Special Education Plan

2026-2027

TABLE OF CONTENTS

Special Education Plan 2026-2027

Section A: INTRODUCTION 1

Section B: THE BOARD'S CONSULTATION PROCESS 2

Section C: THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION 4

TDSB Mission 4

Multi-Year Strategic Plan (MYSP) 5
- Multi-Year Strategic Plan Goals 5

Special Education Programs and Services 5
- Inclusion 6

The Referral Process 7
- Parents as Partners 7
- Concerns About a Student 7
- Steps in the Referral Process 8
- Supporting Students Through an Individual Learning Plan (ILP) 9
- Referral to the School Support Team (SST) 10
- Members of the School Support Team (SST) 10
- Identification, Placement and Review Committee (IPRC) 11
- Teaching and Learning 11
- The Tiered Approach 11
- Universal Design for Learning (UDL) 13
- Differentiated Instruction (DI) 14
- Culturally Relevant and Responsive Pedagogy (CRRP) 14
- Culture of Shared Responsibility 15

Section D:
ROLES AND RESPONSIBILITIES 16

Ministry of Education Roles and Responsibilities 16

- The Ministry of Education 16
- The School Board 17
- The Special Education Advisory Committee (SEAC) 17
- The School Principal 18
- The Teacher 18
- The Special Education Teacher 19
- The Early Childhood Educator 19
- The Parent 19
- The Student 20
- Executive Superintendent, Special Education Programs and Equitable Outcomes 20
- Senior Manager, Special Education and Inclusion 20
- Centrally Assigned Principals 21
- Coordinators 21
- Consultants 22
- Registered Behaviour Analysts 22
- K-12 Special Education Transition Navigators 22
- Itinerant Teachers 23
- Special Education Support Staff 23
- Professional Support Services (PSS) 23
- Professional Support Services Managers 24
- Professional Support Services Staff 24

Section E:
Special Education Advisory Committee (SEAC) 25

- The Role of the Special Education Advisory Committee (SEAC) 25
- Meeting Times and Locations 26
- SEAC Membership 26
- Membership Selection Procedures 26
- Input from SEAC in the TDSB Special Education Plan 26
- Parents & Caregivers as Partners Conference 27

Section F:
EDUCATIONAL AND OTHER 28

Assessments by Teachers 29
Types of Assessments 29
Assessment FOR Learning 29
Diagnostic Assessment 29
Formative Assessments 30
Assessment OF Learning 30
Assessment AS Learning 30
Diagnostic Assessment Tools for Teachers 30
TDSB Approved List of Diagnostic Assessment Tools 31
Assessments by Professional Support Services (PSS) 40
Regional Support Services 50

Section G:
EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES 55

Early and Ongoing Identification and Intervention 55
TDSB Developmental History Form 56
Transition Planning for School Entry 57
Special Education Program Recommendation Committee (SEPRC) 58
Entry Plan for Students with Special Education Needs Enrolled in Specialized Daycare/Preschool/Nursery Programs 62
Early Years Intervention Programs 64
Deaf and Hard of Hearing (DHH) Co-enrollment and Preschool Programs 66

Section H:
IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC) PROCESS AND APPEALS 67

IPRC Decisions about Exceptionality 69
IPRC Decisions about Placement 69
The IPRC Process 73
English Language Learners (ELL) and Special Education 82
French as a Second Language and Special Education 82

Section I:
CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES 84

Categories and Definitions of Exceptionalities 84
- Behavioural 85
- Communicational 85
- Intellectual 86
- Developmental 87
- Physical 87
- Multiple 87

Section J:
SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD 88

- Early Intervention Programs 90
- IPRC Determination of Exceptionality 91
- Behavioural: Behaviour 92
- Communicational: Autism 93
- Communicational: Deaf and Hard of Hearing 96
- Communicational: Learning Disability 99
- Communicational: Speech Impairment 102
- Communicational: Language Impairment 103
- Intellectual: Developmental Disability 104
- Intellectual: Giftedness 106
- Intellectual: Mild Intellectual Disability 111
- Physical Disability 114
- Physical: Blind and Low Vision 116
- Multiple Exceptionalities 118
- Congregated School Sites 119
- Alternative Placements 119
- Ways in Which SEAC Provides Advice on Range of Placements 120

Section K:
INDIVIDUAL EDUCATION PLANS (IEPs) 121

Accommodations, Modifications and Alternative Expectations 121
Steps and Considerations for the Development of an EIP 124
TDSB Guidelines for Individual Education Plans 127
The IEP Transition Plan 127
Filing and Storage of the IEP (with Parent Consultation Form) 129
Preventing and Resolving Conflicts 130
The IEP Form 132

Section L:
SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS 137

Partnerships 138
Provision of Health Support Services in School Settings (PPM 81) 138

Section M:
EQUIPMENT 143

Special Equipment ALLOCATION (SEA) Funding 143

Section N:
ACCESSIBILITY OF SCHOOL BUILDINGS 147

School Buildings 148
Designated Accessible Elementary and Secondary School Sites 150
Accessibility for Ontarians with Disabilities Act (AODA) Advisory Committee 150
Accessibility Coordinator 151
Reports 151

Section O: TRANSPORTATION 152

Transportation and IPRCs 153
Method of Transportation Service 153
Requirements and Responsibilities 154
Transportation for Students in Wheelchairs or with Severe Mobility Limitations 158
Cancellation of Service Due to Inclement Weather 159
September Start-Up 159
Transportation Safety 161
Appeal Process 162

Section P: PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO 163

Demonstration Schools 164
Provincial Schools 165
Provincial Schools for the Deaf 165
Provincial School for Visually Impaired, Blind and Deafblind Students 166
Transportation 167

Section Q: COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES 168

Entry Plan for Students with Special Education Needs and Disabilities 169
Toronto Autism Service Network – Entry to School Program 169
Transition from Preschool Speech and Language Services (PSL) 169
Deaf and Hard of Hearing (DHH) Preschool Programs 170
Alternate Placements 170
Structure of TDSB ECPP 171
Programs Offered by Other Boards of Education 172

Section R: STAFF DEVELOPMENT 173

Professional Learning Plan 173
Areas of Learning Focus 174

IEP's 175
TDSB's Budget Allocation Dedicated to Staff Development in Special Education 177
Cost-Sharing Arrangements with Other Ministries or Agencies 178
Communication of the TDSB's Special Education Plan and Professional Development Opportunities 178

Section S:
SPECIAL EDUCATION STAFF 179
Special Education Staff 179

Section T:
Appendices 183
Appendix A: TDSB Special Education and Inclusion Guides for Parents 183
Appendix B: Supporting Multilingual Learners: A Framework for Evident – Informed Decision Making 183
Appendix C: Multilingual Learners & Special Education Support 183
Appendix D: Examples of Accommodations 183
Appendix E: 2026-2027 Special Education Plan Checklist 183
Appendix F: Amendments to the Special Education Plan 183
Appendix G: TDSB 2026-2027 Special Education Plan Feedback Survey 183

Section U:
GLOSSARY OF TERMS AND ACRONYMS 184
Glossary of Terms 184

Section A:

Introduction

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.

The TDSB is committed to identifying, removing, and preventing barriers that create disproportionate outcomes for underserved students. The TDSB's goal is to provide an equitable, accessible, and inclusive education experience for all students according to their unique needs (consistent with the Canadian Charter of Rights and Freedoms).

~ TDSB Multi-Year Strategic Plan

The Ontario Ministry of Education has set out expectations for improving the quality of special education programs and services in Ontario and for ensuring greater accountability in the area of special education. These standards support the government's goal of ensuring that students with special education needs and disabilities across the province receive the best quality education possible.

School boards are required to have a special education plan, in accordance with Regulation 306 and the ministry policy document entitled *Standards for School Boards' Special Education Plans*. Each board is required to maintain a special education plan, to review/amend it annually to ensure it meets the current needs of exceptional students, and to submit the plan to the ministry for review. The purpose of the special education plan is to provide the Ministry of Education and the public with information about special education programs and services that are provided by the school board.

The TDSB's Special Education Plan is compliant with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Ontario Education Act, the Ontarians with Disabilities Act, and other relevant legislation. The plan is organized in sections as outlined in the Ontario Ministry of Education's *Standards for School Boards' Special Education Plans*, with the beginning of each section indicating the purpose of that section.

The TDSB values feedback on the Special Education Plan. To provide feedback, comments or suggestions for the following year's Special Education Plan, please click on the feedback link at the beginning of each section. Feedback should be received by February 28, 2027 to be taken into consideration.

Section B:

The Board's Consultation Process

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 details of the board's consultation process to the ministry and to the public

The Ministry of Education

The Ontario Ministry of Education has outlined that each school board's Special Education Plan must describe the consultation process used to review the plan, and must include the following information:

- a statement of how, in accordance with Regulation 464/97 made under the Education Act, the Board ensures that its Special Education Advisory Committee (SEAC) is involved in the annual review of the Board's Special Education Plan
- a description of any majority or minority reports concerning the Board's approved plan that have been received from members of the Board's SEAC, and the Board's response to these reports
- a statement of how members of the community, particularly parents of students who are receiving special education programs and services, are informed of the timelines and methods for providing input into the Board's Special Education Plan
- a summary of feedback received as a result of consultation with members of the community
- information on the results of any internal or external reviews of existing special education programs services within the Board that have taken place in the previous or current school year
- internal and external reviews of the Board's special education programs and services that are planned for the following year.

The TDSB is committed to working collaboratively with all educational partners, including school board staff, students, parents, the TDSB Special Education Advisory Committee (SEAC), and community associations and agencies to provide input to the revision process each school year.

In response to the required items above:

SEAC has created a Special Education Plan working group that contributes to the review of the plan and communicates to members of the community and parents of students who are receiving special education programs and services the timelines for providing input to the Special Education Plan.

Parents or community members who wish to give input to the plan may do so in a number of ways:

- contact their school principal;
- contact their School Advisory Council;
- contact the TDSB SEAC; and/or
- use the feedback link provided in each section of the plan.

No new external reviews have taken place in the previous or current school year to report on. The Board will continue to explore any attitudinal or system barriers that impact students' academic and well-being trajectory.

An internal review of TDSB's special education programs and services will continue for the 2026-2027 school year.

No majority report has been received.

A minority report has been received from the Association for Bright Children (ABC) of Ontario.

During the 2025-26 consultation process on the Special Education Plan, the Special Education Advisory Committee (SEAC) received a minority report from ABC Ontario, which disagreed with the criteria for gifted identification. Namely, ABC Ontario takes issue with (i) the test of cognitive functioning being administered when the student is at least in Grade 3 and age 8, and (ii) the requirement of a psychological assessment concluding 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 – 5th Edition (WISC-V). TDSB has considered this minority report and will be implementing the requirements set out in Section J for gifted identification.

Section C:

The Board's General Model for Special Education

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 information on the board's philosophy and service-delivery model for the provision of special education programs and services

TDSB Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We value

- Each and every student's interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/caregivers/guardians, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/caregivers/guardians, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship

Multi-Year Strategic Plan (MYSP)

Student success drives everything we do in the TDSB. The TDSB's Multi-Year Strategic Plan (MYSP) sets direction and identifies system goals to support approximately 239,000 students in 579 schools.

With Equity as a guiding principle, and a commitment to Truth and Reconciliation: Calls to Action, the MYSP will guide and focus our work for the next two years (2026-28).The MYSP serves as a roadmap towards realizing the collective vision for the students and staff served by the TDSB and is a reflection of the rich perspectives, ideas, and goals of TDSB communities.

Measuring our success is critical to knowing we are making a difference for students. Our expectation, and our goal, is that everyone improves.

Multi-Year Strategic Plan (MYSP) Goals

EQUITY

Equity is a principle that will continue to guide the TDSB in all that it does. Equity will be foundational to all TDSB work and will be embedded throughout the strategic directions.

TRUTH AND RECONCILIATION

We commit to the implementation of the Truth and Reconciliation Commission of Canada Calls to Action.

BELONG

All students belong, are engaged, and valued in an inclusive environment.

ACHIEVE

All students reach high levels of achievement, success, and personal development.

THRIVE

All students graduate with the confidence, skills, and knowledge to thrive.

REVITALIZE

All students and staff learn and work in inclusive, safe, and modern environments.

Special Education Programs and Services

The Toronto District School Board's (TDSB's) Special Education Plan is developed with a commitment to the provision of special education programs and services for students as outlined in the Education Act and the Regulations associated with it, and in alignment with the Multi-Year Strategic Plan (MYSP).

Inclusion

The TDSB is committed to creating welcoming and inclusive learning environments for students with intersecting identities, and to building capacity of staff to serve students with special education needs and disabilities. The TDSB holds high expectations for students and supports their achievement and well-being by removing systemic barriers that stand in the way of their success.

Equity of outcome is supported in the TDSB through the provision of a range of special education supports and services for students. This range includes both in-school and itinerant support, short term intervention services, and placements in regular classes as well as special education classes, partially integrated or full-time.

Ontario Regulation 181/98 requires school boards to consider placing students with exceptionalities into regular classes with appropriate special education services before considering placement in special education classes. In the TDSB, we continue to be responsive to the understanding that as students learn, they develop skills and so their special education service and program needs change over time. Students being welcomed, included and supported in well-resourced neighbourhood schools in age-appropriate, regular classes are able to learn, contribute and participate in all aspects of school life. This allows for valuable learning opportunities for groups which have been historically excluded, such as students with disabilities and intersecting identities.

The following TDSB research report and reflective guides highlight the benefits of adopting an inclusive education model, particularly for students with special education needs and disabilities: A Case for Inclusive Education and Equity and Human Rights in Special Education: Critical Reflective Practice Guide.

Some students with unique strengths and needs may require more specialized or intensive programs and support. TDSB staff work with parents to determine the most appropriate programs and supports for their students.

The TDSB will continue to work to ensure that each student is thriving in an accessible, inclusive, and engaging program by:

- Following appropriate identification, placement, and review procedures with full and appropriate parent involvement
- Assigning teachers with appropriate educational qualifications
- If required, developing Individual Education Plans (IEPs) which focus on improved student learning and ongoing review of expectations and services set out in the IEP
- Providing equitable practices in the development of all aspects of learning for

the exceptional student (i.e., academic, social, cultural, physical, intellectual, behavioural and emotional)

- Recognizing all transition processes (e.g., preschool, elementary, secondary, post-secondary, work, community, class-class, activity-activity, etc.)
- Valuing student and parent involvement and input
- Conducting ongoing evaluation of special education programs and services
- Providing ongoing capacity building for staff in applying current teaching and learning strategies and methodologies designed to respond to the identities, lived experiences, strengths and needs of students with special education needs and disabilities

The Referral Process

Parents as Partners

Parents know their children's strengths, needs and interests. It is critical that parents provide information about their children and partner in decisions that affect their children's education.

Concerns About A Student

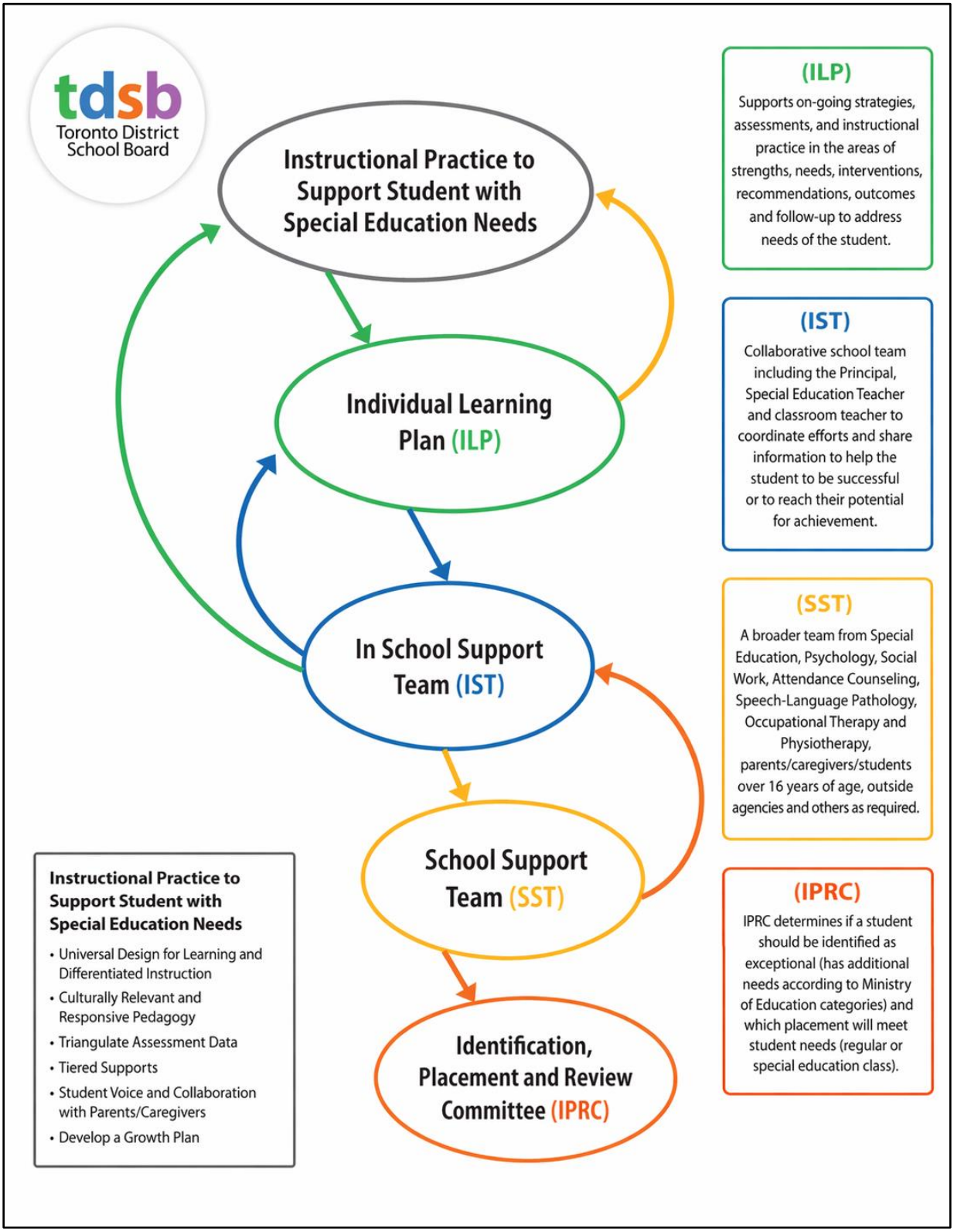
A parent or their child's teacher may determine that a student is having difficulty learning. The teacher(s) may contact the parents to discuss their findings, or parents may reach out to the teacher(s) and principal with concerns they may have about their student. Parents may choose to involve a friend, family member or advocate at any time, and with consent, school staff can communicate with them as well.

