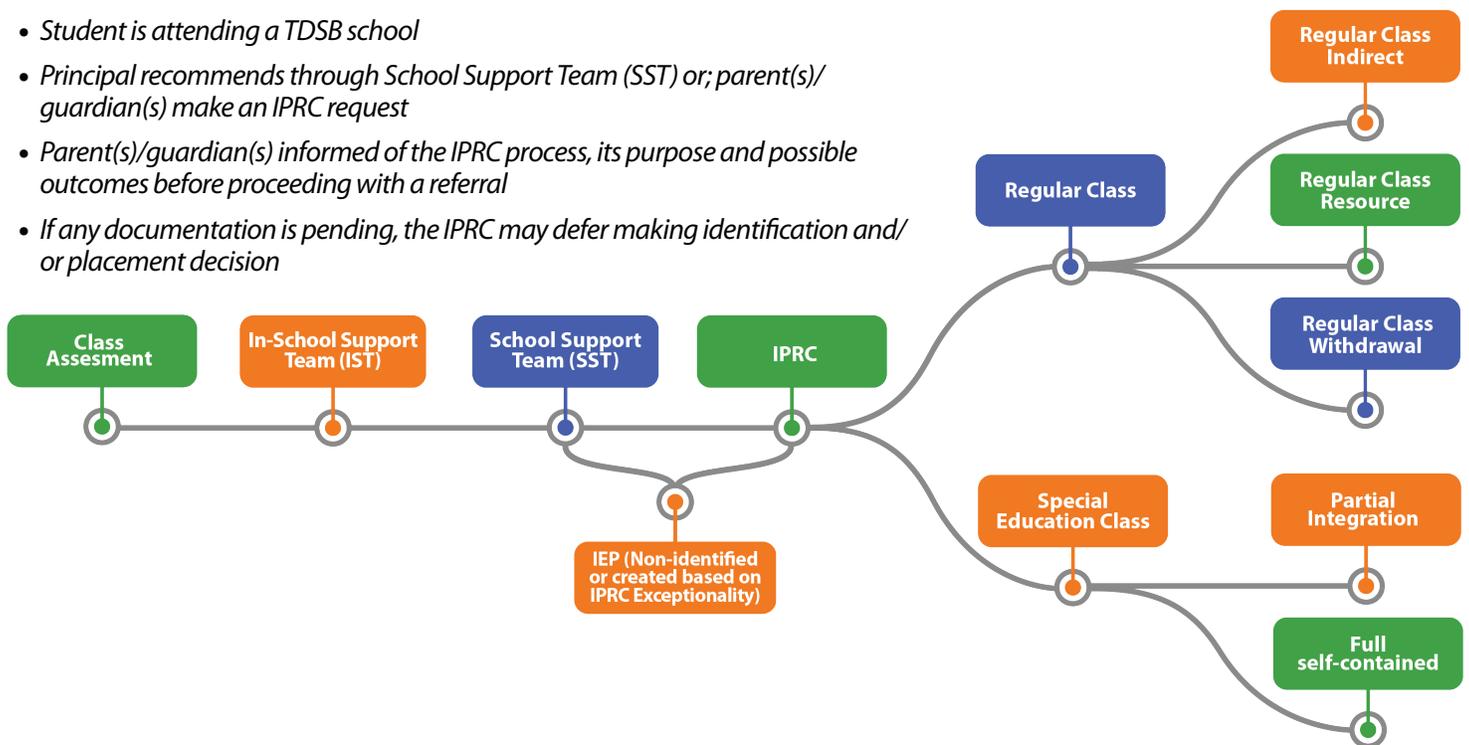
- Demonstrate lack of success in a regular classroom setting or Home School Program (HSP), despite sustained efforts to implement the interventions outlined in the Individual Education Plan

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' homeschool. 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

