Section J:

Special Education Placements Provided by the Board

We value your feedback! Please click this feedback link to leave your comments on the Special Education Plan. All feedback must be received by February 28, 2027.

Purpose of the Standard

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

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

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

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

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

The OHRC Policy on Accessible Education for Students with Disabilities confirms the need for special education setting options. Before considering placing a student in a special education classroom, with partial integration or full-time, education providers must first consider inclusion in the regular classroom.

In most cases, with appropriate support in place, a student will be accommodated in the regular classroom. However, every student is unique. To provide appropriate accommodations to all students with special education needs and disabilities, education providers must, with parental input, assess each student's particular strengths and needs, and consider these against a full range of placements, programs and services. If the committee decides that the student should be placed in a special education class, it must state its reasons in a written statement of decision.

Parents are critical partners in decision-making regarding their children's education. TDSB staff welcomes input from parents at any time and at the IPRC meeting or SEPRC meeting, and at annual IPRC review meetings. Appropriate accommodations will be decided upon on an individual basis.

Ultimately, parents decide whether they accept or decline an offer of placement.

For more information regarding IPRCs, please see Section H: The Identification Placement and Review Committee (IPRC) Process and Appeals.

Range of Placements Offered at TDSB

Regular Class

Most students identified as exceptional learners can be appropriately supported in a regular classroom setting through the development of an Individual Education Plan (IEP). Placement of a student in a regular class is the first consideration by the Identification, Placement and Review Committee (IPRC). Therefore, they may be offered placement through the IPRC decision to attend the regular class with support in the student's home school. The student will have an opportunity to learn with same-age peers and be provided intentional learning support through the IEP.

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

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

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

Special Education Class

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

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

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

Special Education Class with Partial Integration

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

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

Special Education Class Full-Time

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

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

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

Early Intervention Program

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

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

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

For more information, please see Section G: Early Identification Procedures and Intervention Strategies.

Locations of Diagnostic Kindergarten (DK) Program

IPRC Determination of Exceptionality

In determining whether a student meets the criteria for identification and placement, the Identification, Placement and Review Committee (IPRC) considers multiple sources of information. Some evidence contributes to a full understanding of the learner, while other evidence establishes the professional and educational criteria used to determine identification and placement.

The IPRC will review available information about the student. The committee will:

- Consider educational assessments (e.g., outline of learning strengths and areas of need, most recent report card, a completed ILP, student work samples, direct observation, standardized and diagnostic tests, behavioural data analysis, etc.)
- Consider health or psychological assessment conducted by a qualified practitioner, if they feel that an assessment is required to make a correct identification or placement decision (this is subject to the Health Care Consent Act, 1996)
- Interview the student where the committee determines that it would be useful to do so and only with the parent's permission, if the student is less than 16 years of age
- Consider information that the parent submits about their child
- Review information that the student submits if they are 16 years of age or older
- Consider any information submitted that it considers relevant

The committee may discuss:

- Any proposal about a special education program or special education services for the student

- Any proposal at the parent's request, or at the request of the student if the student is 16 years of age or older

After all the information has been presented and considered, the committee will make its decision.

All perspectives are valued; however, placement and program decisions must be based on defined educational criteria and professional evidence, not preference alone, to ensure equity, consistency, and alignment with Ministry and board requirements.

Behavioural: Behaviour

IPRC Determination of Exceptionality: Behaviour

Further to the information listed in the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC considers:

- An Individual Education Plan (IEP) with alternative programming for teaching intrapersonal and interpersonal skills
- Evidence of how behavioural data analysis has been used to modify programming for the student for in most cases a minimum of one reporting period
- Anecdotal comments that describe staff interventions in any of the following areas:
    - Focusing and/or maintaining attention to activities or tasks
    - Regulating anxiety
    - Self-advocacy
- 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
- Assessment of the student's adaptive functioning (conceptual, social, practical) such as student work samples; Antecedent Behaviour Consequence (ABC) Chart, Individual Learning Plan (ILP); Functional Behaviour Assessment (FBA)
- Presenting learning and socio-emotional areas of need that are not explained by other factors
- Externalizing/internalizing behavioural manifestations that are impacting student's ability to cope academically, socially, emotionally, and environmentally

Regular Class Placement

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 home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on page 90.