Steps in the Referral Process

The steps in the referral process include:

- Development of an Individual Learning Plan (ILP);
- In-School Support Team (IST) meetings with school-based staff;
- School Support Team (SST) meetings with school-based-staff, Special Education and Inclusion and/or Professional Support Services staff, and
- Identification, Placement and Review Committee (IPRC).

The Referral Process



Supporting Students Through an Individual Learning Plan (ILP)

An Individual Learning Plan (ILP) is the first step in supporting students who may not be meeting their achievement goals. The ILP is developed with parents and the student, as appropriate, to allow an opportunity for student voice and agency.

The ILP is a tool used by the teacher to detail, track and monitor on-going assessments, instructional strategies, interventions, recommendations, and follow-up strategies to address the needs of the student. The ILP allows the teacher to compile detailed and specific information about the student's current abilities, strengths, and areas for growth in relation to their identity and lived experiences, based on the learning conditions provided by the teacher. It is implemented and assessed for 4-6 weeks to determine next steps. The teacher(s) continuously assesses student progress, adjusts the ILP as necessary, and evaluates and reports progress to parents and appropriate staff.

If the planned interventions are successful, staff and the student will continue with those interventions. If the student is still experiencing challenges, the steps below are followed.

Referral to the In-School Team (IST)

If focused interventions have been implemented but the student continues to experience challenges, the teacher(s) will present the student to the In-School Support Team (IST) where additional interventions or assistance required to support the teacher(s) and student are explored.

IST meetings are a proactive, problem-solving opportunity to support programming and success for the academic, physical, social and emotional strengths and needs of the student. The school team works together to support the student, the parent, and the teacher(s) through planning and implementing supports and strategies, with regular monitoring of progress.

Members of the In-School Support Team

The members of the IST consist of a core group of individuals, including:

- The student's teacher(s);
- The principal or vice-principal;
- The school special education teacher (if available);
- A guidance teacher/counsellor (especially at the secondary level); and
- Student success teacher (especially at the secondary level).
- Parents and students over 16 years of age are strongly encouraged but not mandatory.

The teacher(s) will have gathered information and reviewed assessment material (e.g., diagnostic assessments, recent work samples, direct observation) and recorded strategies implemented on the Individual Learning Plan (ILP). They share this information at the IST meeting and the IST will review the ILP, on-going strategies, assessments and instructional practice, in areas of strengths, needs, interventions, recommendations, outcomes, and follow-up to support the student.

After the IST meeting, the teacher will work with the student to ensure any additional strategies suggested by the IST are implemented. The teacher will reach out to additional staff for support as needed, including the Special Education and Inclusion Consultant.

Most students' needs can be addressed by the IST. However, if the strategies recommended by the IST have been implemented for 4-6 weeks with little observed progress, the IST can refer the student to the School Support Team (SST).

Referral to the School Support Team (SST)

Only if it has been determined after careful deliberation with the In-School Support Team, the teacher and the principal that the recommended strategies have been implemented for 4-6 weeks with little observed progress, the student may be presented to the School Support Team (SST).

Members of the School Support Team

In addition to the school staff listed above, this team offers additional knowledge by including:

- psychologists;
- social workers;
- attendance counsellors;
- speech-language pathologists;
- occupational therapists;
- physiotherapists;
- child and youth workers/child and youth counsellors, and
- Parents and students over 16 years of age.

Parents are the most valuable partner in a student's education. Although parental attendance at the SST meetings is not mandatory, parents are strongly encouraged to attend. Parents who cannot attend will be informed about any plan of action recommended at the meeting to address their child's needs. Students over 16 years of age are also encouraged to participate and must be consulted. Students 18 years of

age or older must be invited to attend the SST and give permission for their personal information to be shared with their parents.

When a member of the TDSB's Professional Support Services (PSS) such as a psychologist or social worker attends the meeting, parental permission is required if the student is to be discussed by name. The agenda must reference students by initials only and no identifying documentation is shared. Discussion remains consultative and anonymous and may occur only to the extent that it does not influence or alter a student's educational trajectory, placement, or access to services.

The SST may recommend Professional Support Services (PSS) staff support, a return to the IST or a referral to the Identification, Placement and Review Committee (IPRC).

Identification, Placement and Review Committee (IPRC)

If further assessment is completed and results indicate a need for identification, an IPRC meeting is held to determine whether the student should be identified as exceptional and to determine appropriate placement. For more information on IPRCs, refer to Section H: The Identification Placement and Review Committee (IPRC) Process and Appeals.

Teaching and Learning

The use of evidence-based teaching and learning strategies are essential to supporting all learners, including those with special education needs and disabilities. Within the Tiered Approach, staff focus on Universal Design for Learning (UDL), Differentiated Instruction (DI), and Culturally Relevant and Responsive Pedagogy (CRRP).

The Tiered Approach

A tiered approach to prevention and intervention supports inclusion. It is based on the understanding that effective assessment, instruction, and appropriate intervention strategies are essential to ensuring all students will succeed.

The tiered approach ensures appropriate and timely interventions that leverage the student's strengths and reduce, as much as possible, additional areas of need. The approach also facilitates early identification of students who may be at risk so that prevention strategies can be implemented.

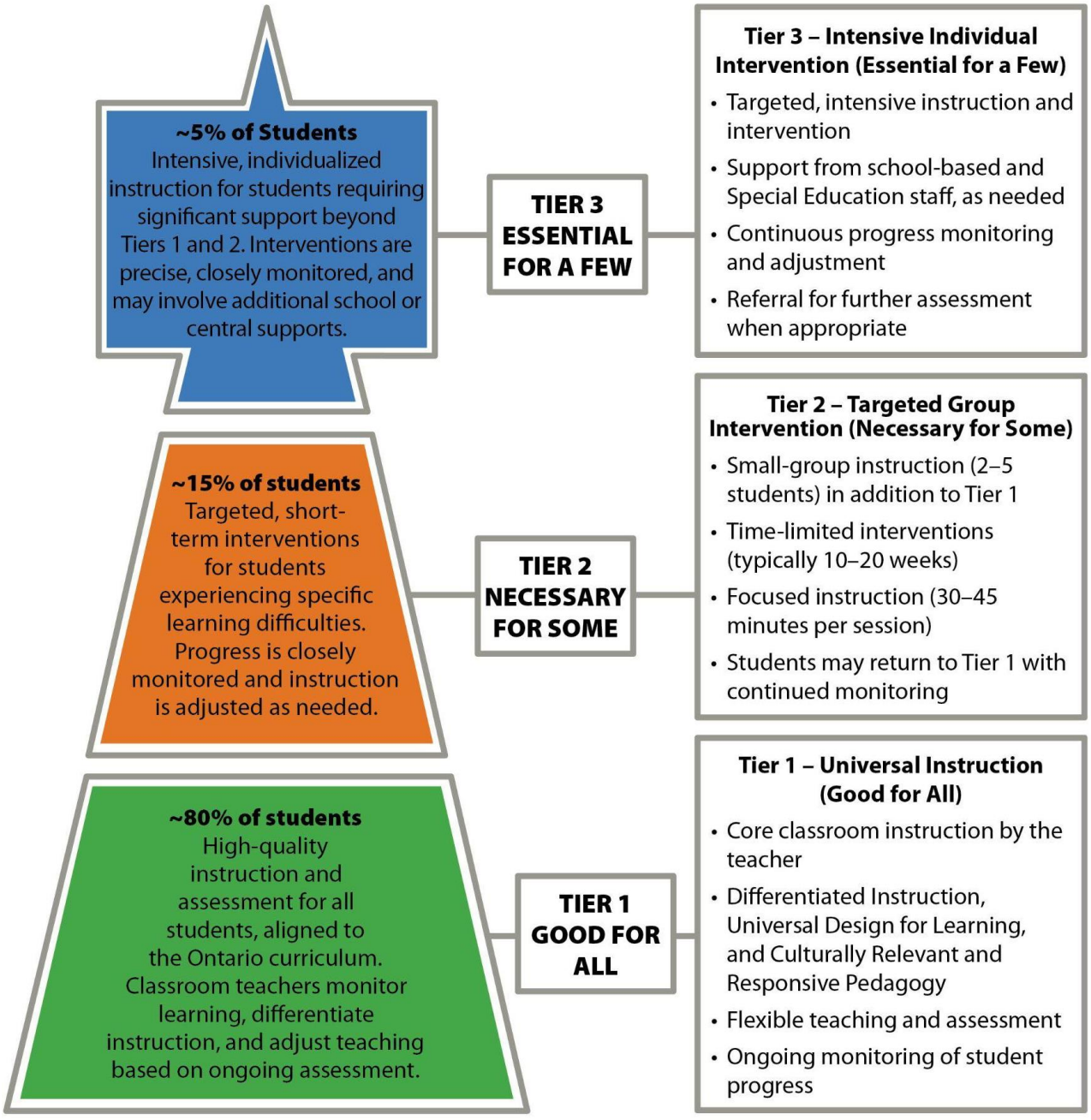
Tier 1 consists of evidence-based classroom instruction based on the Ontario curriculum. The principles of Universal Design for Learning (UDL) and Differentiated Instruction (DI) are used to ensure a variety of ways for students to participate in and demonstrate their learning. Teachers choose effective, culturally responsive and trauma-informed instructional strategies for all students in a classroom setting.

Assessment in this tier is classroom-based and involves the teacher monitoring the progress of the class and noting any student with areas of need.

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

Teachers will gather student information to be presented to the In-School Team (IST) to discuss strategies to better meet the needs of the student.

Tier 3 uses intentional and focused interventions that provide increased support for students to achieve learning goals. To ensure precise interventions, teams will engage from a holistic perspective utilizing quantitative and qualitative data. Through collaboration with school staff, parents, the student, and any additional agency resources, the team will develop a plan in support of the student's pathway.



The graphic above summarizes the Tiered Approach to prevention and intervention.

Universal Design for Learning (UDL)

The core concept of UDL is that of “necessary for some and good for all.” UDL comprises instructional and assessment strategies, materials, and tools that respond to the needs of a specific student or group of students.

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

Differentiated Instruction (DI)

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

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

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

Culturally Relevant and Responsive Pedagogy (CRRP)

"Culturally Responsive and Relevant Pedagogy (CRRP) recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity. By knowing 'who their students are', educators can tailor programs and practices to better meet the needs of their diverse student populations and ensure that every student has the opportunity to succeed" (Ministry of Education, Human Rights, Equity, and Inclusive Education).

Culturally responsive and relevant pedagogy involves recognizing that "culture" encompasses various aspects of social and personal identity. It also means acknowledging students' multiple social and personal identities and the social impacts that arise where identities intersect. Teachers consider the student's intersecting identities and lived experiences in programming for the student. Some considerations for the teacher when incorporating CRRP are:

- How have you used a variety of resources, including community partners (as applicable), to ensure the learning environment and pedagogical materials are accessible to the student and that the life of the student is reflected in the daily workings of the classroom?

- Is the classroom environment and are the resources reflective of the student's intersecting identities (i.e., classroom as the third teacher)?
- In what ways have you presented resources, materials and books from both local and global perspectives?
- How is the student actively engaged and how does the student have voice in their learning?

Culture of Shared Responsibility

The majority of students' needs can be met in the regular classroom in their neighbourhood school. Strategies such as the use of Universal Design for Learning (UDL), Differentiated Instruction (DI), Culturally Relevant and Responsive Pedagogy (CRRP), appropriate accommodations and a tiered approach to intervention can support students when working toward their learning goals. Staff from the Special Education and Inclusion, Program, and Equity Departments and the Urban Indigenous Education Center collaborate with the school to support professional learning for administrators, teachers and support staff so that educators can meet students' unique needs.

Parents' voices and perspectives inform our planning. Teachers are directly responsible for educational program planning and continue to create a culture of shared responsibility that supports all students and leads to improved learning and well-being that include practices from the following documents:

- Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12
- Growing Success (2010)

Section D:

Roles and Responsibilities

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 public with information on roles and responsibilities in the area of special education

This section of the Special Education Plan outlines the shared roles and responsibilities of system leaders, school-based staff, families, and partners in the planning, delivery, and monitoring of special education programs and services across the Toronto District School Board (TDSB). These roles are grounded in Ministry of Education legislation and policy, including the Special Education in Ontario Kindergarten to Grade 12 Policy and Resource Guide, and are guided by the TDSB's commitment to a human rights and anti-ableist approach to inclusive education.

The Ministry of Education

- Sets out, through the Education Act, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- Prescribes the categories and definitions of exceptionality;
- Requires through the Education Act that school boards provide appropriate special education programs and services for their exceptional students;
- Establishes the funding for special education through the structure of the funding model;
- Requires school boards to report on their expenditures for special education through the budget process;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the ministry;
- Requires through the Education Act and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- Establishes a Minister's Advisory Council on Special Education to advise the

Minister of Education on matters related to special education programs and services;

- Operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The School Board

- Establishes school board policy and practices that comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- Monitors school compliance with the Education Act, regulations, and policy documents, including policy/program memoranda;
- Requires staff to comply with the Education Act, regulations, and policy documents, including policy/program memoranda;
- Provides appropriately qualified staff for programs and services for the exceptional students of the board;
- Plans and reports on the expenditures for special education;
- Develops and maintains a special education plan that is amended from time to time to meet the current needs of the exceptional students of the board;
- Reviews the plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the ministry as required;
- Prepares a parent guide to provide parents with information about special education programs, services, and procedures;
- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional students and determine appropriate placements for them;
- Establishes a SEAC;
- Provides professional development to staff on special education;
- Adheres to all applicable legislation.

The Special Education Advisory Committee (SEAC):

- Makes recommendations to the board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students of the board;

- Participates in the board's annual review of its special education plan;
- Participates in the board's annual budget process as it relates to special education;
- Reviews the financial statements of the board as they relate to special education.

For information on the roles and responsibilities of the TDSB's SEAC, see Section E: Special Education Advisory Committee (SEAC).

The School Principal:

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda, and board policies;
- Communicates Ministry of Education and school board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach special education classes;
- Communicates board policies and procedures about special education to staff, students, and parents;
- Ensures that the identification and placement of exceptional students, through an IPRC, is done according to the procedures outlined in the Education Act, regulations, and board policies;
- Consults with school board staff to determine the most appropriate programs for exceptional students;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan;
- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures that the program is delivered as set out in the IEP;
- Ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The Teacher:

- Carries out duties as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- Follows board policies and procedures regarding special education;
- Works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;

- Works with special education staff and parents to develop the IEP for an exceptional student;
- Where appropriate, works with other school board staff to review and update the student's IEP;
- Provides the program for the exceptional student in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents.

The Special Education Teacher:

(Resource Teachers, Methods and Resource Teachers, Secondary Assistant/Curriculum Leaders, Teachers in Full-time Special Education Classes - ISPs)

The special education teacher, in addition to the responsibilities listed above under “The teacher”:

- Holds qualifications, in accordance with the regulations under the Education Act, to teach special education;
- Monitors the student's progress with references to the IEP and modifies the program as necessary;
- Assists in providing educational assessments for exceptional students.

The Early Childhood Educator:

The early childhood educator, in coordination and cooperation with the classroom teacher:

- Plans for and provides education to students in Kindergarten;
- Observes, monitors, and assesses the development of Kindergarten students;
- Maintains a healthy physical, emotional, and social learning environment in the classroom;
- Communicates with families;
- Performs duties assigned by the principal with respect to the Kindergarten program.