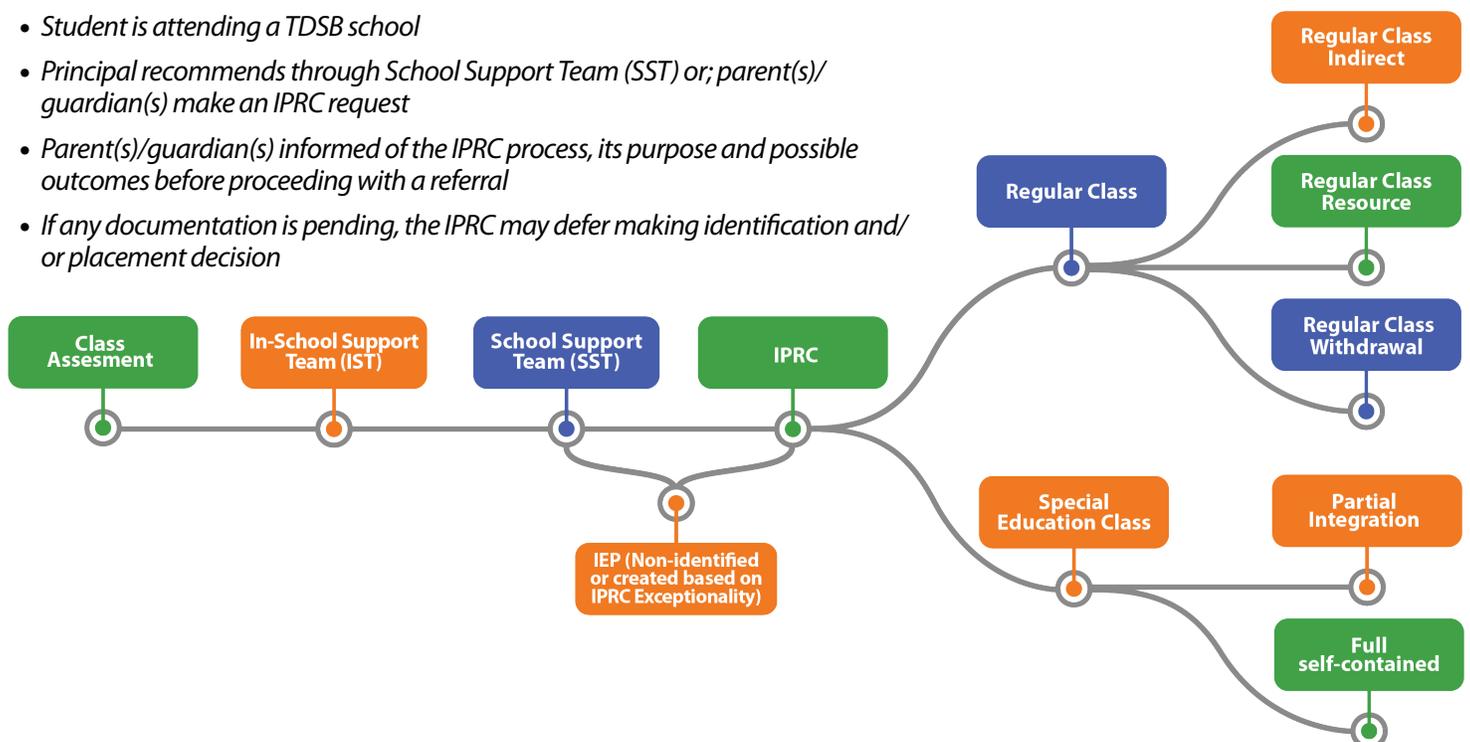
#### IPRC Determination of Special Education Class: Speech Impairment