Communicational: Autism

IPRC Determination of Exceptionality: Autism

Further to the information listed in the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC requires:

- Student work samples that are culturally relevant and responsive to the student's identity and lived experiences and anecdotal comments that describe staff interventions in any of the following areas:
    - Environmental accommodations related to sensory needs
    - Transitions
    - Self-advocacy
- An outline of learning strengths and areas of need that demonstrates challenges with accessing academics due to verbal and non-verbal communication and alternative programming requirements
- 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 student's ability to be reliably and formally assessed.
    - **NOTE**: If not appropriate to conduct a formal psychological assessment prior to identification, then observational data collected will be considered to determine student need. This may include performance on Skills of Daily Living/adaptive skills, academic functioning, and other observational data.

The IPRC will also consider, if available:

- 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

Procedure, Policy and Memorandum 140

Autism Spectrum Disorders (ASD) are complex neurological disorders that have a lifelong effect on the development of various abilities and skills. ASD is characterized by

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

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

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

- Individualization
- Data collection
- Reinforcement of targeted skills
- Generalization of skills to new environment

Regular Class Placement

Students who have an Exceptionality of Autism may be offered placement through the IPRC decision to attend the regular class with support in the student’s home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on page 90.

Placement Decision of Regular Class – Secondary

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

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

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

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

- Increase skills in effective interpersonal relationships

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

Placement Decision of Special Education Class, Full-Time or Partial Integration

Special Education Class placement, Full-Time or with Partial Integration, is characterized by support and instruction targeted to the specific individual needs of the students.

While some students may be in a special education class full time, increasing opportunities for successful integration of students within regular programs remains an important goal.

Students who are eligible for Special Education Class placement in an Autism Intensive Support Program:

- Have an exceptionality of Communicational – Autism, and
- Have psychological assessment results indicating at least average thinking and reasoning skills in either the verbal or nonverbal domain composite score, and
- Have an outline of learning strengths and areas of need that demonstrates challenges with accessing academics due to verbal and/or non-verbal communication and alternative programming requirements, and
- Demonstrate evidence of alternative programming needs such as social, communication, and behavioural skills, as shown through professional and/or teacher assessments and recorded on the student's IEP.

The following documentation are also required:

- The most recent Provincial Report Card/Communication of Learning (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card).
- A completed Individual Learning Plan (ILP) from the most recent School Support Team (SST) meeting, containing a recommendation to proceed to IPRC.

Note: In rare circumstances where there is an absence of information from a psychological assessment, pertinent information may be obtained from classroom observation by Special Education and Inclusion Department staff, informal assessment, adaptive information, and/or review of relevant available documentation.

An IPRC may recommend a student receive intensive support programming - ASD ISP. The number and location of programs available is determined by the needs of the students requiring intensive support. Alternatively, the IPRC may recommend another Intensive Support Program offered at TDSB, such as DS ISP or MID ISP.

Program:	Intensive Support Program (ISP)
Location:	Across the district in local neighbourhood schools
Grades:	1 – 12
Class Size:	6 students per class
Staffing:	1.0 Teacher and 1.0 Child and Youth Worker (CYW) in elementary schools Staffed by the number of sections required based on the number of students in secondary schools

Locations of Autism Intensive Support Programs (ISPs)

Special Education Class with Partial Integration in Secondary Schools

An IPRC decision of placement in a Special Education Class with Partial Integration may recommend a student receive intensive support programming at an integrated school site with both special education and regular programs. Students who are placed in a special education class with partial integration with intensive support programming receive instruction from qualified subject teachers for four compulsory credits in Grades 9 and 10 (English, Math, Science, and Geography/History) and two credits in Grades 11 (English and Math) and 12 (English and one other subject).