The Parent:

- Is familiar with and informed about board policies and procedures in areas that affect the child;

- Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Is acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and educators to solve problems;
- Is responsible for the student's attendance at school.

The Student:

- Complies with the requirements as outlined in the Education Act, regulations, and policy documents, including policy/program memoranda;
- Complies with board policies and procedures;
- Participates in IPRC, parent-teacher conferences, and other activities, as appropriate.

Executive Superintendent, Special Education Programs and Equitable Outcomes

Roles and responsibilities include, but are not limited to:

- Supporting the system in fostering equity and inclusion with human rights and anti-ableist practice in the implementation of the Special Education Plan
- Providing leadership to, and working collaboratively with, Special Education and Inclusion Centrally Assigned Principals and staff to build capacity of school staff and maintain consistency across the system
- Actively supporting SEAC members in carrying out their role as a statutory committee that advises the Board on matters related to special education
- Building system capacity by working collaboratively with providers of professional learning across TDSB Departments to ensure the consistent use of professional learning strategies throughout the system
- Providing central coordination of special projects/initiatives (e.g., research projects)

Senior Manager, Special Education and Inclusion

Roles and responsibilities include, but are not limited to:

- Supporting the Executive Superintendent in implementing their responsibilities.

Centrally Assigned Principals:

Roles and responsibilities include, but are not limited to:

- Supporting the system with special education programs and services that are consistent, equitable, and aligned with human rights and anti-ableist practice, supporting inclusion across schools and learning environments.
- Lead system learning and standards that strengthen school and central staff capacity to deliver high-quality programming for students with disabilities and diverse learning needs, aligned with the Special Education Plan and MYSP priorities.
- Monitor implementation of the Special Education Plan, strengthen standards of practice, and address systemic gaps that affect student access and outcomes.
- Work with Superintendents, SEAC, families, and community partners to resolve complex issues and strengthen shared responsibility for students with disabilities.
- Act as key connectors across schools, families, SEAC, and community partners, supporting shared understanding of special education processes and fostering collaborative responsibility for student success and wellbeing.

Coordinators:

Roles and responsibilities include, but are not limited to:

- Lead the coordination of special education services and programs, ensuring consistent, equity able, human rights-based and anti-ableist approaches to inclusion across schools.
- Strengthen school and central staff capacity through coaching, guidance, and professional learning that supports effective programming for students with disabilities and diverse learning needs.
- Translate system direction into clear processes and tools that help schools navigate referrals, programming decisions, and transitions.
- Support strong collaboration among schools, families, and system partners, helping to navigate processes, align supports, and promote shared responsibility for student success and wellbeing.
- Lead cross-team collaboration to resolve complex student and school needs, ensuring services are aligned and responsive.

Consultants:

Roles and responsibilities include, but are not limited to:

- Provide specialized expertise to support inclusive, equitable, and human rights-based programming for students with disabilities and diverse learning needs across classrooms and schools.
- Build educator capacity through coaching, modelling, and collaborative problem-solving that improves the quality of instruction, assessment, and IEP development.
- Support educators with evidence-informed strategies that improve access to curriculum, assessment, and meaningful IEP development.
- Help translate system direction and legislative requirements into everyday school practice, supporting consistent, accountable implementation of the Special Education Plan.
- Coach and model inclusive practice (UDL, DI, tiered supports) so teachers can better support students with disabilities in everyday classroom contexts.

Registered Behaviour Analysts:

Roles and responsibilities include, but are not limited to:

- Support schools with assessment, planning, and intervention that promotes student dignity, autonomy, and meaningful participation in learning.
- Coach educators and support staff to use evidence-informed, least-intrusive strategies, strengthening consistency in how students are supported across settings.
- Ensure behaviour support plans are rights-based, anti-ableist, and aligned with IEPs, safety plans, and broader student wellbeing goals.

K-12 Special Education Transition Navigators:

Roles and responsibilities include, but are not limited to:

- Support students and families through key transitions (entry to school, grade changes, school moves, and post-secondary pathways) so access to programs and services is timely, equitable, and coordinated.
- Help families understand processes, options, and rights, strengthening their confidence to make informed decisions about programming, services, and supports.

- Connect schools with central teams and community partners to ensure wraparound planning that promotes continuity, wellbeing, and successful outcomes for students with disabilities.

Itinerant Teachers:

Roles and responsibilities include, but are not limited to:

- Provide expert, student-centred support to ensure learners with disabilities and diverse needs can access curriculum, instruction, and school life in meaningful ways.
- Strengthen educator practice through modelling, coaching, and collaborative problem-solving that enhances inclusive instruction and effective use of accommodations and strategies.
- Work directly with students and educators to support access to learning, through accommodations, tools, and approaches to communication, mobility, and participation in school life.
- Support coordinated, responsive programming by working alongside classroom teams, families, and system partners to align supports and promote shared responsibility for student success and wellbeing.
- Collaborate with families, school teams, and central staff to ensure supports are aligned and responsive to changing student needs.

Special Education Support Staff:

Roles and responsibilities include, but are not limited to:

- Provide hands-on support that helps students participate meaningfully in classroom learning, routines, and school activities with dignity and respect.
- Assist students with personal care, mobility, communication, and self-regulation, creating environments where students feel safe, valued, and ready to learn.
- Work alongside educators, families, and system staff to ensure supports are consistent, responsive, and aligned with each student's strengths, needs, and goals.

Professional Support Services (PSS)

(Psychological Services, Speech-Language Pathology Services, Occupational Therapy, Physiotherapy, and related regulated professionals)

Roles and responsibilities include, but are not limited to:

Professional Support Services Managers

- Provide system leadership to ensure professional services are delivered in a coordinated, equitable, and timely manner across the Board.
- Oversee service models, standards of professional practice, and caseload alignment to support consistent access to services for schools and students.
- Strengthen cross-disciplinary collaboration so psychological, speech-language, and OT/PT services work in an integrated way to support inclusive education and system priorities.

Professional Support Services Staff

Roles and responsibilities include, but are not limited to:

- Work collaboratively with schools and central teams to provide specialized, evidence-informed support that strengthens access, participation, and learning for students with disabilities and diverse learning needs.
- Contribute through assessment, consultation, and capacity-building to support inclusive programming, IEP development, and coordinated transitions, grounded in an equitable, human rights and anti-ableist approach to special education.
- Support consistent, high-quality practice across schools by sharing professional expertise that strengthens instructional planning and student access.

Further details on the role of special education and professional support services staff are outlined in Section F: Educational and Other Assessments and Section J: Special Education Placements Provided by the Board.

Section E:

Special Education Advisory Committee (SEAC)

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 details of the operation of the Board's SEAC to the Ministry of Education and to give members of the public the information to which they are entitled

The Role of the Special Education Advisory Committee (SEAC)

Regulation 464/97 of the Education Act establishes the SEAC as a statutory committee that advises the Board on matters relating to special education and sets out its structure and mandate. TDSB SEAC follows the Community Advisory Committee (CAC) Operational Procedure PR742.

Under Regulation 464/97, SEAC:

- May make recommendations to the board in respect of any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students within the board
- Participates in the annual review of the Special Education Plan
- Participates in the board's annual budget process
- Reviews the financial statements of the board as they relate to special education

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

Meeting Times and Locations

Meeting information for the 2026/2027 school year can be found on the SEAC website.

SEAC Membership

The committee currently consists of 12 representatives from local associations and 8 community representatives from two Learning Centres within the TDSB. Alternate representatives attend meetings regularly and participate in discussions, but do not vote unless substituting for an official representative.

Some SEAC members are parents of TDSB students with special education needs and disabilities. In January 2026, a new Chair and Vice-Chair were elected for a one-year term. The complete SEAC membership can be found here.

Membership Selection Procedures

Eligibility requirements for representatives on SEAC are outlined in Regulation 464/97 of the Education Act. SEAC appointments are for a 4-year term and are renewed at the time of municipal elections. Instructions for applying are posted here.

All SEAC representatives must:

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

Regulation 464/97 permits a Board to appoint community representatives to SEAC. TDSB SEAC has 8, with an equal number of alternates. Candidates for community representative self-nominate. New nominations are considered in the Fall and Spring of each year. When making community representative appointments, the Board gives additional consideration to:

- Diversity
- Geographical representation from across the TDSB
- Parents with children receiving special education programming in the Toronto District School Board

Input from SEAC into the TDSB Special Education Plan

SEAC's input is a critical part in reviewing the Special Education Plan. SEAC members provide input into the Special Education Plan at SEAC meetings throughout the year.

Parents & Caregivers as Partners Conference

The TDSB Parents & Caregivers as Partners Conference is organized by parents for parents. SEAC members work collaboratively with other TDSB Community Advisory Committees (CACs) to plan and deliver this annual conference.

In the past, partners have included advisory committees for Mental Health and Well Being; First Nation, Métis and Inuit Communities; Inner City; French as a Second Language; Equity; parents and central staff from Special Education and Inclusion and Professional Support Services. Through this annual conference, SEAC addresses goals such as inclusion for students with disabilities and special education needs and builds on the opportunity to empower parents to become informed, proactive and effective advocates for their children.

SEAC Contact Information

All information pertaining to SEAC can be accessed through the links below.

SEAC Website:
TDSB SEAC Homepage

SEAC Liaison:
Name: Lianne Dixon
Email: lianne.dixon@tdsb.on.ca

Mailing Address:
Toronto District School Board
Special Education and Inclusion
5050 Yonge Street, 5th Floor
Toronto, ON
M2N 5N8

Section F:

Educational and Other Assessments

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 details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used

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

When a teacher observes a student who has some areas of need at school (e.g., academic, social/emotional, behavioural), the teacher will seek support through the Special Education Resource Teacher/Methods and Resource Teacher (MART) or Assistant Curriculum Leader of Special Education, the principal/vice-principal and the Special Education and Inclusion Consultant. Collaboratively, they will ensure that instructional intervention strategies focus on the student's identity, lived experiences, strengths and areas of need. Strategies need to include the following:

- Evidence of Culturally Relevant and Responsive Pedagogy, Cultural Safety and Trauma-Informed practices and assessment that reflects the student's identity and lived experiences
- Evidence of Tier 1 and Tier 2 Strategies, Universal Design for Learning, Differentiated Instruction, Trauma-informed and Culturally Relevant and Responsive Pedagogy

- Evidence of an Individual Learning Plan (ILP) that records and tracks any strategies implemented by the teacher(s)
- Evidence of implemented strategies recommended by the Special Education and Inclusion Consultant

Most student needs can be met in the regular classroom with Tier 1 and Tier 2 interventions that consider the student's identity, lived experiences, strengths and areas of need. If this is not possible, after careful consideration of the above and communication with parents, the teacher may refer the student to IST and/or SST.

Assessments by Teachers

Assessment findings provide information relevant for classroom programming, Individual Education Plans, the Provincial Report Card and Identification Placement and Review Committees. Teachers collect assessment information in a variety of ways: formal and informal observations, discussions/conversations/questioning during the learning process, student-teacher conferences, homework, group work, demonstrations/ performances, projects, portfolios, developmental checklists/continua, peer and self-assessments/reflections, essays and tests. Assessment is planned at the same time as instruction, to determine what needs to be taught, guide next steps and help both teachers and students monitor and evaluate progress towards achieving learning goals.

Types of Assessments

Teachers carry out educational assessment as part of their on-going work with all students and for students with special education needs and disabilities, throughout the development, implementation and review of Individual Education Plans (IEP). Teachers use terms such as *diagnostic*, *formative* and *summative* to describe the kinds of educational assessment that can be used for different purposes: *assessment FOR learning*, *assessment OF learning*, and *assessment AS learning*.

Assessment *FOR* learning is the process of collecting information to decide where learners are in their learning, where they need to go and how best to get there. It is integral to the IEP process and can be diagnostic and/or formative in its use:

- ***Diagnostic assessment*** occurs before instruction begins so teachers can determine students' readiness to learn new knowledge/skills and identify their instructional needs. Teachers use the information to determine what students already know and can do with respect to the knowledge and skills outlined in the curriculum expectations. Teachers then work with students to set appropriate learning goals and plan differentiated and personalized instruction/assessment.

- ***Formative assessment*** is frequent and ongoing, carried out while students are gaining knowledge and practising skills. Teachers use the information to monitor students' progress towards achieving expectations, to provide students with descriptive feedback and coaching for improvement, to plan next steps and to differentiate instruction and assessment in response to student needs.

Assessment *OF* learning is the process by which teachers record and report on student learning. This assessment is summative, occurring at or near the end of a period of learning. The information gathered is used by teachers to evaluate and communicate achievement at a given point in time, on the basis of pre-set criteria. It may also be used to plan further instruction.

For most students in Grades 1 to 12, this kind of assessment looks at achievement of the provincial curriculum expectations against Ministry established rubrics.

- For students with special education needs and disabilities, and for English language learners who require accommodations but do not need to have grade expectations modified, evaluation of achievement is based on the Ministry grade/course expectations and achievement levels.
- When students require modified or alternative expectations, evaluation of achievement is based on the expectations outlined in their IEPs. For this reason, it is important that IEP goals be expressed as specific and measurable outcomes.

Assessment *AS* learning is the process by which teachers help students learn how to be their own best assessors, to become independent learners. This assessment is ***formative,*** requiring teacher support, modelling and guiding structured opportunities for students to assess themselves. Students learn how to monitor their own progress, recognize when they need help, advocate for themselves, adjust their approaches to learning and set new goals. These are increasingly important skills for students with special education needs and disabilities as they progress through the grades.

Diagnostic Assessment Tools for Teachers

The Ministry of Education released Policy Program Memorandum No. 155 Diagnostic Assessment in Support of Student Learning to outline how diagnostic assessment tools may be used in support of student achievement. It specifies the shared and individual responsibilities of teachers, principals, and school board staff and their collective accountability for student achievement. PPM 155 guidelines are focused on the effective use of diagnostic assessment tools to inform teaching and learning practices in the classroom. The guidelines direct that teachers must use diagnostic assessment during the school year, selecting tools from the Board's approved list and that they are

to use their professional judgment when selecting and using diagnostic assessment tools.

PPM 155 guidelines do not apply to:

- Individual educational and/or professional assessments conducted to determine the special education programs and/or services required by students with special education needs and disabilities
- Large Scale Assessments like EQAO (Grade 3, 6, 9 and OSSLT), Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRL), Pan-Canadian Assessment Program (PCAP) and other Ministry mandated assessments.

Universal Screening

Further information regarding Universal Screening is available in Section J: Special Education Placements Provided by the Board.

TDSB Approved List of Diagnostic Assessment Tools

Literacy			
Assessment Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
TDSB Literacy Success Diagnostic Kit (Grades 7-10)	7 - 10	The TDSB Literacy Success Diagnostic Kit (Grades 7-10) is designed to help teachers identify students' strengths in relation to literacy expectations outlined by the Ontario Ministry of Education for all subjects. The kit is a diagnostic tool to assess students' reading and writing skills, aiding teachers in developing individual and class profiles of students' literacy skills. With these profiles, teachers can differentiate instruction to meet individual needs with explicit teaching of the reading and writing skills and strategies that will make students successful.	To be administered 3-6 weeks into the course/term.

Literacy			
Assessment Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
TDSB Phonological Awareness Inventory	K-12	The Phonological and Phonemic Awareness Inventory is a student response tracking booklet that includes information and scripts about how to administer the inventory and score student responses. Phonological awareness and phonemic awareness are speaking and listening tasks.	Beginning of the year for all students and repeated at the middle of the year and/or at the end of the year based on student needs.
TDSB Phonics and Decoding Inventory	K-12	The Phonics and Decoding Inventory is designed to provide educators with information about their students' current level of knowledge on the letter-sound continuum and the word structure hierarchy. It will provide information about students' discrete skill sets in the area of alphabetic principles. It helps teachers know where students are on the skill development trajectories and use this information to guide intentional literacy instruction.	Beginning of the year for all students and repeated at the middle of the year and/or at the end of the year based on student needs.