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

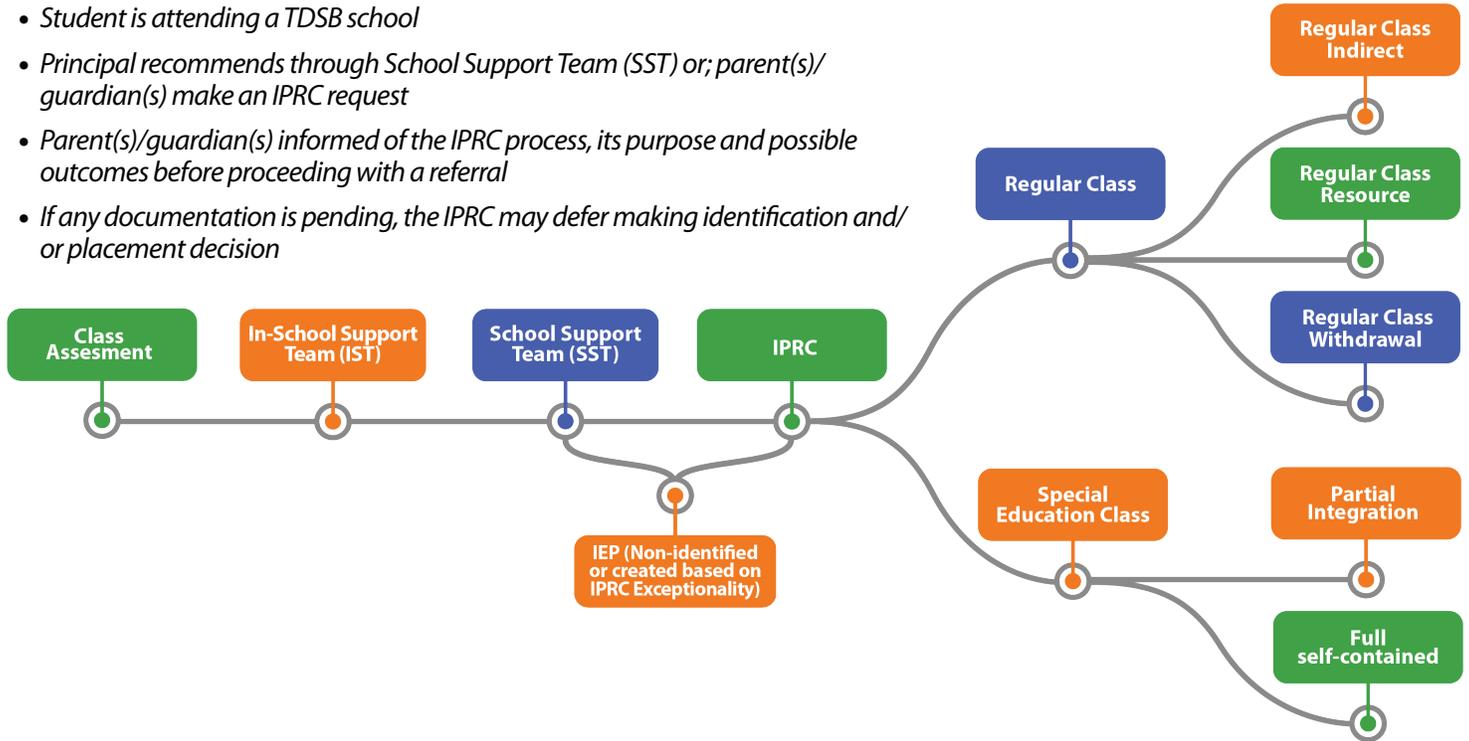
#### **IPRC Determination of Special Education Class: Language Impairment**

*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**

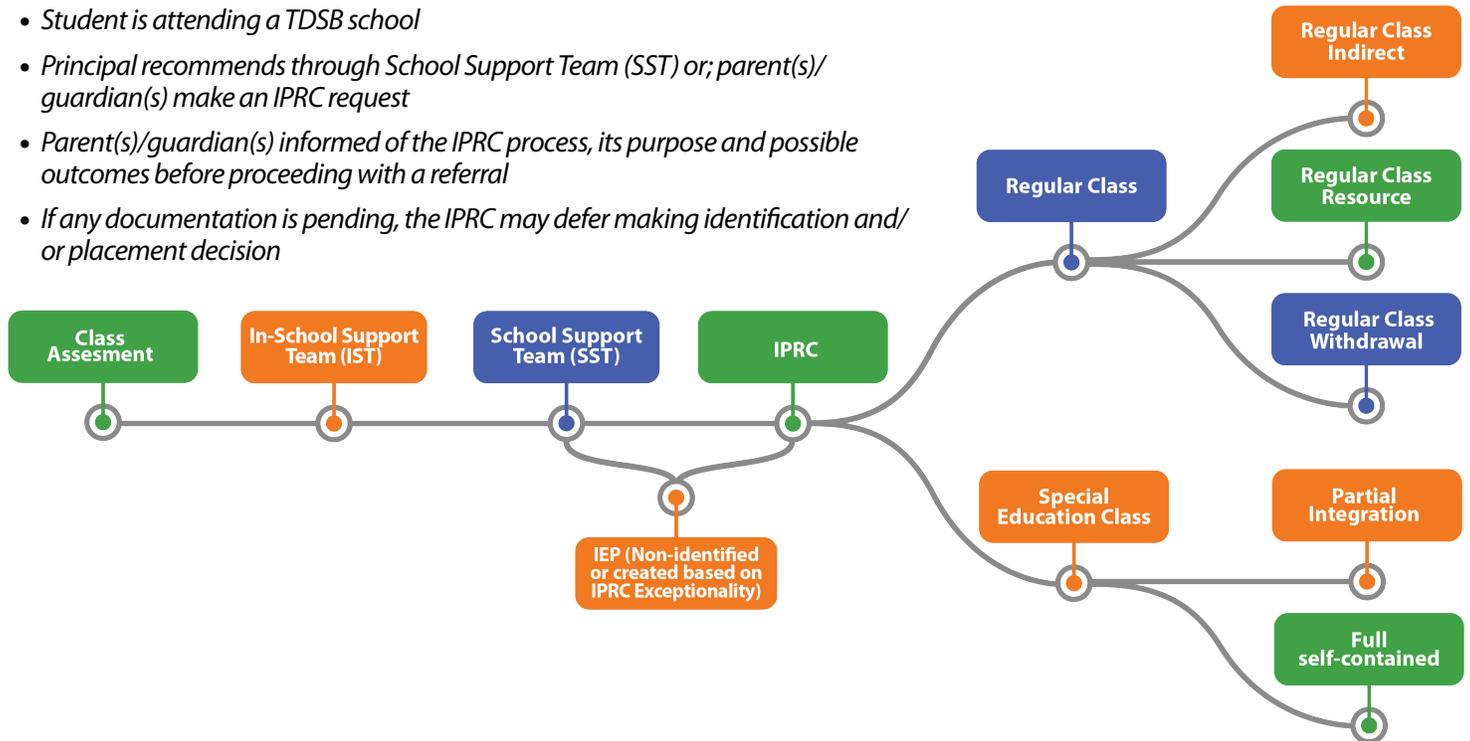
*In making its determination, a TDSB IPRC will consider the following.*