The remaining elective and compulsory subjects in all grades in the special education class will be delivered within the regular classroom based on a student's option selection and their graduation pathway. The special education teacher provides special education program support to the regular subject teachers. In the special education class with partial integration, the student to staff ratio is 6:1. When students are integrated in a regular class, the student to teacher ratio is based on the Ministry of Education class staffing ratios. During periods of integration, subject teachers support students through strategies outlined in the IEP.

Communicational: Deaf and Hard of Hearing

Regular Class Placement

Students who have an Exceptionality of Deaf Hard of Hearing may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on page 90.

Itinerant Specialist Teachers of Students who are Deaf or Hard of Hearing support students who have been identified with atypical hearing levels in Regular Class

placements through a tiered approach to intervention according to need and in collaboration with classroom teachers and school teams.

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

Tier 3 Support - Students who require more intensive support may be identified through the IPRC process as an exceptional learner - Deaf/Hard of Hearing.

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

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

Placement Decision of Special Education Class

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

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

Students who are eligible for a Special Education Class for Deaf/Hard of Hearing are:

- Identified, through a TDSB IPRC, with a Deaf and Hard of Hearing exceptionality due to a significant hearing loss
- Assessed as having expressive and receptive language delays due to a significant hearing loss, requiring modification and/or accommodations,

instruction by a Specialist Teacher of the Deaf and Hard of Hearing and a smaller student teacher ratio

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

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

Special Education Classes Full-Time in Elementary Schools

Elementary Special Education Classes, Full-Time, for students who are Deaf and Hard of Hearing are available from pre-school to the completion of Grade 8. Intensive Support Programs (ISPs) may be discussed at the IPRC or Special Education Placement and Review Committee (SEPRC) process.

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

Special Education Class, Full-Time or with Partial Integration Placement

Placement in a Special Education Class Full-Time and Special Education Class with Partial Integration for students who are Deaf and Hard of Hearing is available until the completion of secondary school. There are a variety of communication options used in the classes, including oral language, oral language with sign language support, and American Sign Language (ASL). Secondary ISPs offer a variety of pathways to meet the needs of students.

At the secondary level, compulsory course class sizes are capped according to Ministry guidelines and are taught by Specialist Teachers of the Deaf and Hard of Hearing. The composition and class size for electives vary based on school organization and student program needs. Students are fully integrated for their elective credits. During periods of

integration, subject teachers support students through strategies outlined in the Individual Education Plan (IEP).

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

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

Locations of Deaf/Hard of Hearing (DHH) Intensive Support Programs (ISP)

Communicational: Learning Disability

IPRC Determination of Exceptionality: Learning Disability

Further to the information listed in the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC requires:

- A psychological assessment of the student indicating average or above average intellectual development, processing difficulty and academic challenges related to the processing difficulty. Evidence that intensive intervention is needed in the development and use of skills in 1 or more of the following areas: reading, writing, mathematics, work habits and learning skills

Regular Class Placement

Students who have an Exceptionality of Learning Disability may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on page 90.

Placement Decision of Regular Class - Secondary

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

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

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

Placement Decision of Special Education Class

Students who have an exceptionality of Learning Disability and are placed in a special education class may be offered intensive support programming - Learning Disability Intensive Support Program (ISP) that may not be in their home school.

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

Students who are eligible for Special Education Class, Full-Time or with Partial Integration placement:

- Are identified with a Learning Disability as their primary exceptionality and may also meet criteria for an additional exceptionality at an IPRC
- Are assessed as having at least average intellectual development (e.g., thinking and reasoning skills)
- Demonstrate evidence of other factors affecting learning. [e.g., any combination

of alternative program needs such as attention and executive function difficulties, receptive and expressive language difficulties, anxiety, social/emotional needs, etc., as shown through professional and/or teacher assessments and the Individual Education Plan (IEP)]

- Demonstrate lack of success in a regular classroom setting despite sustained efforts to implement the interventions outlined in the Individual Education Plan

The student needs to be functioning academically below grade level in both numeracy and literacy by a minimum of:

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

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

Special Education Class, Full-Time or with Partial Integration in Elementary Schools

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

Special Education Class, with Partial Integration in Secondary Schools

At the secondary level, there are no Special Education Class Full-Time placements for students with the exceptionality of Learning Disability. Special Education Class with

Partial Integration continues to be an option where students have select subjects delivered in a smaller class environment. Students will take some of their courses in special education classes for students with a Learning Disability exceptionality and they are integrated in regular classes for the other courses.