French			
Assessment Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
ÉCLAIR	French Immersion K-8	ÉCLAIR focuses on phonological awareness, phonics, and word reading skills. Aligned to CEFR levels (PreA1 to A1) as opposed to grades to be responsive to the needs of each learner, honouring their diverse social, cultural, and linguistic identities and entry points. To be used by classroom educators to provide meaningful insight into	Early French Immersion K-2: Beginning of year for all students and repeated at middle of year and/or at end of year based on student need. Early French Immersion Gr 3

French			
Assessment Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
		the next steps for teaching and learning phonological awareness, phonics, and word reading skills.	and up: Choose the measures and the frequency of use based on student need.
			Middle French Immersion 4-8: Choose the measures and the frequency of use based on student needs.
TDSB Phonological Awareness Inventory for French Immersion (Primary Division)	Early French Immersion K-3	TDSB Phonological Awareness Inventory for French Immersion (Primary Division) is designed specifically for French Immersion. This resource focuses on phonological and phonemic awareness skills. Aligned to the continuum of skill development as opposed to grade.	Early French Immersion K-3: Choose the measures and the frequency of use based on student needs.
TDSB French Immersion Phonics & Decoding Inventory (Primary Division)	Early French Immersion K-3	TDSB French Immersion Phonics & Decoding Inventory (Primary Division) is designed specifically for French Immersion. This resource focuses on phonics and decoding skills. It is aligned to the continuum of skill development as opposed to grade.	Early French Immersion K-3: Choose the measures and the frequency of use based on student needs.
TDSB French Immersion Phonics & Decoding	French Immersion 4-8	TDSB French Immersion Phonics & Decoding Inventory (Junior/Intermediate Division) is designed specifically for French	Early & Middle French Immersion 4-8: Choose the measures and the

French			
Assessment Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
Inventory (Junior/ Intermediate Division)		Immersion. This resource focuses on phonics and decoding skills. It is aligned to the continuum of skill development as opposed to grade.	frequency of use based on student needs.
À pas de géant (version française de Leaps and Bounds)	Early French Immersion Gr 1 – 8 & Middle French Immersion Gr 4-8	À pas de géant (version française de Leaps and Bounds) identifies significant gaps in understanding to enable teachers to build on what students know, to close critical gaps. The resources help teachers make informed instructional decisions and offer strategies to address learning gaps.	Early & Middle French Immersion: Choose the measures and the frequency of use based on student needs.
Portrait Mathématiques (Ontario) (version française de Nelson Math Pre-Assessment)	Early French Immersion Gr 1 – 8 & Middle French Immersion Gr 4-8	Portrait Mathématiques (Ontario) (version française de Nelson Math Pre- Assessment) is designed to support pre-assessment in procedural knowledge and conceptual understandings for the grade-specific curriculum. The resource offers activities for the next steps for instruction, gap closing, or intervention.	Early & Middle French Immersion: Choose the measures and the frequency of use based on student needs.

Mathematics			
Assessment/ Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
What To Look For: Understanding and Developing Student Thinking in Early Numeracy	K-3	What to Look For: Understanding and Developing Student Thinking in Early Numeracy is a professional learning resource with a developmental continuum for early numeracy and sample tasks that can be used to gauge students' numeracy skills and plan effective next steps. What to Look For contains: • Research-based	Use at the beginning of the school year and as needed.

Mathematics			
Assessment/ Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
		developmental continua for addition and subtraction in early numeracy • Descriptions of strategies, along with access to videos of students displaying those strategies Games to push student thinking forward. Additional professional learning resources, activities, and assessment details are available on the internal TDSB Math for Educators website.	
What to Look For 2: Understanding and Developing Student Thinking in Multiplicative Reasoning	3-5	What to Look For 2: Understanding and Developing Student Thinking in Multiplicative Reasoning is a professional learning resource with a developmental continuum for multiplication and division, as well as lessons and tasks that can be used to gauge students' multiplicative reasoning skills and plan effective next steps. What to Look For contains: • Research-based developmental continua for multiplication and division for junior-grade students • Descriptions of strategies, along with access to videos of students displaying those strategies • Games to push student thinking forward • Additional lessons and assessments	Use at the beginning of the school year and as needed.

Mathematics			
Assessment/ Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
Rethinking Fractions: 8 Core Concepts to Support Assessment and Learning	1-12	Rethinking Fractions provides teachers with assessments to uncover students' understanding and possible misconceptions of fractions understanding via the use of targeted, field-tested questions and recommended next steps that reveal student understanding and respond to student needs through precise and differentiated tasks and instruction. Additional professional learning resources, activities, and assessment details are available on the internal TDSB Math for Educators website.	Use at the beginning of a unit or block of learning.
Math Pre-Assessment (Nelson)	1-8	Math Pre-Assessment provides short, whole-class diagnostic assessments to determine the procedural knowledge and conceptual understanding of students ahead of specific grade-level learning units. Math Pre-Assessment contains: • Developmental trajectories that provide a picture of math development • Diagnostic assessments help to identify where a student is on the developmental trajectory • Analysis charts to score pre-assessments and next steps for instruction, remediation, and intervention	Use at the beginning of a unit or block of learning.

Mathematics			
Assessment/ Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
Mathology (Pearson)	K-9	Mathology is an instructional program that provides ongoing assessment opportunities within games, books, and other learning activities, driven by the big ideas in mathematics. Mathology contains: ● Diagnostic activities that begin with an initial lesson or readiness tasks, based on the previous year's expectations, to support instructional decisions ● Mathology "Little Books," activity kits, and math mats to support mathematics learning in different modes French: Mathologie currently supports K- Grade 8 students	Use at the beginning of a unit or block of learning.
MathUP Classroom (Rubicon)	K- 9	MathUP Classroom is a comprehensive, online, K–8 instructional solution that helps build teachers' knowledge and understanding of mathematics. MathUP Classroom contains: ● Diagnostic assessments using open and closed tasks for each topic ● Activities, online games, lessons, and ongoing assessments for learning French: K-Grade 6 materials are currently available	Use at the beginning of a unit or block of learning.

Mathematics			
Assessment/ Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
Core Mathematics Resources	K-12	Trillium-listed core mathematics resources include materials to assess students' prerequisite skills, concepts, and vocabulary. Core resources contain: ● Diagnostic assessments for every chapter or unit (e.g. Getting Ready sections). ● Additional practice resources French: Core mathematics resources are available	Use at the beginning of a unit or block of learning.
Knowledgehook	K-10	Knowledgehook is an instructional guidance system that leverages formative assessment in a game-based environment to provide insights into student mathematical learning and intervention materials to support enhanced understanding of math concepts. Knowledgehook contains: "Warm-Ups," diagnostic assessments that cover expectations from the previous grade and provide teachers with information to determine the readiness of students for particular concepts Differentiated activities to assess students' understanding using visual prompts and virtual manipulatives. Teacher supports, including, a background document to build teachers' math content knowledge for teaching, a misconception chart to support addressing specific errors, and intervention questions to consolidate new learning. French: Grades 3-10 activities and	Use at the beginning of a unit or block of learning.

Mathematics			
Assessment/ Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
		materials are available Knowledgehook is a district-provided tool. Click here to access Knowledgehook.	

ESL/ELD			
Assessment/ Tool	**Grades/ Division**	**Purpose**	**Recommended Timelines**
TDSB Initial Assessment	ESL/ ELD – Elementary and Secondary	The TDSB's Initial Assessment enables teachers to provide the appropriate programming, resources, modifications and/or adaptations for English Language Learners (ELL) based on a STEP level. The TDSB Initial Assessment secondary is aligned with ESL courses of study. It supports secondary schools with ESL programming and placement decisions.	The assessment is used once upon enrollment of newcomer students (Ideally completed within 6 weeks of arrival).
STEPS to English Language Proficiency	ESL/ELD Elementary and Secondary	STEPS to English Language Proficiency is a framework for assessing and monitoring English language learners' language acquisition and literacy development across the Ontario curriculum (oral, reading, writing).	Grade 1 to 12 initial diagnostics and ongoing assessments at reporting intervals.

Assessments by Professional Support Services (PSS)

All recommendations for an individual assessment by PSS staff (Psychological Services, Physiotherapy/Occupational Therapy Speech Language Pathologists) comes through the School Support Team (SST). The SST also considers requests for assessments from parents, qualifying students (of age and with the cognitive capacity to understand), or outside agencies.

A recommendation for individual assessment requires the agreement of parents or qualifying students. PSS staff will contact parents or qualifying students to seek informed consent before beginning the assessment. This ensures shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment, as well as how information from the assessment will be managed and shared.

Throughout the PSS assessment process, parents or qualifying students are involved and at the conclusion are offered verbal and/or written feedback about the assessment findings. The services of interpreter/translation services will be offered where necessary. Written reports are provided to parents or qualifying students at, or close to the time of, verbal feedback.

Discussion at the SST, or assessment by PSS staff may lead to a student being referred to a school-based community agency. In accordance with **Policy/Program Memorandum 81 (PPM 81)**, the school board works in partnership with community agencies for the provision of student health support services in school settings. These services may be delivered in-person or remotely.

- **School-Based Rehabilitation Services (SBRS):** Speech Therapy, Occupational Therapy (OT), and Physiotherapy (PT) are provided by regional Community Treatment Centres, such as the **Children's Treatment Network** or **Grandview Kids**.
- **Nursing Services:** For students with specific medical eligibility criteria, nursing support is determined and provided through **Ontario Health at Home (OHaH)**.

School-based community services staff follow the safety procedures and protocols of TDSB and may access a safe, private space in schools to provide services.

Child and Youth Services

Child and Youth Workers (CYWs) and Child and Youth Counsellors (CYCs) are members of PSS working in the school/program community. They collaborate with teachers, special education staff and other school community members to identify

strengths and needs and offer professional support for students and families. They participate in In-School Team (IST) and School Support Team (SST) meetings by contributing specialized knowledge. Services are provided through a referral process or through the Identification Placement and Review Committee (IPRC) decision for placement in a classroom with CYW support. A signed referral and the informed consent of the parents of students under the age of 18 is required. In consultation with a manager of Child and Youth Services a student may be able to provide consent.

CYWs and CYCs provide specialized support to students. Their work is culturally responsive, strength-based and collaborative. Services may include counselling and interventions on matters of mental health and well-being, crisis de-escalation, social and life skill development, behavioural support, and school avoidance. An assessment informed by developmental, culturally relevant, ecological, and strength-based perspectives is completed to identify areas for programming. CYWs and CYCs build therapeutic relationships and set clear goals to ensure all students find their own path to success.

Team members are supervised by a principal for operational/day-to-day matters and their managers on professional matters. All Child and Youth Services staff are expected to adhere to the Code of Ethics of the Ontario Association of Child and Youth Care and the TDSB Child and Youth Services Standards of Practice. The required qualification for CYWs is a Child and Youth Care Diploma, while CYCs are required to have a Degree in Child and Youth Care or Social Work.

Child and Youth Services may include:

- Use of daily life events to develop skills, understanding, and goals through genuine co-created relationships
- Assessment of strengths and areas of need
- Provision of social and life skill building programming
- Discussions with students to establish relationships, identify strengths and areas of need and encourage student voice
- A review of the student's school records [with parent or student consent (if older than 12 years)]
- Classroom observations
- Discussion with family to obtain relevant history and information about current strengths and areas of need at home
- Collaboration with school personnel and other professional support services colleagues
- Contact with external agencies and service providers

- Group and individual short-term counselling
- Self-regulation supports

Management of Records

Records of identified strengths and needs, goals, interventions, programming and supports are maintained in a confidential file of Child and Youth Services as per the TDSB Child and Youth Services Standards of Practice. Rather than an assessment report, Child and Youth Services staff develop student goals, proactive strategies, and programming to meet student needs and enhance student success based on assessment outcomes.

CYCs complete a summary report at the conclusion of support. This is maintained in the confidential Child and Youth Services file and in the Ontario Student Record (OSR), with consent. CYWs on the Autism Regional Services also complete reports. These reports are maintained in the Special Education File, the confidential Child and Youth Services file and with consent in the OSR.

Occupational Therapy and Physiotherapy (OT/PT) Services

Occupational Therapists/Physiotherapists collaborate with educators to provide tiered consultative, culturally relevant and responsive therapeutic programming and identity-affirming, anti-ableist accommodation strategies for students with physical and/or developmental disabilities and/or special education needs. Occupational Therapists/Physiotherapists provide timely tiered services, build capacity and provide professional learning for educators, in addition to conducting individualized assessments providing relevant neurodiverse and identity-affirming recommendations, where necessary. In the TDSB, OT/PT Services' staff work interchangeably to support students providing consultation in a non-protected scope of work that supports holistic student well-being and achievement. OT/PT Services' staff recommendations may include, but are not limited to, providing strategies to support students' skill development with adaptive/daily living, socialization and play, executive function, behavioural function, self-regulation, pre-vocational and community living, transitions, and gross motor, fine motor and sensory modulation. They can also assist schools with supporting medical recommendations from Ontario Health at Home (OHaH), as needed.

Referrals for OT/PT Services' Assessments

If concerns cannot be addressed through tier 1 or 2 OT/PT supports or the IST, schools may proceed to the SST for consideration of tier 3, individualized, OT/PT Services. Assessments from OT/PT Services are accessed through the SST, where OT/PT

Services' staff may attend. Alternatively, assessments may also arise through consultation with the attending Special Education and Inclusion Consultant after the SST meeting to address urgent safety concerns.

The referral and assessment processes require the informed consent of the parents and/or students 18 years of age or older who possess the cognitive capacity for decision making. This ensures shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment, as well as how information from the assessment will be managed, implemented, and shared.

Assessments are conducted under the Regulated Health Professions Act by either Occupational Therapists or Physiotherapists registered in the College of Occupational Therapists of Ontario and College of Physiotherapists of Ontario, respectively.

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

- A review of the student's school records
- Classroom observations
- An interview with parents and relevant caregivers to obtain developmental and culturally relevant and responsive family and medical history
- An interview with school personnel, the student, and support service colleagues
- Contact with hospitals, rehabilitation centres, and community agencies
- Provision of specific school-based identity-affirming recommendations pertaining to gross/fine motor function, mobility (school/community), sensory motor/behaviour, mental health and well-being, visual motor integration and perception skills, social and play skills, executive function skills, posture/alignment and positioning, and pre- vocational and community living skills
- Assessment and recommendations to promote safety and culturally responsive independence with activities of daily living skills (e.g., feeding, dressing, personal care), where applicable
- Assessment for equipment needs such as Special Equipment Amount (SEA) and/or supporting community access to the Assistive Devices Program (ADP)

Management of OT/PT Assessment Results

The results of assessments from OT/PT Services are communicated with parents through a written report with an offer to meet and discuss further, as desired with translational and/or communication facilitators where required. Written reports are provided to the parents and/or students 18 years of age or older who demonstrate the cognitive capacity to comprehend at the time of verbal/written feedback. Reports may

include, but are not limited to, recommendations to support the development of any requisite skills mentioned above. As outlined during the informed consent process, the results are discussed and shared with relevant school staff and professional support staff for educational planning and programming purposes.

Records from OT/PT Services' assessments are kept in confidential files, which are maintained in accordance with the regulations and provisions of the Professional Colleges and the Regulated Health Professions Act. Locations of copies of the report are discussed with parents and/or students 18 years of age or older. The consent of parents and/or students 18 years of age or older is required for referral to community services for which the student may be eligible (e.g., Local Hospital Authority, School-Based Rehabilitation Services) or for a student's TDSB OT/PT Services' report to be released to an outside agency (Guide to Occupational Therapy and Physiotherapy Services).

Community Resources

For any in-school nursing support, the school team refers to the Ontario Health at Home - School Health Support Services (formerly known as the Home and Community Care Support Services and the LHIN).

For any in-home support required, families may self-refer to the Ontario Health at Home - Home Care. Students with significant medical needs may also access Holland Bloorview Kids' Rehabilitation Hospital for clinical services within the community; a referral must be generated by a family physician or dentist to access the medical or dental services at this site.

The Ontario Health at Home Community Services also offers Mental Health and Addictions Nursing support; these referrals are generated by school staff.

Psychological Services

Psychological Services staff includes Psychologists, Psychological Associates and Psychoeducational Consultants, who consult with teachers and School Support Teams (SST) about effective classroom programming to address socio-emotional, behavioural and/or learning needs. After going through the Board's referral process, and with informed consent, they conduct a comprehensive individual Psychological Assessment of students' learning, social-emotional, and behavioural functioning to diagnose disorders, identify students' learning strengths and areas of need, and recommend effective intervention strategies. They also have a role on Identification Placement and Review Committees (IPRCs) in identifying exceptionalities and recommending program placement.

Referrals for Psychological Assessments

The purpose of a psychological assessment is to better understand the learning, socio-emotional and/or behavioural strengths and areas of growth of a student, in order to help in the delivery of the most appropriate programming.

When a student demonstrates difficulties in the classroom, an In-School Support team meeting is held with classroom teachers to provide strategies in the classroom that may be effective. If these strategies are not effective, the School Support Team meeting, including the professional supports available, convene to discuss the current strengths and areas of need for the student.

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

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

A psychological assessment may include the following:

- A review of the student's school records
- Interviews with the parents and student to obtain background information, including developmental, family, and medical history, previous assessments and diagnoses, interventions, etc.
- Interviews with school staff to gather information about student performance and functioning at school.
- Observations in structured and unstructured settings.
- Administration of appropriate standardized and informal measures of the student's cognitive/intellectual abilities, academic skills, processing skills, adaptive behaviours, and social/emotional/behavioural functioning to assess learning strengths and areas of need. Other tests as needed to determine sources of learning difficulties and to identify strengths may be necessary.

Wait times for a psychological assessment can range from several months to up to a calendar year. Assessments are provided for students according to prioritized needs within each school.

Management of Psychological Assessment Results

As outlined during the informed consent process, the results and recommendations of a psychological assessment are discussed at a feedback meeting with the parents or student (where appropriate) and with staff of the TDSB who are directly involved with the student. An interpreter will be offered and arranged, if necessary. A copy of any written report is provided to the parents and/or student, at or close to the time of verbal feedback meeting. A copy is also given to the school, to be placed in the student's Ontario Student Record (OSR).