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 home school. 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)

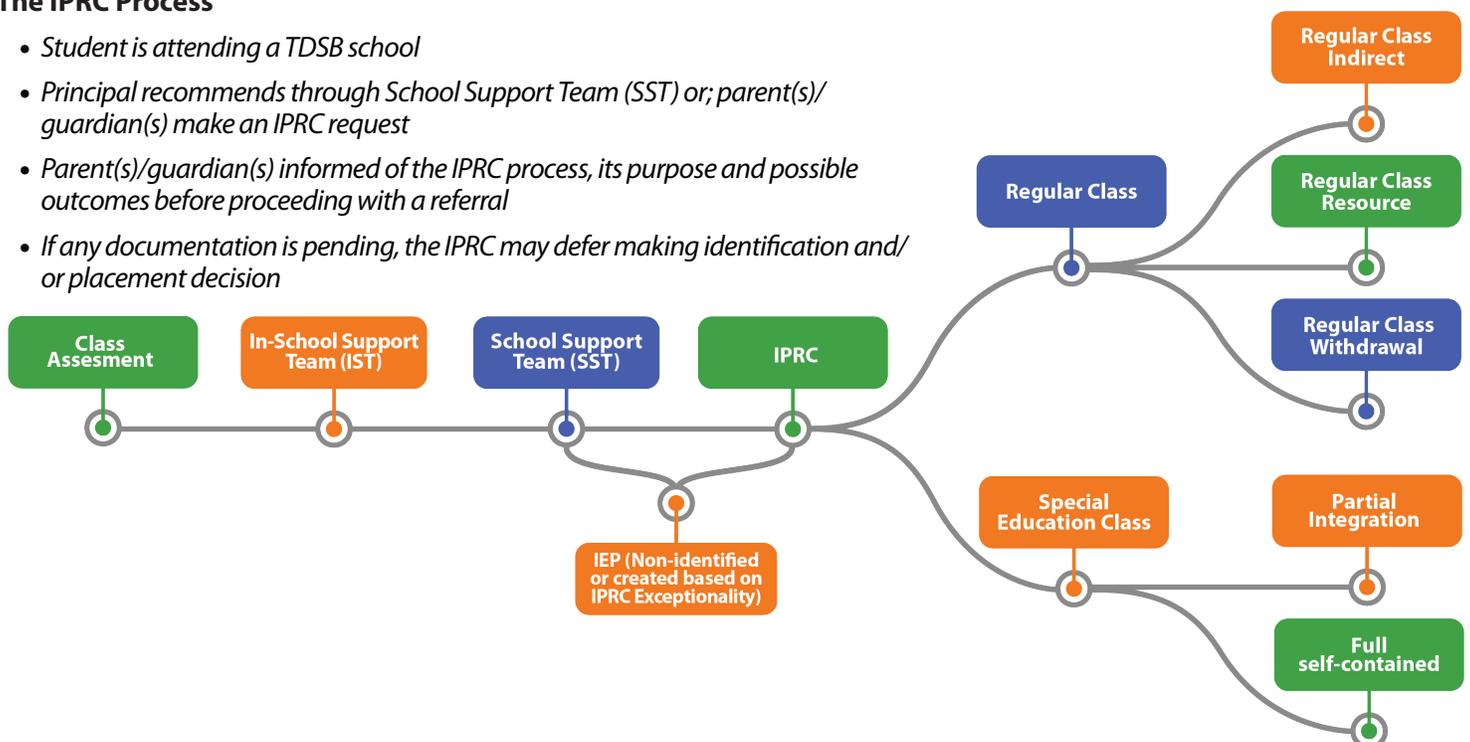
The purpose of the process is to provide comprehensive information to classroom teachers about the learning strengths and needs of all students and to assist in identification and program planning. Another objective in adopting this universal screening process is to make the process of identification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