Students in the special education class placement may be part of an Intensive Support Program - Learning Disability ISP. Students in this case receive instruction with their ISP grouping from qualified subject teachers for four compulsory credits in Grades 9 and 10 (English, Math, Science, and Geography/History) and two credits in Grades 11 (English and Math) and 12 (English and one other subject).

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

Program:	**Intensive Support Program (ISP)**
Location:	Across the System Learning Centres in designated local neighbourhood schools
Grades:	1 – 12
Class Size:	Primary: 12 students Junior: 14 students Intermediate: 16 students
Staffing:	Elementary: 1.0 Teacher and 1.0 Educational Assistant Secondary: 1.0 Teacher and 0.5 Educational Assistant staffed per number of sections (classes) required based on the number of students

Locations of Learning Disability (LD) Intensive Support Programs (ISPs)

Communicational: Speech Impairment

IPRC Determination of Exceptionality: Speech Impairment

Further to the information listed in the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC requires:

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

Regular Class

Students who have an Exceptionality of Speech Impairment may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on 90.

Placement Decision of Special Education Class

For students identified with the exceptionality of Speech Impairment, the first placement consideration of the IPRC is Regular Class with support provided through Speech Language Services in collaboration with School-Based Rehabilitation Services.

The TDSB does not have special education classes solely for students with Speech Impairment. Where intensive, targeted support is required to address a student's additional learning needs, a placement in a Special Education Class may be the decision and recommendation of the IPRC and will take into account the needs of the student and the consultation and discussion with the student's parent.

Communicational: Language Impairment

IPRC Determination of Exceptionality: Language Impairment

Further to the information listed in the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC requires:

- A professional assessment by a qualified speech-language pathologist (SLP) that determines the **primary concerns** to be receptive and expressive language levels, which significantly interfere with the student's communication and academic achievement

Regular Class

Students who have an Exceptionality of Language Impairment may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on page 90.

Placement Decision of Special Education Class

For students identified with the exceptionality of Language Impairment, Regular Class with support provided through Speech and Language Services is the first placement

consideration. Where intensive, targeted support is needed to address other learning needs in addition to severe language difficulties, placement in a Special Education Class may be the decision of the IPRC.

TDSB does not have Intensive Support Programs solely for students with Language Impairment.

Intellectual: Developmental Disability

IPRC Determination of Exceptionality: Developmental Disability

Further to the information listed the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC requires:

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

NOTE: Unspecified and/or adaptive domains at or below the 1st percentile are considered in lieu of a psychological report for those students who are unable to participate in a psychological assessment, or when degree of cognitive impairment cannot be determined

Placement Decision of Regular Class

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

Regular Class

Students who have an Exceptionality of Developmental Disability may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on page 90.

Placement Decision of Special Education Class

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

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

Special Education Class Full-Time placement in Elementary Schools

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

Special Education Class, Full-Time placement in Secondary Schools

Special Education Class, Full-Time placements for secondary students with Developmental Disabilities are characterized by a smaller class size with a reduced student-teacher ratio and educational assistant support, as well as a noon hour assistant. Students in the special education class placement may be offered or receive intensive support programming which provides 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 intensive support programs have consultative support of Professional Support Services staff, such as an occupational therapist/physiotherapist, speech-language pathologist, psychologist and social worker, who provide input regarding programming strategies to address the needs of each student.