The original written report, assessment measures, notes, and other information obtained during the assessment are maintained in the confidential files of Psychological Services in accordance with the Psychology Act and the Regulated Health Professions Act. An electronic copy of the report is uploaded to a confidential records management system within the TDSB.

Psychological Services will not release any information to persons or facilities outside of the TDSB without written consent, except as may be required by law. Information may also be released for the CPBAO Quality Assurance.

The TDSB Policy PR 677 Recorded Information Management, requires that Psychological Services files be retained for a minimum of ten years after a student reaches graduation age. As students may remain in Ontario schools until age 21, this results in a retention period up to age 31.

Reviews of External Reports

TDSB psychology staff review all relevant psychological and/or medical reports completed externally that have been provided to the school by parents. Following the review, psychology staff summarizes the findings in a Consultation Note. The purpose of this process is to document that psychology staff have read the external report so as to inform next steps for school staff.

Once a parent provides the school team with a copy of an external assessment report, the school administrator will generate a permission form to be signed by the parent, giving permission for the principal to share the report with the TDSB psychology staff, and to allow the psychology staff to review the report and provide written and verbal consultation to the school team.

A decision will be made by the school administrator as to whether the team will need to convene the School Support Team (SST) to discuss the assessment report and

recommendations, and any appropriate next steps, such as whether to proceed to an IPRC.

A copy of the Consultation Note will be provided to the parent, and a copy is placed in the student's OSR. The Consultation Note and a copy of the external report are maintained in the confidential files of Psychological Services in accordance with the Psychology Act and the Regulated Health Professions Act.

Social Work & Attendance Services

School Social Workers are members of Professional Support Services (PSS) and are closely affiliated with schools to provide mental health assessment and intervention support to students, families and school staff. School Social Workers participate in School Support Team (SST) meetings, contributing specialized knowledge, culturally responsive and relevant practices and resources, and mental health and wellness strategies to support student well-being. Social work assessments and interventions help to support and identify mental health, psychosocial and emotional factors that may impact student well-being.

Referrals for Social Work Assessments

A referral to Social Work Services can be initiated through the SST or, in consultation with the social worker for crisis or other imminent need. Social work assessments require the informed consent of the parents of students under the age of 18. In consultation with a Social Work Manager, a student may be able to consent to the social work referral.

The informed consent process ensures a shared understanding of the reasons for the assessment, the nature of the assessment, the risks, benefits and possible outcomes of the assessment and the types of service that may be provided with recommendations.

TDSB School Social Workers possess a Master of Social Work degree, with a minimum of three years' experience working with children, youth and families. All Ontario Social Workers are registered with the Ontario College of Social Workers and Social Service Workers and adhere to a set of professional ethics and standards of practice.

There is typically no wait time for social work support, since service is initiated shortly following receipt of a referral for service.

Management of Social Work Assessment Results

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

Standards of Practice of the Ontario College of Social Workers and Social Service Workers regulating Social Work records are adhered to. Registered Social Workers ensure that records are current, accurate, contain relevant information about students/families, and are managed in a manner that protects the student/family privacy. All Social Work records are stored in confidential Social Work files in secure locations.

Speech Language Pathology Services

Speech Language Pathologists (SLPs) offer specialized knowledge and resources to aid deeper understanding of the connections between oral language, early literacy, speech and social communication development to educators, students and parents within the TDSB community. SLP Services provide a collaborative, tiered service delivery approach to best serve the observed speech, language, early literacy and social communication needs across the system. This evidence-based approach to service delivery allows SLPs to maximize impact by providing both prevention and individualized support for students with special education needs and disabilities. Tier 1 (School-Wide Support) includes professional learning opportunities targeted at building capacity in both educators and parents related to school or system wide related needs. Tier 2 (Group Support) includes in-class support, whether whole class or small group co-instruction. School principals, in consultation with their school assigned SLP, may request generalized tier 1 or 2 supports without having to identify individual student concerns and/or proceed through the In-School Support Team (IST) and School Support Team (SST) processes.

Referrals for Speech and Language Assessments

If concerns cannot be addressed through tier 1 or 2 SLP supports or the IST, schools may proceed to the SST for consideration of tier 3, individualized, SLP services. A referral for tier 3 SLP support is initiated at the SST, with a process involving the informed consent of the parents, or of the student 18 years of age or older. The informed consent process ensures everyone has a clear understanding of the purpose and nature of the SLP assessment, as well as any potential risks, benefits, and outcomes. It also outlines the types of services that may be provided to the student and explains how assessment information will be managed and shared.

Assessments are conducted by SLPs, registered in Ontario with the College of Audiologist and Speech Language Pathologist of Ontario (CASLPO) and under the Regulated Health Professions Act. SLP assessments evaluate a student's communication skills in the areas of oral language (e.g., comprehension, expression, vocabulary, phonological awareness), speech (e.g., articulation, stuttering, voice/resonance), Augmentative and Alternative Communication (AAC) as well as early literacy development and functional social communication. Assessments may also

include differentiating typical English language learning (ELL, ELD) from language disorders and distinguishing second-language issues (e.g., ELL, ELD) from language disorders.

SLP assessment procedures may include the following:

- A review of the student's school records
- Interviews with parents to obtain developmental, family, and medical history
- Interviews with school personnel and the student
- Classroom observation
- Administration of standardized and/or non-standardized assessments in order to gain an in depth understanding of a student's receptive and expressive language skills, use of augmentative and alternative communication tools, articulation, fluency, voice skills and reading and writing skills and what strategies or tools best support achievement in the above mentioned areas
- Focused collaboration with educators and parents to design language, literacy, social communication and Augmentative and Alternative Communication (AAC) programming to meet the individual student's needs
- Written and/or verbal feedback with educator, parent and, if necessary, the SST
- Referrals to external agencies/services including:
    - School Based Rehabilitation Services (Children's Treatment Network/Grandview) for consideration of speech therapy
    - Surrey Place's Augmentative and Communication Writing Aids Clinic
    - Holland Bloorview Kids Rehabilitation Hospital's Communication and Writing Aids Service

SLPs are prioritized to support Tier 3 services for students Kindergarten through Grade 3 who have oral language delays as well as delays or disorders that may affect speech, language, literacy, and social communication development. Average wait times for an assessment vary anywhere from a few months to a year, although the majority of students are seen within six months. Assessments are provided for students according to prioritized needs. The SST determines the priority in which students will be seen relative to the nature and complexity of student need and all referral requests received.

Management of Speech Language Pathology Assessment Results

As outlined during the informed consent process, the results and recommendations of an SLP assessment are discussed at a feedback meeting with the parents and with staff of the TDSB who are directly involved with the student. An interpreter will be offered and

arranged, if necessary. A copy of any written report is provided to the parents, at or close to the time of verbal feedback meeting. A copy is also given to the school, to be placed in the student's Ontario Student Record (OSR).

The original written report, assessment measures, notes, and other information obtained during the assessment are maintained in the confidential files of SLP Services in accordance with CASLPO's Records Regulation and the Regulated Health Professions Act. An electronic copy of the report is uploaded to a confidential records management system within the TDSB.

SLP Services will not release any information to persons or facilities outside of the TDSB without written consent, except as may be required by law.

Sharing of Professional Assessment Information and Privacy

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

The sharing of assessment findings or information with persons outside of the TDSB will only occur with the expressed written permission of the parents, or qualifying student, except as required by law (as per the Personal Health Information Protection Act). Further information about the privacy rights of parents is detailed in a PHIPA Privacy Statement, posted on the Board's public website under Professional Support Services.

The TDSB Policy PR 677 Recorded Information Management requires that PSS files are retained for a minimum of ten years after graduation age (which in most cases are either 18 or 21). This requirement is in accordance with professional guidelines.

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

Regional Support Services

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

Regional Support Services include:

- Autism Regional Services (ARS)
- Blind and Low Vision (BLV) Services
- Deaf and Hard of Hearing (DHH) Services

Autism Regional Services

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

Requesting Autism Regional Services Support

Requests for the Autism Regional Services are decided by the School Support Team (SST) and are generally made to address Tier 3 student needs, once all available Tier 1 and 2 strategies have been exhausted at the school level. When the support being sought is specific to a student, parental permission is required and the school will be provided with the Autism Regional Services Referral Form for parent signatures. The completed referral form is submitted to the appropriate Team Consultant and assigned to the team for follow up.

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

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

Blind and Low Vision (BLV) Services

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

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

Referral Criteria

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

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

An access form does not need to be completed to consult with the Blind/Low Vision Program Coordinator should a student require BLV services upon entry to school. In addition, an access form should not be viewed as a barrier to access support for students who may require immediate BLV support and/or programming. Staff must reach out to the BLV Coordinator as soon as an issue with vision is identified.

Referral Process

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

Once the consent forms and medical eye report have been shared with Blind/Low Vision Services, a Functional Vision/Tactile Assessment will be scheduled. The assessment will take place in the school where the student is currently registered, in a

separate space. An assessment report will follow, outlining supports if required and what those supports will look like. This report will be shared with the school and family.

Preschool Referral Process

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

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

Deaf and Hard of Hearing (DHH) Services

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

Referral Criteria

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

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

For students with an auditory processing disorder, the school should implement all school-based accommodations outlined on the assessment report from the clinical audiologist. If, after implementing the recommendations suggested by the clinical

audiologist, the IST feels that there is an issue with the student's ability to process information in large group settings, the school can submit a referral.

Referral Process

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

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

Intake Assessment

DHH itinerant teachers will conduct an initial intake assessment at the school once the forms have been completed and returned as indicated in the referral package. The itinerant teacher will collaborate with the school team and the family to gather information to implement necessary accommodations and to suggest recommendations for the appropriate level of support (Tier 1, Tier 2, Tier 3).

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

DHH Intensive Support Program (ISP) placements may be considered for students who have been assessed as having considerable expressive and receptive language delays due to significant hearing levels which, in addition to accommodations, necessitate modifications, curriculum instruction by a specialist teacher of the deaf and a smaller student teacher ratio.

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

Section G:

Early Identification Procedures and Intervention Strategies

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 details of the board's early identification procedures and intervention strategies to the ministry and to the public

All students enter school capable, competent and ready to learn. Full day Kindergarten supports a strong two-year foundation for future learning. The TDSB is committed to creating Early Years learning environments where students feel a sense of joy, 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 (which includes evidence of culturally responsive and strength-based instructional practice). In very few cases, Intensive Support Programs (ISPs) are available for students of kindergarten age who have complex medical/physical/safety and/or complex special education needs.

Early and Ongoing Identification and Intervention

Early and ongoing identification and intervention are recognized by the TDSB as contributing to the well-being of all students and to better outcomes as well. The standard of practice includes early identification of learning needs, use of appropriate teaching strategies, ongoing assessment and open communication with parents and students. Following their registration in the TDSB, most students will attend the regular classroom in the neighbourhood school, where ongoing assessment and monitoring is a continuous process. Strategies to identify each student's level of development, learning abilities and areas for improvement are expected to be implemented in all classrooms.

Through ongoing assessment, teachers are expected to identify areas of need in a timely way and design educational programs to accommodate those needs while facilitating each student's growth and development.

As stated in Ministry of Education Policy/Program Memorandum No. 11:

> These procedures are a part of the continuous assessment and program planning process which should be initiated when a child is first enrolled in school and no later than the beginning of the program of studies immediately following Kindergarten and should continue throughout a child's school life.

TDSB procedures for early and ongoing identification:

- Comply with Ministry of Education PPM 11 and the requirements of the TDSB Special Education Plan
- Ensure that schools are able to identify each student's level of development, learning abilities, and needs upon entering the TDSB
- Support successful transitions to school
- Enable teachers to use the information to plan appropriate instructions for all students
- Provide the starting point for ongoing identification and tracking of students at risk
- Provide relevant data related to student development and needs, which can be used to track students over time
- Provide schools with information to identify trends and patterns in the school community

The TDSB believes it is critical that early and ongoing identification and intervention strategies for students at risk be a priority in all grades, not just the primary grades, enabling the development and implementation of appropriate Individual Learning Plans (ILPs), Individual Education Plans (IEPs) and Transition Plans when needed.

TDSB Developmental History Form

Operational Procedure PR 512 explains use of the TDSB New Student Registration: Developmental History Form in early identification, providing a system-wide process for gathering important information from parents. The form is completed by parents or can be completed with the assistance of school staff.

The school principal ensures there is a scheduled time for parents to meet with the child's teacher to discuss the information provided in the Developmental History Form. Interpreters/translators are also arranged by the principal when needed. Parents are

asked to share with the school their knowledge about their child's preschool development, family background and health history. The information collected is used by teachers to support program planning when students first enter school (up to and including Grade 2). The Developmental History Form is filed in the student's OSR and the principal/vice-principal and student's teacher(s) have access to the information in the form. The principal is expected to ensure that school staff review the information and use it to support the learning needs of students.

When completing the form or meeting with the teacher, parents may indicate that their child has special education needs and disabilities and they are encouraged to share any pertinent documents or assessments from doctors and other professionals. This requires an Informed Consent for the Release of Confidential Information Form signed by parents.

Transition Planning for School Entry

At any grade level, some students with special education needs and disabilities may require transition planning prior to school entry or before attending a new school.

Transition planning generally involves the principal or a designate, the teacher, special education staff and the parents. It may require involvement of the School Support Team (SST) to determine the kinds of support a student will need upon entering school. If appropriate, other Board professional staff and agency personnel may be consulted.

Transition planning occurs for a student who is:

- Receiving service through Preschool Initiative programs
- Receiving specialized support in a preschool childcare, nursery school, hospital program, at home, or through private consultants
- Returning from a specialized placement, such as a diagnostic setting

A Transition Plan may recommend the development of an Individual Education Plan (IEP). It may recommend referral to the School Support Team (SST) to consider the student's needs. The SST has access to TDSB Professional Support Services staff to assist the teacher in successfully programming for a student with special education needs and disabilities, and for determining appropriate next steps.

A student who requires a school-entry Transition Plan will be monitored through a school team process involving the In-School Team (IST) and/or School Support Team (SST). A student may also be referred to the IST or SST based on information in the Developmental History Form. The school teams may:

- Recommend strategies for in-class and/or home support
- Develop a plan for in-school support

- With parental permission, request additional information (e.g., assessments) from professional support services to clarify the student's strengths and areas of need (SST only)
- Initiate the process for an Identification, Placement and Review Committee (IPRC) meeting (SST only)

For a small number of eligible students who are newly registered but not yet attending a TDSB school, and who have complex medical/physical/ safety and/or complex special education needs, the parent may request a Special Education Program Recommendation Committee (SEPRC) meeting. A SEPRC recommendation can facilitate placement in a timely manner in a full-time special education class designed to support students with complex medical/physical/safety and/or complex special education needs.

Special Education Program Recommendation Committee (SEPRC)

The Toronto District School Board (TDSB) believes all students enter school capable, competent and ready to learn. As is set out in the Education Act, TDSB adheres to Regulation 181/98 which states that all students will be welcomed, registered and placed in their neighborhood school in a regular class when new to the school district. TDSB recognizes that there are some new students with complex medical/physical/ safety and/or complex special education needs whose needs cannot be met in a regular class for even a short period of time, as they may require specialized equipment and/or a specialized placement.

TDSB implements a process to specifically address timely entry to school for new students with complex medical/physical/safety and/or complex special education needs. This process is called the Special Education Program Recommendation Committee (SEPRC). The SEPRC is a TDSB-specific operational process that supports entry to school for students who are not yet students of the TDSB and who are within the low incidence disability classification. Students meeting the criteria for a SEPRC may also have a combination of intellectual, communication and/or behavioural needs, including persistent challenges in daily living skills. They may also be students in need of care, treatment or rehabilitation through CTEP (Care and Treatment Program)/Education and Community Partnership Programs (ECPPs).

Usually, these are students who have been receiving intensive, full-time special education class support in other school systems including out of province, or specialized preschool/daycare prior to their arrival in the TDSB.

All students who do not have complex medical/physical/safety and/or complex special education needs as per Regulation 181/98, will begin in their home school in a regular class with support. For these students, teachers will design an educational program based on the student's strengths and areas of need by incorporating principles of

Universal Design for Learning (UDL), Differentiated Instruction (DI) and Culturally Relevant and Responsive Pedagogy (CRRP) to monitor the students' progress and development through an Individual Learning Plan (ILP).

Based on on-going assessment and evaluation and in collaboration with the principal, an Individual Education Plan (IEP) may be considered through the Referral Process.

SEPRC Structure

The SEPRC is made up of the following members:

- Principal (Chair) who is not associated with the student or the student's school
- Special Education and Inclusion Coordinator or Centrally Assigned Principal
- Special Education Staff (e.g. Navigator, PT/OT, etc.)