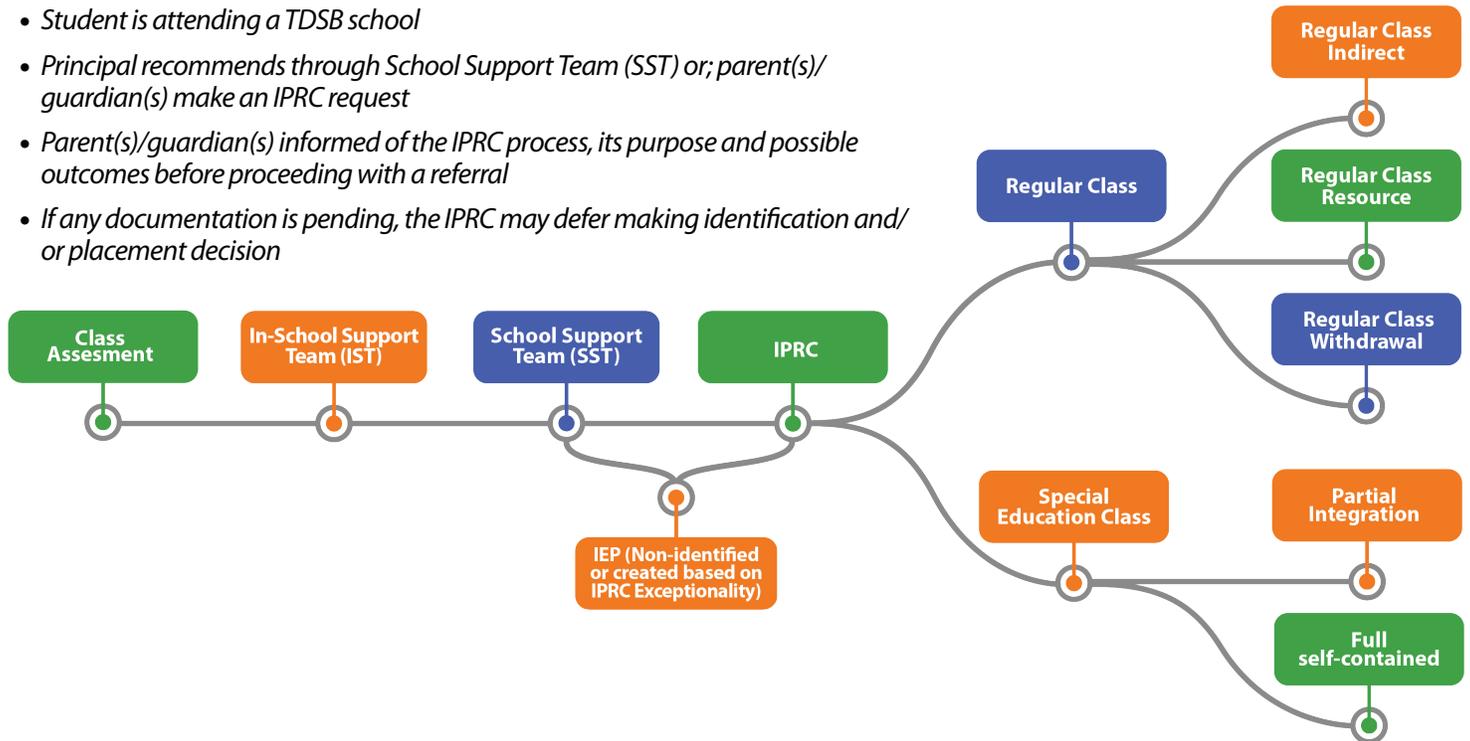
*In making its determination, a TDSB IPRC will consider the following:*