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

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

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

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

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

Location of Developmental Disabilities (DD) Intensive Support Programs (ISPs)

Intellectual: Giftedness

Universal Screening

System-wide screening for the identification of Gifted TDSB students takes place each year in the fall. This screening involves a two-stage process:

- **Stage One**: All Grade 3 students complete a group cognitive abilities assessment
- **Stage Two**: Referred students receive an individually administered standardized assessment of intellectual ability conducted by a TDSB Psychological Services staff member, using the Wechsler Intelligence Scale for Children – 5th Edition (WISC-V), Canadian Version,

IPRC Determination of Exceptionality: Giftedness

A TDSB IPRC requires:

- An individual psychological assessment at or above the 98th percentile on the General Ability Index (GAI) on a recently administered WISC-V.
- When the WISC-V has not been administered, the administration of a comparable test must be approved by a TDSB Psychological Services Manager, and a full-scale IQ at the 98th percentile is required for identification.
- Psychological testing of the student's cognitive functioning must be administered when the student is at least in ***Grade 3*** **and age** ***8.***

NOTE:

- Cognitive or intellectual tests measure the ability to problem solve with *novel* tasks. There should be no advance preparation, practice, or prior exposure to these types of tests. Efforts to practice these tests in advance will invalidate the results. If it is determined that the student may have practiced or prepared for the test, or has been previously exposed to similar items, testing will stop and results will not be shared or considered.
- TDSB Psychological Services staff will only reassess within a 24-month period under special circumstances related to the testing situation (such as if a test is spoiled due to an unexpected interruption in test administration not related to prior exposure to test items). Staff will consult with a TDSB Manager of Psychological Services. In such cases, should a reassessment be deemed necessary due to the test being spoiled, and in consultation with the Manager, it would require either:
    1. A different intelligence test be administered (if retesting is completed within the 24-month period); or
    2. The student waits at least 24 months to be readministered the same intelligence test.
- An overall maximum of two test administrations will be provided by TDSB Psychological Services during the student's school years within the TDSB.

- Should families decide to pursue a reassessment privately, the TDSB will not accept results stemming from the same intelligence test twice within a 24-month period.

IPRC Determination of Giftedness for English Language Learners (ELL)

Further to the information listed in the **IPRC Determination of Exceptionality** (on page 91), when factors of ELL and/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 either 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

NOTE: To qualify for ELL consideration, there must be evidence that the student has received ELL support or the student is a newcomer and has been in Canada for less time than would make it possible to access ELL support. This support may 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. Student profiles should be considered on a case-by-case basis.

IPRC Determination of Giftedness for Students with a Learning Disability

Further to the information listed the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC requires:

- Assessment information with clear evidence that the student has:
    - Indicators of significant above average intellectual development
    - Information-processing needs
    - Academic challenges as a result of complex processing needs
- An outline of learning strengths and areas of need that demonstrates a meaningful discrepancy between age appropriate expectations and academic achievement in literacy and/or numeracy and alternative programming requirements

NOTE: The assessment information, along with IEP information, report card information, and consultation, will lead to the student being designated as exceptional with the Exceptionality of Learning Disability, prior to considering the use of the Giftedness/Learning Disability criteria to identify the student with the Giftedness exceptionality

- A score at or above the 98th percentile on either the General Ability Index (GAI), Verbal Comprehension Primary Index Scale, Visual-Spatial Primary Index Scale, or Fluid Reasoning Primary Index scores on the WISC-V.

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

Regular Class Placement

Students who have an Exceptionality of Giftedness may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on page 90.

Placement Decision of Special Education Class

Students who have an exceptionality of giftedness may be placed in a special education class and receive intensive support programming - Gifted Intensive Support Program. This program may not be housed in their home school. Students will be placed in ISPs with space closest to their home. The ISP class is designed to address the full range of a student's academic, emotional, and social development, while maintaining a focus on student achievement.

Students who are eligible for Special Education Class placement must meet one of the following criteria:

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

Special Education Class Full-Time in Elementary Schools

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

When placement in a Special Education Class for Giftedness is offered and declined, the student will attend the regular program at the home school. An Individual Education

Plan (IEP) is developed in which provision is made for the accommodations required to address the student's learning strengths and needs.

Special Education Class with Partial Integration in Secondary Schools

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

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

Students in Grade 11 and 12 are required to take two special education courses for the intellectually gifted. Schools must offer English and one additional credit.