SEPRC Steps

Parents of a student with complex medical/physical/safety and/or complex special education needs whose needs cannot be met in a regular class for even a short period of time are to register their child with the home school and meet with the administrator to ensure a fulsome discussion and completion of the SEPRC Parent Request Form. Any information that parents feel is not covered by the SEPRC Parent Request Form can be shared. Parents may share any educational, behavioural, medical/health (e.g., hearing, vision, physical, neurological), psychological, speech/language, occupational/physiotherapy assessments and/or other relevant documentation with the school principal. The principal will consult with the Special Education and Inclusion Consultant to determine whether the student meets the criteria for a SEPRC. Parents may decline a SEPRC meeting, in which case their child will attend the home school.

The following steps are followed when initiating a SEPRC:

- The principal welcomes and registers the student.
- The principal reaches out to the Special Education and Inclusion Consultant if the parent requests to initiate a SEPRC.
- Once the SEPRC Parent Request Form is completed by the parent, if appropriate, an observation of the student is conducted along with the collection of relevant documentation by central special education staff.
- The principal completes and sends the referral package in a timely manner to the Special Education and Inclusion Coordinator only for students with complex medical/physical/safety and/or complex special education needs.
- Once the referral package is reviewed for eligibility and if criteria has been met to proceed with a SEPRC, an invitation letter to a SEPRC meeting is prepared and sent to the parents, and a copy sent to the home school principal.

Documents Required for a SEPRC

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

- An educational assessment from their specialized preschool/daycare or other school
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card is also included)
- An Individual Education Plan (IEP)
- A psychological assessment
- Other relevant professional assessments (e.g., speech-language, OT/PT, medical)
- A Developmental History Form (for Junior Kindergarten to Grade 2 students)
- A current professional observation/assessment
- Student work samples that reflect that the teacher's pedagogy is responsive to the student's identity and lived experiences and is culturally relevant (part of the school presentation)
- Any documents which the parents may deem relevant to a SEPRC

Attendance at and Presentations to a SEPRC

Since students presented to a SEPRC are not yet TDSB students, parents must be in attendance for the SEPRC meeting to proceed:

- The principal from the referring school arranges for an interpreter to assist the parents when appropriate.
- An administrator from the referring school must attend to provide a general overview of the student's history and to understand the full context of the SEPRC discussion and recommendation to guide follow-up action at the school.
- The SEPRC Chair invites parents and any other attendees such as any resource staff currently involved with the student to attend the meeting in order to determine current strengths, needs, academic performance and presenting issues. Work samples, if available, are reviewed to provide a sense of the student's potential and performance in the current setting.
- Principals work with families to ensure they feel supported through this process by acknowledging and validating their voice, identity, lived experiences, culture and any concerns prior to attending the SEPRC. The Principal ensures that the parent fully understands all documentation, placement options and pathways that the SEPRC may lead to for their child.

Functions of the SEPRC

The SEPRC plays a pivotal role in supporting students who might require special education services due to complex medical/physical/safety and/or complex special education needs.

The functions of the SEPRC are:

- **Assessment of Suitability**: Evaluates if the special education class support is appropriate in meeting the complex needs for a student newly attending a TDSB school.
- **Identification**: The IPRC should be convened after the student has been in the ISP for a period of approximately 6 to 9 months and where possible before the end of the school year based on the timelines of the student's entry into the TDSB.
- **Recommendation**: Provides a written statement highlighting the student's strengths, areas of need, and recommended programs and/or services.

Required Follow-Up to the SEPRC

Where special education class placement (Section J - Special Education Placements Provided by the Board) has been recommended and accepted by parents, the student will be offered a placement and a visit will be arranged at the offered location.

Referral for a follow-up Identification, Placement and Review Committee (IPRC) meeting must be made at the school where the special education class (ISP) is located. The IPRC should be convened after the student has been in the ISP for a period of approximately 6 to 9 months and where possible before the end of the school year based on the timelines of the student's entry into the TDSB. An exception to the 6 to 9 month provision involves students in the Diagnostic Kindergarten (DK) Program. Students in Junior Kindergarten will have their program recommendation re-evaluated in the spring at a School Support Team (SST) meeting, to determine if the recommended full-time support should continue for senior kindergarten, and will have an IPRC during their final Kindergarten year in preparation for the primary division.

There is no formal appeal process for SEPRC recommendations. When the parents decide not to accept a SEPRC recommended placement or when special education class placement is not recommended by the SEPRC, the student will attend the neighbourhood school and is provided support through the school's special education resources. The nature of support will be determined through the school's IST (In-School Team) or SST (School Support Team) process.

Parents continue to have the right to request (in writing to the principal) that the student be considered for special education class placement by an IPRC.

Student profile is within the SEPRC criteria, but home school is preferred

When a parent/legal guardian of a student with complex medical/physical/safety and/or complex special education needs chooses to register at the home school and does not request a SEPRC for direct access to an Intensive Support Program (ISP), the home school will welcome and register the student in a regular class. The principal will collect supporting documentation of the student's complex medical/physical/safety and/or complex special education needs, and work with central staff as applicable to support the student in the regular class.

Entry Plan for Students with Special Education Needs Enrolled in Specialized Daycare/ Preschool/Nursery Programs

New students entering Kindergarten and SEPRC

All new students entering Kindergarten are to register at their home school. If a new Kindergarten student has complex medical/physical/safety and/or complex special education needs or is enrolled in a specialized preschool/daycare, The Hospital for Sick Children, Holland Bloorview Hospital-Support Kids Rehabilitation or if the student is receiving intensive support that specifically addresses complex medical/physical/safety and/or complex special education needs in another school system including out of province, the SEPRC process may be initiated should the parent make the request.

Students in this group should register 9-12 months in advance. This also includes students in need of care, treatment or rehabilitation through Care and Treatment Education Programs (CTEP)/Education and Community Partnership Programs (ECPP)..

When students are new to Canada and are not affiliated with the supports listed above, the school will collect all medical documentation from the family and work with the Special Education and Inclusion Consultant to support as appropriate.

For new kindergarten students who are not within the Low Incidence category (developmental disability, physical disability) or who do not have complex medical/physical/safety and/or complex special education needs, the home school will welcome and register the student. The student will access learning opportunities alongside their peers. The student will be monitored and supported by the classroom teacher with on-going assessment and evaluation, and an Individual Learning Plan (ILP) or an Individual Education Plan (IEP) as per the Referral Process, if required. An IPRC

will take place only if the family is seeking an Intensive Support Program (ISP) or is seeking an identification.

Students who have attained the age of three years and who have a significant hearing loss, may qualify for a special education class placement in TDSB's Deaf and Hard of Hearing preschool programs.

The chart below refers to the entry plan and timelines for students who:

- Fall within the TDSB Low Incidence category of developmental disabilities and physical disabilities including blind/low vision and deaf/hard of hearing;
- Students with complex medical/physical/safety and/or complex special education needs and;
- Are registered with a local specialized daycare/preschool/nursery program with an established relationship with TDSB's special education and inclusion department.

Entry Plan for Students with Special Education Needs and Disabilities	Person Responsible	Timeline
Presentations are made annually to outside agencies regarding the entry process for students new to TDSB.	Special Education and Inclusion Staff	January
TDSB will send a letter regarding pre- registration to selected preschool programs serving students with special needs.	Special Education and Inclusion Staff	January
A letter will also be distributed through the Early Years Advisory Committee and the Child Care Committee. Principals will be informed.	Early Years Advisory Committee Child Care Committee	January
Preschool programs/agencies forward names of potential students to Special Education and Inclusion staff.	Preschools/Agencies	Upon receipt of TDSB letter
Special Education and Inclusion Coordinators will notify TDSB schools of pending pre-registrations.	Special Education and Inclusion Staff	Upon receipt of information
Please note the following:		
Students who have attained the age of three years and who have a significant hearing loss may qualify for a special education class placement in our Deaf and Hard of Hearing preschool programs.	Coordinator – Deaf and Hard of Hearing	Ongoing
Students who have an autism spectrum disorder may receive additional transitional support.	Coordinator – Autism Services	Ongoing

Early Years Intervention Programs

Following through on its commitment to meet the needs of all students, the TDSB implements a needs-based delivery model within a full continuum of special education programs and services. Interventions are tiered, offering differing degrees and kinds of assistance to help students be more successful.

Full understanding of a student's learning profile is necessary to determine appropriate programs and services to address learning needs. For all students, including students in kindergarten, teachers collect information through classroom observation and assessment, a review of support strategies, and consultation with parents and special education staff. With parental permission, information from professional assessments and/or community-based resource people is also reviewed. Teachers use this information to plan precise and personalized learning for students.

Interventions and their success are monitored by the classroom teacher, with consultative assistance available to every school. Teachers can consult their In-School Team (IST) for teaching and classroom management strategies to meet the needs of their students. For more complex or persistent issues, they can consult their School Support Team (SST) to access specialized consultation, action-planning, targeted intervention and staff coaching to meet a wide variety of student needs. Teachers are required to keep parents informed about difficulties experienced by their child and the kinds of supportive interventions put in place.

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
- Deaf and Hard of Hearing (DHH) Preschool Program

Diagnostic Kindergarten (DK) Program

The Diagnostic Kindergarten (DK) Program is designed to provide careful planning and teaching of specifically targeted skills and alternative curriculum.

Students referred to Diagnostic Kindergarten are within the TDSB Low Incidence disability category (developmental disabilities, physical disabilities). This includes students who have complex medical/physical/safety and/or complex special education needs and/or cognitive needs which may include a combination of intellectual, communication, and behavioural needs, including persistent challenges in daily living.

Diagnostic Kindergarten programs have one teacher, an educational assistant and a noon hour assistant. A partnership between Professional Support Services (PSS) and

outside agencies is a valued component in the provision of support to staff and parents. The DK class size is 10; however, enrolment may be impacted by students who are in partial attendance due to their participation in non-TDSB programs. [e.g., Intensive Behavioural Intervention (IBI), medical treatment] or who are integrated for parts of the day in the regular kindergarten program.

Following placement in a DK program and prior to Grade 1, students are referred to an Identification, Placement and Review Committee (IPRC) to determine if the student is an exceptional learner and to recommend the required supports for the upcoming school year.

Eligibility for the Diagnostic Kindergarten (DK) Program

Kindergarten-aged students are offered placement in Diagnostic Kindergarten (DK) programs following either a decision by an Identification, Placement, and Review Committee (IPRC) or, for students not yet attending a TDSB school, the recommendation of a Special Education Program Recommendation Committee (SEPRC). Only if the JK/SK student is within the TDSB Low Incidence disability category (developmental disabilities, physical disabilities) and has complex medical/ physical/safety and/or complex special education needs and/or cognitive needs which may include a combination of intellectual, communication, and behavioural, including persistent challenges in daily living, are they eligible for the DK program.

For DK placement consideration, an IPRC or SEPRC referral is completed and submitted by the school following the established TDSB processes. The following documentation must be provided:

- Developmental History Form
- At least two of the following:
    - Medical assessment/diagnosis
    - A developmental assessment
    - A psychological assessment
    - A comprehensive speech/language assessment
    - A developmental occupational therapy/physiotherapy 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.

For students already attending school, the following are also required:

- Individual Learning Plan (ILP) indicating recommendation to go to 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

Locations of Diagnostic Kindergarten Programs

Deaf and Hard of Hearing (DHH) Co-enrollment and Preschool Programs

The TDSB recognizes the importance of early intervention and can serve students who require Deaf and Hard of Hearing support from the age of 3 through placement in a preschool class. Upon entry to school, students with Deaf and Hard of Hearing needs have access to 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.

The DHH Preschool Program is a half day morning or afternoon program capped at a class size of 8 students. The co-enrollment JK/SK program is a full day program similar to Kindergarten, capped at a class size of 8 students.

Eligibility for DHH Co-enrollment and Preschool Program

Where more intensive support is required, placement in a Special Education Class may be the decision of the IPRC, based on the student's learning profile and severity of hearing loss. Typically, students who are eligible for Special Education Class placement with intensive program support:

- Are identified with a Deaf and Hard of Hearing exceptionality due to a significant hearing loss through a TDSB IPRC; and
- Are assessed as having expressive and receptive language delays due to a significant hearing loss, requiring modifications and/or accommodations, instruction by a specialist teacher of the Deaf and Hard of Hearing, and a smaller student teacher ratio.

Section H:

The Identification, Placement, and Review Committee (IPRC) Process and Appeals

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 details of the board's IPRC process to the ministry and to the public

While most students are successful with assessment and instruction in the regular classroom, some students require support beyond those ordinarily received through usual instructional and assessment practices. Students who have behavioural, communication, intellectual, physical or multiple exceptionalities may require access to additional instructional programs and/or services.

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

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

- Decide whether or not the student should be identified as exceptional
- Identify the areas of the student's exceptionality, according to the categories and definitions of exceptionalities provided by the Ministry of Education and the TDSB criteria set out in this plan
- Decide an appropriate placement for the student, giving first consideration to placement in a regular class with appropriate special education programs and services and taking parental preferences into account
- Review the identification and placement at least once each school year

Parents and students aged 16 or older, will receive an invitation and have the right to attend the IPRC meeting either in-person or virtually. In making its decisions, the IPRC

will consider a package of information prepared by staff, as well as information contributed by anyone else attending the meeting.

Parents receive a copy of the IPRC package in advance of the IPRC , as well as a copy of the Guide to Special Education for Parents/Guardians, which answers frequently asked questions about the IPRC process.

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

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

A student's assessment findings may suggest to the SST that a referral to the IPRC would be appropriate for possible identification as an exceptional pupil. A recommendation to consider a student for an IPRC requires careful analysis of the effectiveness of instructional interventions that have been tried with the student and thorough understanding of the student's intersecting identities, lived experiences, learning strengths and needs. IPRC requests are made by the school principal on recommendation of the SST or following a written request by the parent.

An annual IPRC review is held for all students identified as exceptional. This is an important process that allows for review of students' progress, especially students in Intensive Support Programs (ISPs). Intensive Support Programs (ISPs) provide targeted, intensive instruction and may be time-limited or longer-term, depending on the program model and the student's learning profile. Students' progress, strengths and needs are discussed at each annual IPRC review.

As with an original IPRC, the committee will decide if a student is exceptional and if so, the committee will specify the type of exceptionality and determine an appropriate placement for the student: Regular Class or Special Education Class.

IPRC Decisions about Exceptionality

Based on evidence presented and discussions at the meeting, the IPRC will decide whether or not the student is an exceptional pupil, according to the categories and definitions of exceptionalities provided by the Ministry of Education.

The categories are:

Communicational

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

Intellectual

- Developmental Disability
- Giftedness
- Mild Intellectual Disability

Behavioural

- Behaviour

Physical

- Blind/Low Vision
- Physical Disability

Multiple

- Multiple Exceptionalities

For detailed information about the Ministry definitions of exceptionalities and placement criteria used in the TDSB, refer to Section J: Special Education Placements Provided By the Board.

IPRC Decisions about Placement

When a student is identified as exceptional, the IPRC will also decide placement for the student, using TDSB criteria and taking into account parent preference. Ontario Regulation 181/98 requires school boards to consider placing exceptional students into regular classes before considering placement in special education classes.

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 (IEP), school-based special education teacher support and when required, central Special Education supports available to schools on a referral basis.

Regular Class is an IPRC placement decision for students with special education needs who receive more than 50% of their instructional time in a regular classroom from a regular class teacher. The IPRC can choose from three Regular Class support settings: Indirect Support, Resource Assistance (Elementary), or Withdrawal Assistance.

> **Regular Class with Indirect Support** - The student will attend a regular class for the entire school day and receive direct instruction from a regular classroom teacher, who receives specialized consultative services from a special education teacher.
>
> **Regular Class with Resource Assistance (Elementary)** - The student will attend a regular class and receive direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.
>
> **Regular Class with Withdrawal Assistance** - The student is placed in a regular class and receives instruction outside the classroom, for less than 50% of the school day, from a qualified special education teacher.

In **elementary schools,** Regular Class placement is at the neighbourhood school with support delivered through resource assistance. Indirect Support and Resource Assistance or Withdrawal Assistance is provided by a Special Education and Inclusion teacher on staff.

In **secondary schools**, there are two regular class placement settings available:

> **Regular Class with Indirect Suppor**t - The regular subject teachers consult with the school's Special Education Curriculum Leader (CL) or Assistant Curriculum Leader (ACL) about student needs. Teachers are expected to support students through strategies outlined in their IEP.
>
> **Regular Class with Withdrawal Assistance** - This is provided through either non-credit support and/or credit special education course options for students with IEPs. These include:
>
> - Secondary Resource Program (RSE-non credit)

- Secondary Learning Strategies (GLE- credit)
    - Students with IEPs may earn up to four GLE credits during their high school years.

School-based support is provided by a special education teacher on staff. Support can also include course modifications that permit credit accumulation and access to compulsory and/or optional credit courses designed to provide further learning opportunities.

Special Education Class Placement

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
- Be consistent with parent preferences

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

In most cases, with appropriate support, a student will be accommodated in the regular classroom. However, every student is unique. To provide appropriate accommodation to all students with special education needs, education providers must, with the assistance of parental input, assess each student's particular strengths and needs, and consider these against a full range of placements, programs and services. Ultimately, appropriate accommodation will be decided on an individual basis.