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

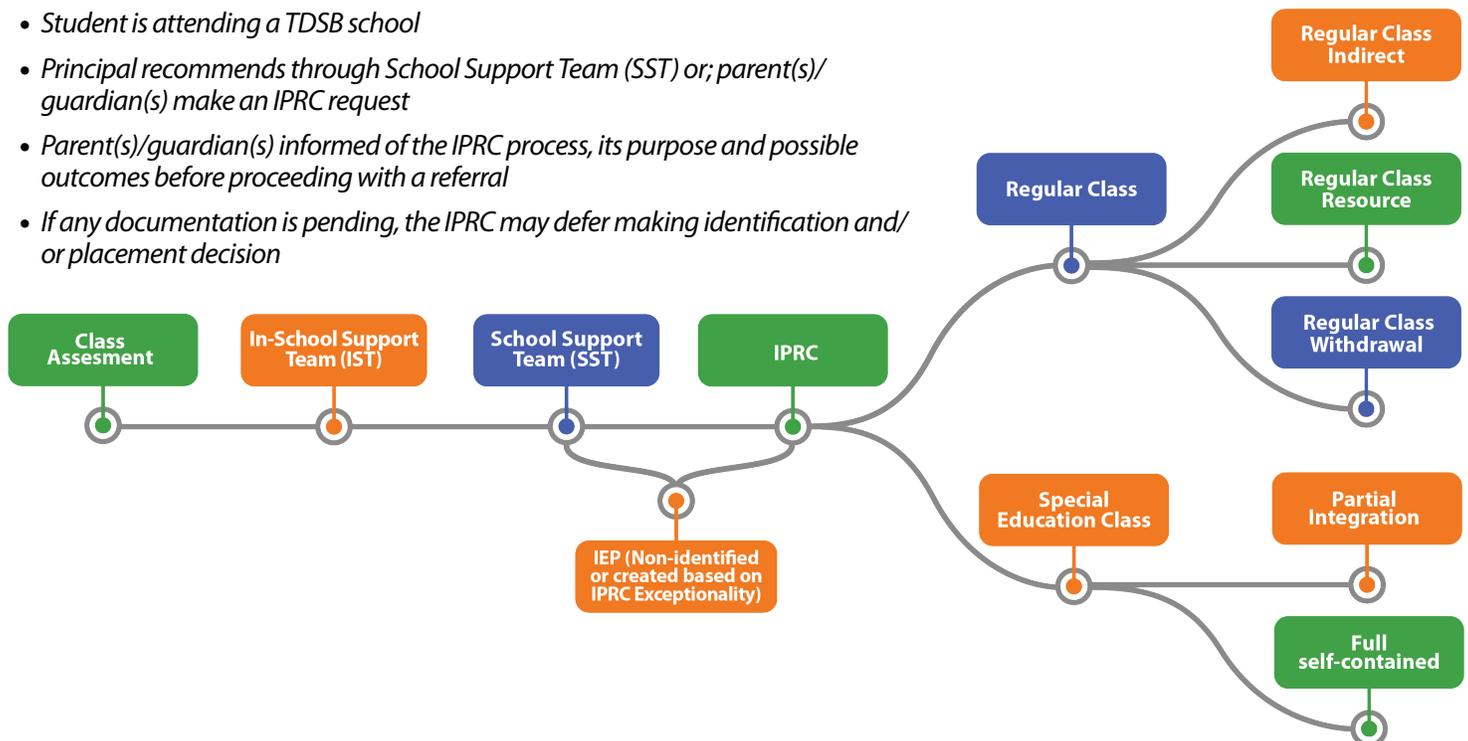
### IPRC Determination of Special Education Class: Blind and Low Vision