Please Note: Eligible students are placed in the program closest to the student's home school where there is available space. If a Gifted ISP program is full at one location, the student will be offered a space at the nearest location, to their home, that has availability. Families receive one offer only. There are no waitlists.

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

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

Program:	**Intensive Support Program (ISP)**
Location:	Across the System Learning Centres in designated local neighbourhood schools
Grades:	4 - 12
Class Size:	25 Students Elementary 30 Students Secondary

Staffing:	Elementary: 1 Teacher Secondary: 1.0 Teacher staffed per number of sections (classes) required based on the number of students

Locations of Gifted Intensive Support Programs (ISPs)

Intellectual: Mild Intellectual Disability

IPRC Determination of Exceptionality: Mild Intellectual Disability

Further to the information listed in the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC requires:

- Intellectual index and adaptive functioning scores that generally fall between the 1st (at or below) to the 5th percentiles, for Mild Intellectual Disability identification

Placement Decision of Regular Class

Students in the regular class placement setting will be taught the Ontario Curriculum for the grade or the secondary course subject. The curriculum may be modified to accommodate the learning needs of the student.

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

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

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

Regular Class

Students who have an Exceptionality of Mild Intellectual Disability may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on page 90.

Placement Decision of Special Education Class

Students who have an exceptionality of Mild Intellectual Disability, may be offered placement in a Special Education Class Full-Time, and may receive intensive support programming - Mild Intellectual Disability (MID) Intensive Support Program (ISP) that may not be offered in their home school.

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

Students who are eligible for Special Education Class placement with intensive support programming

- Are usually identified with the exceptionality of Mild Intellectual Disability by a TDSB IPRC. Students identified under other exceptionalities, but with a similar cognitive profile and instructional needs, may qualify for the same type of placement
- Show evidence of academic and social emotional complex needs in the regular classroom setting and require appropriate accommodations, modifications, alternative programming and Resource, including an appropriate period of time during which professional report recommendations have been implemented
- Assessments show evidence of need for intensive support programming in a classroom setting with a reduced pupil teacher ratio and Educational Assistant support
- Teacher assessments show the students are functioning academically well below grade level in both numeracy and literacy by a minimum of:
    - Three years in the primary grades
    - Three to four years in the junior grades
    - Four years in the intermediate/senior grades

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

Students' cognitive abilities may vary widely and can be measured by a qualified practitioner using norm-referenced individual assessments and an adaptive measures

tool. The determination of a student's needs is based not only on the degree of intellectual strengths or weaknesses, but also on the ability of the student to be successful in his or her learning environment.

Special Education Class, Full-Time or with Partial Integration in Elementary Schools

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

Special Education Class with Partial Integration in Secondary Schools

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

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

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

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

Locations of Mild Intellectual Disability (MID) Intensive Support Programs (ISPs)

Physical: Physical Disability

IPRC Determination of Exceptionality: Physical Disability

Further to the information listed in the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC requires:

- A medical and/or occupational therapy/physiotherapy assessment

Placement Decision of Regular Class

Students who have an exceptionality of Physical Disability may be offered placement through the IPRC decision to attend the regular class in the student's home school.

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

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

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

TDSB has selected schools throughout the Board considered designated sites. Designated sites are accessible for students with physical disabilities who only require barrier-free access to a school environment to meet their mobility and safety needs.

Students may attend a designated site based on the recommendation of the Special Education and Inclusion team with or without an IPRC. A current medical or OT/PT report outlining needs is required.

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

Regular Class Placement

Students who have an Exceptionality of Physical Disability may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on page 90.