Special Education Class is the IPRC placement decision for those students with special education needs for whom 50% or more of instructional time is delivered by a special education teacher in a special education classroom, where the pupil-teacher ratio conforms to Regulation 298 (R.R.O.1990, Section 31). There are two settings for Special Education Class placement – **Partial Integration** or **Full Time**.

Special Education Class with Partial Integration means that the student will attend a special education class and will be integrated within a regular class for part of the student's instructional program (for a minimum of one instructional period daily). This placement can be delivered through a special education Intensive Support Program (ISP) with daily opportunities for integration.

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

secondary school site with both regular and special education programs. In addition to the Secondary Resource Program (RSE) and Secondary Learning Strategies (GLE) courses, support may also include course modifications that permit credit accumulation and access to compulsory and/or optional credit courses designed to provide further learning opportunities. The Principal of the secondary school shall decide whether the credit will be granted based on the degree of modifications required by the student to access the course concepts, skills and knowledge. The student and parents will be consulted during this process and the school principal makes the final decision regarding the credit.

Special Education Class Full-Time means that the student will attend a special education class for the entire school day.

For TDSB elementary/secondary school students, these Intensive Support Programs (ISPs) are characterized by prescribed pupil-teacher ratios and appropriate support staff personnel. They serve instructional groupings of learners who have large skill and knowledge gaps and similar kinds of specialized, exceptionality-related resource and/or service needs. They offer programming and instruction targeted to the individual and shared needs of the students in the class, and the specialized resources/services designed to address those needs. The location for a full-time special education class may be other than the student's home school.

In most cases, student need for placement of Special Education Class Full-Time is expected to be for a limited duration and is reviewed annually. For some students, planning may include increasing participation in regular school programs and activities over time, based on the student's strengths, needs, and learning profile.

Special Education Class placements are typically located in designated neighbourhood schools. The number and location of the classes are determined by the profiles and number of students requiring them across the TDSB. 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, with the goal of maximizing student independence with communication skills, activities of daily living, social skills, motor skills and functional academics.

External Options for Full Time Support

For students with very complex learning needs that require highly specialized instructional expertise, the IPRC may suggest that the student be referred to a provincial committee for admission to one of the Provincial Schools. These include Provincial Schools for Blind, Deaf or Deafblind students and Provincial Demonstration Schools for students with severe learning disabilities. Referrals to Provincial and

Provincial Demonstration Schools are coordinated by the TDSB in conjunction with parents. In some very complex cases that meet specified admission criteria, parents may choose to investigate other options to meet their child's needs. Special Education and Inclusion - Care and Treatment Education Program (CTEP)/Education and Community Partnership Program (ECPP) can provide different kinds of care or treatment appropriate to a student's needs.

Parents can initiate direct applications for admission to CTEP agencies. School board staff may be able to assist in gathering the required documentation for direct parental contact with agencies.

IPRC Recommendations about Special Education Services or Programs

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

The IPRC Process

Only students enrolled in and already attending a TDSB school are eligible for an IPRC. Principals work with families to ensure they feel supported through this process.

Parents should fully understand all documentation, placement options and pathways that the IPRC may lead to. For more information regarding secondary pathways and requirements for the Ontario Secondary School Diploma (OSSD), the Ontario Secondary School Certificate (OSSC) and the Certificate of Accomplishment, refer to the Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements.

IPRC Structure

In the TDSB, IPRC meetings are organized into Levels 1, 2, and 3 to reflect the complexity of the identification and placement decision being considered.

Level 1 School-Based IPRC
Original IPRC ● Any exceptionality where placement is regular class (indirect support, resource, withdrawal) ● Gifted only ○ exceptionality and placement
Members

Who (3 Members):

- School Principal (Chair)
- Another School's P or VP
- School Special Education Resource Teacher or ACL/CL

Others in Attendance:

- Parent
- Student (16 years of age or older)
- Support person brought by family (***If the family brings legal support, TDSB will also have a legal representative attend.)

Scheduling the IPRC

The principal will:

- Provide parent with the IPRC Invitation Letter 10 days prior to the IPRC date
- Provide a copy of the IPRC Referral Form to the parent.
- Advise members of the IPRC committee that an IPRC referral package is in SEIP for their review.
- Offer translation and accessibility support for the parent as needed.

NOTE:: In advance of the IPRC meeting, the parent may also provide any written information they want the committee to review and consider.

At the IPRC

The principal will:

- Have the student's OSR and student work samples available.
- Ensure the Special Education Plan is accessible/available to the committee.
- Ensure school staff (Special Education teacher or classroom teacher) is ready to present the student using an asset-based lens: areas of strength and need, and current levels of achievement.

The committee will:

- Decide whether the student should be identified as an exceptional student as per the Ministry of Education criteria.
- Decide an appropriate placement for students who have an exceptionality of Giftedness based on individual strengths and needs, and aligned with the criteria in the Special Education Plan.
- The Principal or SERT/ACL will complete the Statement of Decision and provide it to the parent.

Level 1 School-Based IPRC Annual Review

Annual Reviews

- Confirm or change in exceptionality
- No change in placement or increase in level of support (to ISP)
- Change of placement to regular class (indirect, resource or withdrawal) resulting in a decrease in level of support

Members

Who (3 Members):

- School Principal or Vice Principal (Chair)
- Classroom Teacher
- School Special Education Resource Teacher or ACL/CL

Others in Attendance:

- Parent
- Student (16 years of age or older)
- Support person brought by family (***If the family brings legal support, TDSB will also have a legal representative attend.)

Scheduling the Annual Review

The principal or vice principal will:

- Provide parent with the IPRC Invitation Letter 10 days prior to the IPRC Annual Review date
- Offer translation and accessibility support for the parent as needed.

NOTE: In advance of the IPRC Annual Review, the parent may also provide any written information they want the committee to review and consider.

At the Annual Review

The principal or vice principal will:

- Have the student's OSR and student work samples available.
- Ensure the Special Education Plan is accessible/available to the committee.
- Ensure school staff (Special Education teacher or classroom teacher) is ready to present the student using an asset-based lens: areas of strength and need, and current levels of achievement.

The committee will:

- Confirm the exceptionality and placement as per the Ministry of Education criteria.
- The Principal, Vice Principal or SERT/ACL will complete the Statement of Decision and provide it to the parent.

Level 2 School-Based IPRC and IPRC Reviews
Original IPRC ● Any exceptionality where placement may be ISP class **Annual Reviews** ● Increase in support to ISP (excluding Gifted) ● Change in exceptionality resulting in placement or change in ISP placement ● Change in type of ISP placement
Members
Who (3 Members): ● School Principal (Chair) ● Centrally trained Principal to support IPRCs ● Special Education Coordinator **Others in Attendance:** ● Parent ● Student (16 years of age or older) ● Support person brought by family (***If the family brings legal support, TDSB will also have a legal representative attend.)
Scheduling the IPRC or Review
The principal will: ● Provide parent with the IPRC Invitation Letter 10 days prior to the IPRC date ● Provide a copy of the IPRC Referral Form to the parent. ● Advise members of the IPRC committee that an IPRC referral package is in SEIP for their review. ● Offer translation and accessibility support for the parent as needed. NOTE: In advance of the IPRC meeting, the parent may also provide any written information they want the committee to review and consider.
At the IPRC or Review
The principal will: ● Have the student's OSR and student work samples available. ● Ensure the Special Education Plan is accessible/available to the committee. ● Ensure school staff (Special Education teacher or classroom teacher) is ready to present the student using an asset-based lens: areas of strength and need, and

current levels of achievement.

The committee will:

- Decide whether the student should be identified as an exceptional student, confirm the current exceptionality or consider a different/new exceptionality as per the Ministry of Education criteria.
- Decide an appropriate placement for the student based on individual strengths and needs, and aligned with the criteria in the Special Education Plan.
- The Coordinator will complete the Statement of Decision and provide it to the principal to give to the parent.

Level 3 Central IPRCs
Complex IPRCs, as determined in consultation with Special Education CAP
Members
Who (3 Members): ● School Principal (Chair) ● Centrally Assigned Principal ● Manager of Psychological Services **Others in Attendance:** ● Parent ● Student (16 years of age or older) ● Coordinator (if required) ● Support person brought by family (***If the family brings legal support, TDSB will also have a legal representative attend.)
Scheduling the IPRC or Review
The principal will: ● Coordinate scheduling of IPRC with the Special Education Coordinator. ● Provide parent with the IPRC Invitation Letter 10 days prior to the IPRC date ● Provide a copy of the IPRC Referral Form to the parent. ● Advise members of the IPRC committee that an IPRC referral package is in SEIP for their review. ● Offer translation and accessibility support for the parent as needed. NOTE: In advance of the IPRC meeting, the parent may also provide any written information they want the committee to review and consider.
At the IPRC or Review

The principal will:

- Have the student's OSR and student work samples available.
- Ensure the Special Education Plan is accessible/available to the committee.
- Ensure school staff (Principal or Teacher) is ready to present the student using an asset-based lens: areas of strength and need, and current levels of achievement.

The committee will:

- Decide whether the student should be identified as an exceptional student as per Ministry of Education criteria.
- Decide an appropriate placement for the student based on individual strengths and needs, and aligned with the criteria in the Special Education Plan.
- The CAP (or designate) will complete the Statement of Decision and provide it to the principal to give to the parent.

IPRC Referral Steps

Parents or the principal may request an IPRC:

- The principal makes a request on the recommendation of the School Support Team following a fulsome discussion at SST with the parent (see chart for details about who should attend). Parent requests must be made in writing to the principal.
- The principal completes the IPRC Referral and submits all the required documentation.
- Where new documentation becomes available after the initial submission, the principal ensures that it is shared with the IPRC and parents.
- Within 15 days of a written request by parents for an IPRC, the principal must provide parents with a copy of the Guide to Special Education and Inclusion for Parent/Caregivers and a written statement of approximately when the committee will meet.
- At least 10 days before an IPRC meeting, parents must receive a written invitation, with notice of the time and place of the meeting and a copy of all documentation to be considered at the IPRC.
- Principals must inquire in advance of the meeting whether the parents have any additional documentation for consideration by the IPRC. The principal must then forward this documentation to the IPRC, to be received at least five days prior to the meeting

Documents Required for an IPRC

The following documentation is generally required for an IPRC:

- An educational assessment (as per Regulation 181/98, s. 15 [1])
- The most recent Provincial Report Card/Kindergarten Communication of Learning (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card must also be included)
- An Individual Education Plan (IEP)
- A psychological assessment (with respect to most exceptionalities) and/or other relevant professional assessments (e.g., medical diagnosis, audiology report)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team (SST) meeting reflective of culturally relevant and responsive strategies, and containing a recommendation to proceed to IPRC
- Other relevant information gathered by the SST
- Student work samples that reflect that the teacher's pedagogy is responsive to the student's strengths, needs and interests (part of the school presentation)
- Any documents which parents may deem relevant to an IPRC
- A record of consultation with parents

Process for Annual Review IPRCs

Annual Review IPRCs are planned yearly for all students who have been identified by an IPRC as exceptional. Reviews are held at the student's own school. Although parents can give written notice to the school principal to waive the annual review, this opportunity to engage the school in discussion in establishing goals and support for the upcoming year is essential for programming.

- Parents may request a Review IPRC be held any time after a student has been in a special education program for three months.
- The most recent Provincial Report Card/Kindergarten Communication of Learning and other current educational or professional assessments are considered at the Annual Review. It is expected that the student's progress, strengths and needs will be discussed within the context of the IEP, where parental permission has been provided.

As indicated in the Ministry of Education document, Learning for All, educational

assessments may include a range of tools, including classroom observation, classroom assessments, commonly used school board assessments and teacher-created assessments.

Attendance at the IPRC

- Please refer to the chart which provides an outline of who attends an IPRC Level 1, 2 or 3.

Presentations to the IPRC

- The IPRC Chair (Principal) ensures introductions of all in attendance are made, sets the tone of a welcoming and supportive environment, and invites parents and any other attendees to participate in the discussions about the student.
- Parents introduce themselves as they are critical to this process and their voices and concerns are valued as they know their child best.
- The student's school administrator provides context for the IPRC through a general overview of the student's educational history.
- The school staff provides a detailed summary of the student's current strengths and needs, academic performance and presenting issues. Tier 1 and 2 strategies (Culturally Relevant and Responsive teaching strategies, Universal Design for Learning, Differentiated Instruction) and interventions that have been implemented are shared, indicating their degree of success, along with current assessment data. Edited and unedited work samples must be available to provide a sense of the student's potential and ongoing classroom performance, and the student's OSR should be available.

Functions of the IPRC

The IPRC will:

- Describe and provide a statement of the student's strengths and needs
- Following the discussion at the IPRC, after all the information has been presented and considered, make its decision
- Determine whether a student is exceptional and specify the area(s) of exceptionality
- Decide an appropriate placement for the student - Regular Class or Special Education Class
- Discuss any additional special education programs and services needed
- Where the committee has decided that the student should be placed in a special

education class, state the reason for that decision

- Provide, in writing, a Statement of Decision and any program/services recommendations made

Deferral of IPRC Decisions

On rare occasions, the IPRC may defer its decision(s). A deferral is possible if the IPRC needs more time to review information or receives new information such as pending professional reports (e.g., medical, psychological, speech/language, occupational therapy or physiotherapy, etc.) which have implications for IPRC decision-making.

Resolving Identification or Placement Conflict/Issues

In situations where there is disagreement, effective communication is essential to clarify information and resolve conflict/issues. The goal is to have the best interests of the student foremost in all discussions. The Ministry of Education document Shared Solutions is an excellent resource for all parties to reference should disputes arise.

TDSB also has a Parent Concern Protocol that outlines steps to be taken in addressing concerns with school-based staff.

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

- Principals ensure that parents receive a copy of the Guide to Special Education and Inclusion for Parent/Caregivers.
- Parents consult with the school principal and/or special education staff to clarify decisions of the IPRC.
- The Centrally Assigned Principal of Special Education and Inclusion provides information to all parties to assist with procedures and protocols.

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

IPRC Appeal Process

The appeal process is fully detailed in Regulation 181/98 (VI, s. 26). As part of the IPRC process, principals ensure that parents receive a copy of the Guide to Special Education and Inclusion for Parent/Caregivers which outlines the entire IPRC process, including how to appeal decisions.

In the TDSB, 4020 IPRC referrals were initiated during the 2025-2026 school year; there were 5 appeals this year; 3776 Central IPRC Meetings (438 Central Review and

3338 Original IPRC Meetings) that were completed and 9267 annual IPRC Reviews that took place as many parents had requested in writing to waive the annual IPRC Review.

English Language Learners (ELL) with Special Education Needs

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

When special education needs have been identified, students are eligible for ELL or English Literacy Development (ELD) services and Special Education and Inclusion services simultaneously.

The TDSB has a process consisting of three phases which details considerations that may help determine if a psychoeducational assessment should be recommended for English Language Learners whose progress is of concern. This process is found in the TDSB document entitled Supporting Multilingual Learners: A Framework for Evidence - Informed Decision-Making.

Additional information can be found here: Multilingual Learners & Special Education Support.

French as a Second Language and Special Education

Students with disabilities and special education needs can benefit and thrive in French as a Second Language program. The Ministry of Education's policy document entitled Including Students with Special Education Needs in French as a Second Language Programs (2015) states that, "the foundational belief that all students can learn applies to students across all subjects and program areas" (page 3).

Teachers in French programs use a variety of assessment strategies to identify strengths and learning needs. They use Universal Design for Learning (UDL) and Differentiated Instruction (DI) to ensure all students are set up for success and provide tiered interventions for strategic or intensive support. Teachers develop an Individual Education Plan (IEP) for a student with special education needs in French, if it is deemed necessary.

The following resources may help teachers and other staff develop programming for students with special education needs and disabilities:

- Including Students with Special Education Needs in French as a Second Language Programs (2015)
- Special Education & Inclusion in French Language Programs

- Fact Sheet – Special Education & Inclusion in French Programs

Inclusion in Core French Programs

Core French is a mandatory part of elementary and secondary school programs. For most students, there will be no exemption from Core French. Please refer to the Operational Procedure PR597 French Immersion/Extended French for more information.

Section I:

Categories and Definitions of Exceptionalities

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 make information on the categories and definitions of exceptionalities available to the public, including parents and community associations

The *Education Act* identifies five categories of exceptionalities for exceptional students: behavioural, communicational, intellectual, physical, and multiple. These categories are designed to address the wide range of conditions that may affect a student's ability to learn, and are meant to be inclusive of all medical conditions, whether diagnosed or not, that can lead to particular types of learning difficulties.

The categories are a useful tool for the identification of students with special education needs and disabilities. However, a student may present learning needs in many ways in a school setting and may be identified as exceptional within one or more of the categories. The determining factor for the provision of special education programs or services is not any specific diagnosed or undiagnosed medical condition, but rather the needs of the individual student based on an individual assessment of strengths and needs.