*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

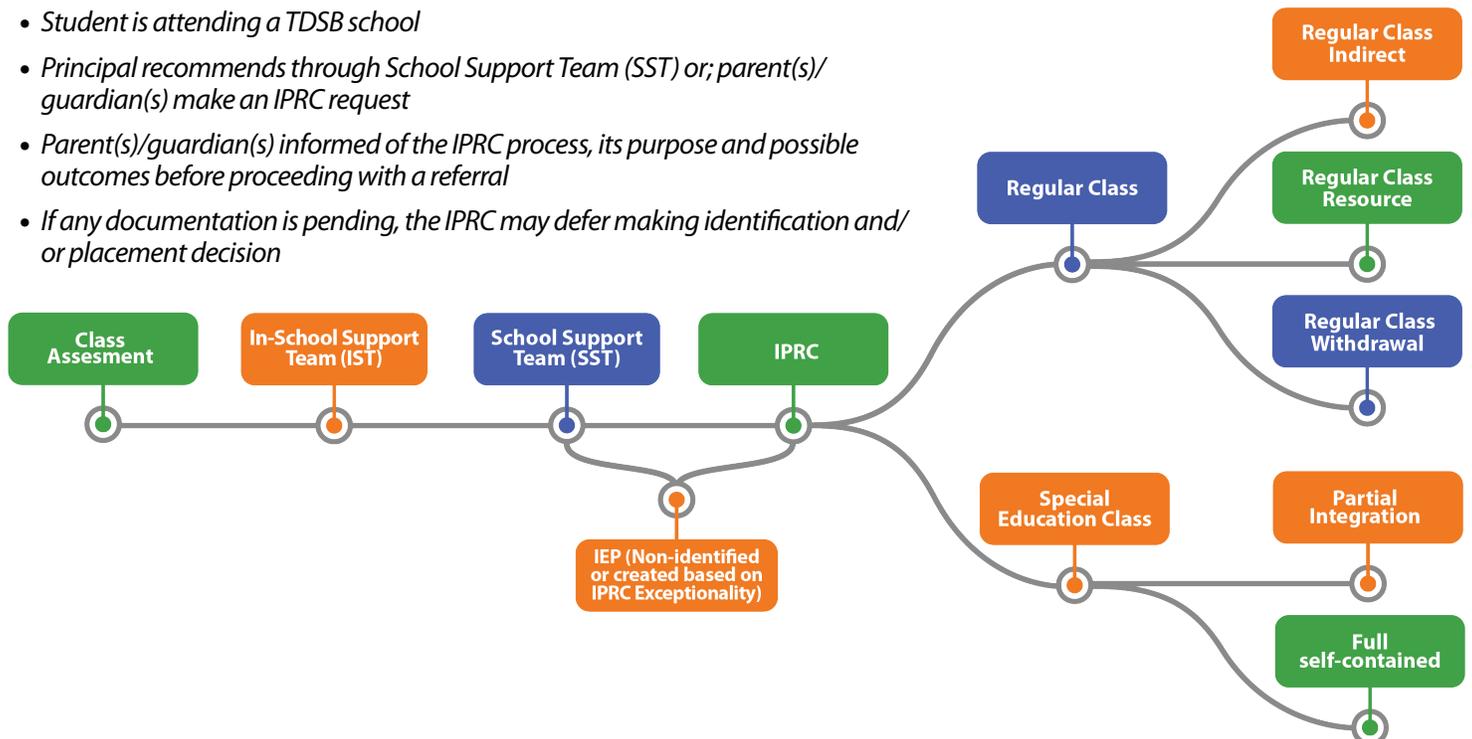
#### IPRC Determination of Special Education Class: Physical Disability

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.