Placement Decision of Special Education Class

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

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

Special Education Class with Partial Integration

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

Special Education Class Full-Time

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

Program:	**Intensive Support Program (ISP) - Physical**
Location:	Across the System Learning Centres in local designated neighbourhood schools
Grades:	1 - 12
Class Size:	12 Students
Staffing:	Elementary: 1 Teacher, Educational Assistant Secondary: 1.0 Teacher staffed per number of sections (classes) required based on the number of students, Educational Assistant

Locations of Physical Disability (PD) Intensive Support Programs (ISPs)

Physical: Blind and Low Vision

IPRC Determination of Exceptionality: Blind and Low Vision

Further to the information listed in the **IPRC Determination of Exceptionality** (on page 91), a TDSB IPRC requires:

- A functional assessment (visual or tactile) conducted by the TDSB Blind/Low Vision Program staff
- A medical eye exam report from an Optometrist or Ophthalmologist, that indicates a visual field of 20 degrees or less, or visual acuity of 20/70 or worse, after best correction in the better eye. The deficit in visual functioning is the result of an ocular or neurological condition that affects the visual system. This does

not include students with visual perceptual or visual processing difficulties unless they also have an identified visual impairment as described above.

Placement Decision of Regular Class

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

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

Itinerant Blind/Low 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 has a visual impairment. It also qualifies them to determine a student’s literacy medium (braille, enlarged print, digital) and assistive technology needs. Generally, as students acquire skills from the Expanded Core Curriculum (a disability-specific curriculum for learners with a visual impairment), reflected in the Individual Education Plan (IEP), they develop greater independence and rely less on direct intervention by Itinerant Blind/Low Vision Teachers.

Support for students with a visual impairment is tiered according to need, offering differing degrees and types of assistance.

Tier 1: Students who require minimal support from an Itinerant Blind/Low Vision Teacher. Interventions are planned in consultation with the classroom teacher as needed.

Tier 2: Students who require more individualized accommodations for their vision-related needs. These students receive an increased level of support from an Itinerant Blind/Low Vision Teacher. Interventions continue to be planned in consultation with the classroom teacher.

Tier 3: Students who require intensive support for vision-related needs (e.g., braille literacy instruction, visual efficiency skills). These students receive direct instruction from an Itinerant Blind/Low Vision Teacher. Skills specific to blindness or low vision are documented in the student’s IEP as Alternative Program goals, and progress is reported

in the Blind/Low Vision Alternative Report Card Addendum to the Provincial Report Card.

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

The use of assistive technology is increasingly important within the Blind/Low Vision Program. The Blind/Low Vision Team provides instruction in both sight enhancement technologies (e.g., laptops with screen magnification software, video magnifiers) and sight substitution technologies (e.g., laptops with screen readers, braille notetakers, braille displays) to support independent access to the curriculum.

Regular Class Placement

Students who have an Exceptionality of Blind and Low Vision may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: These placements are described in more detail on page 90.

Placement Decision of Special Education Class

The TDSB does not offer Special Education placements specifically for students with the Blind and Low Vision exceptionality. Students receiving support through the TDSB Blind and Low Vision Program attend their local schools or, when placed through the IPRC process, may attend a specialized program designed to address another identified exceptionality-related instructional or support need.

Multiple Exceptionalities

IPRC Determination of Exceptionality: Multiple Exceptionality

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

Placement Decision of Regular Class

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

Regular Class

Students who have an Exceptionality of Multiple Exceptionalities may be offered placement through the IPRC decision to attend the regular class with support in the student's home school.

- Regular class placement, withdrawal, resource or indirect support

NOTE: these placements are described in more detail on 90.

Placement Decision of Special Education Class

The TDSB does not have Multiple Exceptionalities Intensive Support Programs (ISPs). A Special Education Class placement for a student with needs in several exceptionality areas may be with partial integration or full-time special education class. Following an IPRC placement decision of Special Education Class for a student with more than one exceptionality, placement in a special education class is based on the student's primary exceptionality and documented needs of the student.

Congregated School Sites

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

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

Locations of Congregated Sites

Alternative Placements

The TDSB strives to meet the needs of all students through various special education programs and services (e.g., Ontario Health at Home (OHaH), Children's Treatment Centres (CTC), Geneva Centre). In the event that the TDSB cannot meet the needs of students within the board's range of placement options, the Board explores alternative

education placement options such as Education Community Partnership Programs (ECPP) and the Provincial and Demonstration Schools.

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

Ways in Which SEAC Provides Advice on Range of Placements

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