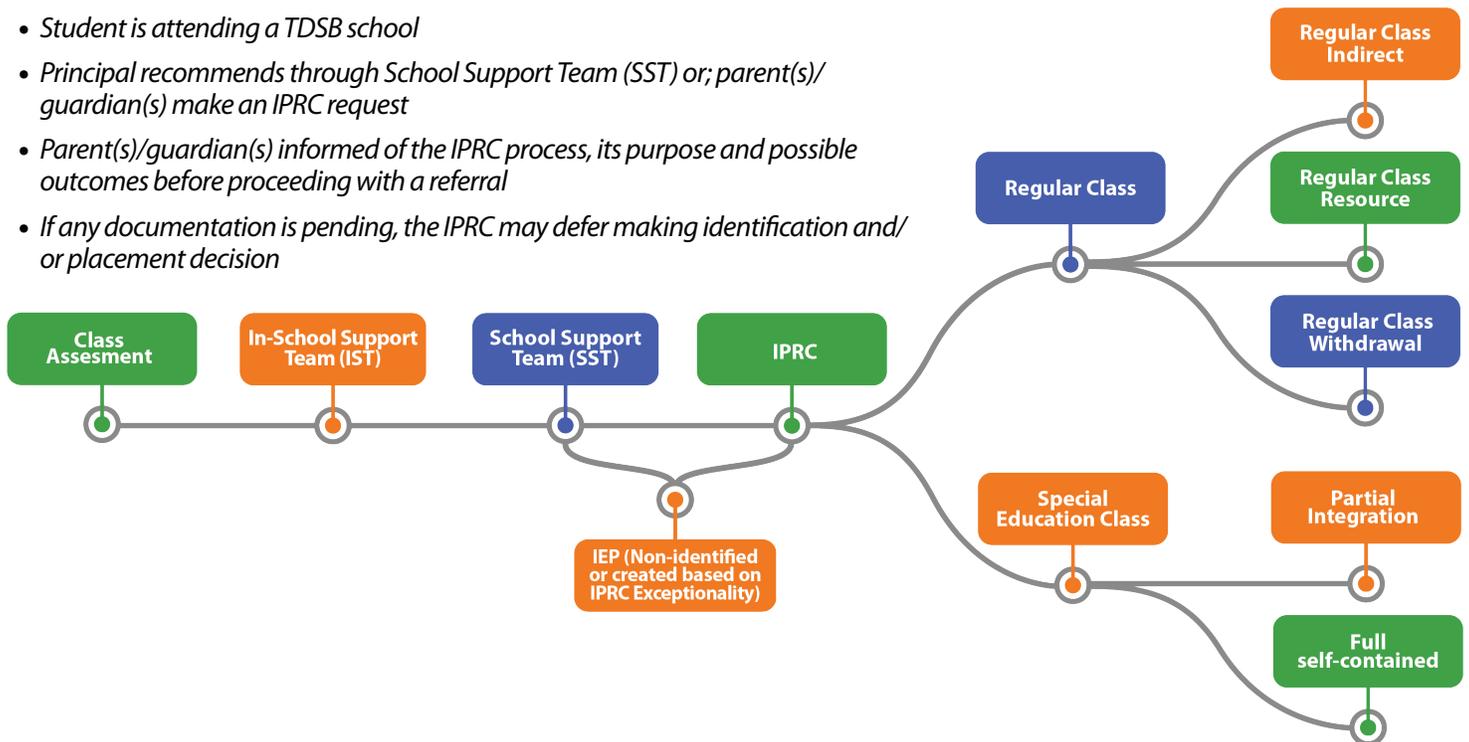
### IPRC Determination of Exceptionality: Blind and Low Vision

*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.

### 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 (Multiple Exceptionalities)

Students who have Multiple Exceptionalities 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 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:

- [Beverly 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 B/LV 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:

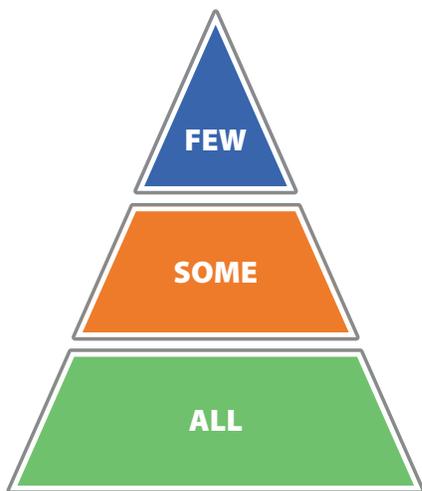
- Modelling of strategies based on Applied Behaviour Analysis (ABA) principles, as per [PPM 140](#)
- Program support to the classroom to promote wellness, equity and achievement
- Individual Education Plan (IEP) and Safety Plan support
- Transition planning as per [PPM 156](#)
- Professional development 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 (ECP)

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 (ECP).

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 – ECP can provide different kinds of care or treatment appropriate to a student’s needs. Parent(s)/Guardian(s) make direct applications for admission to ECP facilities. School board staff may be able to assist in gathering the

required documentation.

ECP Schools serve students who benefit from intensive wraparound support in order to attain equitable outcomes in achievement and well-being. The focus of ECP 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. ECP provides individualized programming in classrooms within hospitals, agency centres and community schools. Students in ECPs 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 (ECP)

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 ECP Toronto 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