The ways in which the TDSB's IPRC applies these definitions in making decisions on identification and placement can be found in Section J: Special Education Placements Provided by the Board.

Categories and Definitions of Exceptionalities

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

The definitions provided by the Ministry of Education for the five categories of exceptionalities and their subcategories follow below.

Behavioural

Behavioural Exceptionality

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

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

Communicational

Autism

A severe learning disorder that is characterized by:

1. Disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech, and language
2. Lack of the representational symbolic behaviour that precedes language

Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sounds.

Language Impairment

A learning disorder characterized by an impairment in comprehension and/or the 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:

1. Involve one or more of the form, content, and function of language in communication; and
2. Include one or more of: language delay, dysfluency, voice and articulation development, which may or may not be organically or functionally based

Speech Impairment

A disorder in language formulation that 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.

Learning Disability

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:

1. 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
2. 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
3. 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
4. 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)
5. 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
6. 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

Intellectual

Giftedness

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.

Mild Intellectual Disability

A learning disorder characterized by:

1. An ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services

2. An inability to profit educationally within a regular class because of slow intellectual development
3. Potential for academic learning, independent social adjustment, and economic self-support

Developmental Disability

A severe learning disorder characterized by:

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

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

Physical

Physical Disability

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.

Blind and Low Vision

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

Multiple

Multiple Exceptionalities:

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.

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).

Section K:

Individual Education Plans (IEPs)

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 inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs

An Individual Education Plan (IEP) is a plan that describes special education programs, services, or additional support a student receives. This written plan is a working document which describes a student's strengths and areas of need, and the special education program, supports and services accessed or provided to meet the student's individual needs.

The IEP helps with monitoring and assessing a student's progress, and is adjusted as the student's strengths and areas of need change. It is reviewed and updated at every reporting period. Regulation 181/98 governs Ministry of Education expectations for the development of IEPs for students.

There was no Ministry review of TDSB IEPs in the 2025-2026 school year.

Accommodations, Modifications and Alternative Expectations

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

Accommodations are specialized teaching and assessment strategies that may include individualized equipment, technology and environmental adjustments as required by the student to access the curriculum and demonstrate learning.

Accommodations allow a student to participate in learning without any changes to the knowledge and skills the student is expected to demonstrate. Students are expected to demonstrate all the overall expectations of the curriculum.

There are three types of accommodations:

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

For examples of accommodations, refer to the Ontario Ministry of Education's Individual Education Plan (IEP) A Resource Guide and Appendix E: Examples of Accommodations.

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

> At the secondary level, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course. The principal will communicate their decision to the parents and the student" (Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements, 2016, p. 41).

Credit granting is determined by several factors, including the degree of complexity of the modified specific expectations and the number of expectations through which the student has demonstrated achievement in the course.

For more information regarding secondary pathways, the Ontario Secondary School Diploma (OSSD) and the Ontario Secondary School Certificates, please refer to the Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements.

Alternative Curriculum Expectations are learning expectations that are not represented in the Ontario curriculum. Examples include functional literacy, facilitating transitions and organizational skill.

Secondary school courses identified as non-credit courses or K level courses are considered alternative curriculum. These courses are written based on student baseline assessment and evaluation from the previous grade/course and are reflected in the

student's IEP. Students taking non-credit courses complete their education and leave 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.

For further information regarding secondary diplomas and certifications, see Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements.

IEP Accommodations and Modifications in Secondary School Settings

In secondary schools, providing accommodations to students with special education needs and disabilities should be the first option considered in program planning.

Instruction is based on the principles of Culturally Relevant and Responsive Pedagogy (CRRP), Universal Design for Learning (UDL) and Differentiated Instruction (DI) and are used to meet the diverse needs of learners. If teacher observation and ongoing assessments reveal that students with IEPs with accommodations alone cannot demonstrate achievement of the expectations, even to a limited degree, then modifications are considered.

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

If secondary courses are modified to the extent that the course no longer resembles the original course, then the credit is not granted.

When modifying a course's expectations, the following can be considered:

- Some *specific* expectations may not be evaluated
- Selected *overall* expectations can be modified in terms of breadth or depth
- A student must meet the overall expectations of a specific course to be eligible for the credit to be granted
- All secondary courses can be modified with the exception of The Ontario Secondary School Literacy Credit Course (OSSLC). Achievement of the expectations in this course represents achievement of the literacy requirement for graduation; consequently, no modifications of the expectations are permitted [The Ontario Secondary School Literacy Credit Course (OSSLC) Grade 12, 2003, p. 13]

Steps and Considerations for the Development of an IEP

Human Rights, Equity, Inclusion and Anti-ableism

As stated in the Multi-Year Strategic Plan, the TDSB is committed to identifying and removing systemic barriers facing students and families. Through a lens of inclusion and anti-ableism, we challenge practices that have been barriers to student success. We are committed to upholding the human rights of all learners by ensuring our practices affirm diverse abilities and provide every student with the opportunity to succeed.

Before any IEP is created, some questions to consider are:

- Who is the student and why are they being considered for an IEP?
- Why is an IEP necessary now?
- What accommodations and culturally responsive, relevant, safe and trauma-informed pedagogy can be supported in the classroom that do not require an IEP?
- What support can the teacher be offered to better assist in assessment and instructional practices?
- Is the IEP necessary for the student to access the curriculum?

It is the principal's responsibility to ensure that parents are informed about interventions used to assist a student who requires accommodations and/or modifications. That communication may include the introduction of an IEP during the Referral Process. IEPs are developed for the following reasons:

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

Kindergarten - Grade 1 IEP Strategy and 2-12 IEP Review

The TDSB has implemented the Kindergarten - Grade 1 IEP Strategy. Before any IEP is created for a student in JK/SK/Grade 1, the principal will consult with their superintendent to review assessments, conditions for learning, attitudinal biases or barriers, explore alternatives and reach agreement before proceeding. The Grades 2-12 Review is the structured review of IEPs for students in Grades 2 to 12 to determine whether an IEP is still necessary for a student.

An IEP is:

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

An IEP is not:

- A daily lesson plan itemizing every detail of the student's education or a description of everything that will be taught to the student
- An educational program or set of expectations for all students
- A means to monitor the effectiveness of teachers (Special Education in Ontario - Policy and Resource Guide)

Consultation in IEP Development

When an IEP is to be created, Regulation 181/98 requires that parents and students 16 years of age and older be consulted in its development. Parents are crucial to the IEP process. They contribute essential information in helping the school understand the

student's interests, strengths and areas of need. The opportunity to consult must be offered at the beginning of the IEP development process and also anytime the IEP is being updated and/or reviewed. Any family/student input must be given due consideration as the IEP is being written. Students younger than 16 years of age may also be involved as appropriate. Where the student is working with agency personnel and written parental permission is given, the consultation process should include the agency staff as well. The standard TDSB consultation letter and response form should be sent home within the first two weeks of a new school year or a student's placement in a new program. Completed consultation response forms are to be attached to the IEP and stored in the student's Ontario Student Record (OSR). While development of the IEP is a collaborative process, there are sometimes disagreements about what is written in the IEP. The process for dispute resolution is addressed later in this section.

Ministry Standards for Implementation

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

- An IEP is developed for every student who has been identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The principal may determine that an IEP is to be developed for non-identified students who require a special education program and/or services for a period longer than one reporting period
- An IEP is developed within 30 school days after placement of the student in a special education program (described as Regular Class with Indirect Support, Resource Assistance - Elementary or Withdrawal Assistance or Special Education Class and a setting of Partially Integrated or Full Time)
- For students identified as Exceptional by an IPRC, the strengths and needs outlined in the IEP are based on and consistent with the description contained in the IPRC statement of decision
- The parents and the student (if 16 or older) are consulted in the development of the student's IEP and receive a copy
- Principles of Applied Behaviour Analysis (ABA) are incorporated into the IEPs of students with Autism Spectrum Disorder (ASD) where appropriate, and relevant school Board personnel and community supports are available
- Personnel, either previously or currently working with the student, are invited to provide input and participate in the IEP process

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

TDSB Guidelines for Individual Education Plans

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

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

The IEP Transition Plan

As a part of the IEP, any provisions of the regulation that apply to the IEP also apply to the transition plan. The TDSB adheres to the Ministry of Education's Policy/Program Memorandum (PPM) No. 156: Supporting Transitions for Students with Special Education Needs, which came into effect on February 1, 2013. PPM 156 directs that transition plans be considered for ALL students who have an IEP and developed when needed, whether or not the students are deemed to be exceptional. At the Board's discretion, transition plans may be developed for students who receive special education programs and/or services but do not have an IEP and/or have not been identified as exceptional. The school principal is responsible for ensuring that student transition plans are developed, implemented and maintained in accordance with the requirements.

Requirements for Transition Plans

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

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

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

A Tiered Approach to Transition Planning

Transition planning is targeted and uses a tiered approach to address context variables and individual student needs. Planning for transitions is incorporated into the program pages of the IEP with specific goals and strategies to facilitate the transition(s). Different kinds of school-based transitions require different degrees of support. Simpler transitions might involve a student transitioning from activity to activity within a classroom or between locations within the school. More complex transitions might involve changes to students' pathways in terms of location, school and/or program and may require significant support from adults.

For FEW (Tier 3)

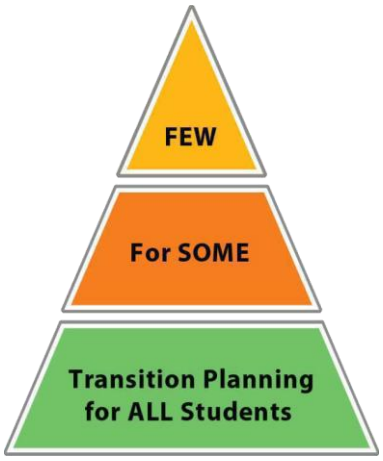
- **Increased number and complexity**
- Individualized timetables, tours, visits and materials

For SOME (Tier 2)

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

For ALL (Tier 1)

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



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

Education Transitions

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

Community Transitions

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

Employment Transitions

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

Filing and Storage of the IEP (with Parent Consultation Form)

The year-end IEP is maintained in the Ontario School Record (OSR) for every year students have an IEP in elementary school. As students leave elementary school, the

principal determines whether to maintain in the OSR any IEPs prior to the current school year. This decision is either for the purpose of improving instruction or to maintain a history of strategies used to provide appropriate interventions and support. At the secondary level, all semester or year-end IEPs are maintained in the OSR until students leave the school system.

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

Preventing and Resolving Conflicts

Parent collaboration in Individual Education Plan (IEP) development provides an invaluable perspective into a student's interests, strengths, identity, lived experiences and areas for growth. Family support for IEP content and implementation is equally important. However, parents may not agree with everything proposed in an IEP. The IEP may also not have everything parents want or the focus in some areas may differ from parental requests. There may even be instances where parents do not agree with the initiation of an IEP. In these situations, effective communication is essential to clarify information and resolve issues. The Ministry of Education document Shared Solutions is an excellent resource in such circumstances.

Ultimately, the school principal is responsible for the initiation, development, implementation and review of a student's IEP and for ensuring there is opportunity for consultation with parents prior to its completion. With the support of the In-School Team or School Support Team, the principal determines whether or not to introduce an IEP and communicates to the parents the reasons why.

The principal is also responsible for the appropriateness of a student's IEP, as stated in the Ministry of Education IEP Standards document:

> "*Although the IEP is developed collaboratively, the principal is ultimately responsible for each student's plan. The principal must sign the IEP to indicate their assurance that the plan is appropriate to the student's strengths and needs and that it meets all of the standards outlined in this document*" (Individual Education Plans: Standards for Development, Program Planning and Implementation (2000)).

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

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

- Discussions with parents, student (if 16 or older) and teacher(s) to identify areas of concern and to determine appropriate solutions
- Scheduling of a School Support Team meeting with the parents and appropriate staff to discuss issues or concerns, answer questions and seek mutual understanding
- If the dispute regarding the IEP remains unresolved, a meeting may be arranged by the school principal, to include the parents. The superintendent may also be consulted and may attend

If all avenues have been exhausted, the Ministry of Education may be contacted for assistance, upon a written request from the parents.

Individual Education Plan

School year

STUDENT INFORMATION

Student Name:	Date of Birth:
Student OEN:	Student ID:
Current Grade:	Current School:
Special Program:	Telephone:
Principal:	Original IPRC Date:
Most Recent IPRC Date:	Date Annual Review Waived by Parent:

REASON FOR DEVELOPMENT OF IEP

☐ Student identified as exceptional by an IPRC

Exceptionality:
Placement:

☐ Student is not formally identified but requires special education program/services including modified/alternative learning expectation and or/accommodations, as determined by:

Placement:
Educational Rationale:

ASSESSMENT DATA

List relevant educational, behavioural, medial/health, psychological, speech/language, and occupational/physiotherapy assessments.

Information Source	Date	Summary of Results

PROFILE OF STRENGTHS AND GROWTH

Student's Areas of Strength	Student's Areas for Growth

Individual Education Plan

Name: **School Year:**

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES Accommodated only (AC), Modified (MOD), or Alternative (ALT) A program page is provided for each subject/course with modified expectations and/or alternative program with alternative expectations.			
Subject/Course/Program	**Course Title**	**IEP Modifier**	**Active/Inactive**
			☐ Active ☐ Inactive

ELEMENTARY PROGRAM EXEMPTIONS OR SECONDARY SCHOOL COMPULSORY SUBSTITUTIONS
☐ Yes ☐ No
Educational Rationale:

Secondary student is currently working toward the attainment of the:	
☐ Ontario Secondary School Diploma	☐ Ontario Secondary School Certificate
☐ Certificate of Accomplishment	☐ Employability Skills Achievement Certificate

ACCOMMODATIONS (ASSUME COMMON TO ALL SUBJECTS UNLESS OTHERWISE INDICATED)		
Instructional Accommodations	**Environmental Accommodations**	**Assessment Accommodations**

Individualized Equipment: ☐ Yes ☐ No			
SEA Claim	**Device**	**Make**	**Assign On**

Individualized Equipment Comments:

ACCOMMODATIONS AND EXEMPTIONS FOR PROVINCIAL ASSESSMENTS

Provincial Assessment Year ☐ Yes ☐ No	Type of Assessment:
Permitted Accommodations ☐ Yes ☐ No	
1.	
Exemption ☐ Yes ☐ No ☐ Reading ☐ Writing ☐ Mathematics Exemption ☐ Yes ☐ No ☐ Reading ☐ Writing ☐ Mathematics	
Deferral of Ontario Secondary School Literacy Test ☐ Yes ☐ No Deferral of Ontario Secondary School Literacy Test ☐ Yes ☐ No	

Program

Name: **School Year:**

Secondary Prerequisite Course: **Baseline Level of Achievement (Generally taken from previous June report card)**	**Evaluation date:**
Modified Program	**Alternative Program**
Letter Grade/Mark: **Curriculum Grade Level:**	

Annual Program Goal(s): A goal statement describes what a student can reasonably be expected to accomplish by the end of the school year in a particular subject, course or skill area.

Grade Level	Learning Expectations (Knowledge and/or skills to be assessed by reporting period)	Teaching Strategies (Those that are different for this student and specific to the learning expectations)	Assessment Methods (For each learning expectation)

TDSB Human resources (Teaching/Non-Teaching)

Name: **School Year:**

Service	Role	Initiation Date	Frequence	Value	Intensity	Location

Health Support SErvices in the School Setting ☐ Yes ☐ No

Agency Involvement

IEP DEVELOPMENT

TDSB Team Members	Position

Sources Consulted in the Development of the IEP

- ☐ IPRC Statement of Decision
- ☐ Provincial Report Card
- ☐ Previous IEP
- ☐ Parents/Guardians
- ☐ Student
- ☐ Others
- ☐ Others

PLACEMENT IN SPECIAL EDUCATION PROGRAM

- ☐ First day of attendance in new special education program
- ☐ First day of the new school or semester in which the student is continuing in a placement
- ☐ First day of student's enrollment in a special education program that he/she begins in mid-year or mid semester as a result of a change in placement

Date of Placement:

Completion Date of IEP Development Phase: (Within 30 days following the Date of Placement)

Information is collected under the legal authority of the Education Act, R.S.O. 1990, Chapter E.2 as amended and the Personal Health Information Protection Act (2004). For information about Special Education in the TDSB, visit our website at tdsb.on.ca. Select Programs. Go to Special Education

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OFFICE USE ONLY

Parent Response Received:

- ☐ I was consulted in the development of this IEP.
- ☐ I declined the opportunity to be consulted in the development of this IEP.
- ☐ I have received a copy of this IEP.

TRANSITION PLAN

Name: **School year:**

- ☐ **No Action Required at present**

Transition Domaine:

Transition Goal:

Actions Required	Name of Person(s) Responsible for Actions	Timelines

INDIVIDUAL EDUCATION PLAN (IEP) CONSULTATION FORM

Please complete this form to assist with the development of your child's IEP.

Student's Name:

AREA	FROM THE PARENT/GUARDIAN/STUDENT PERSPECTIVE
AREAS OF STRENGTH In what area(s) does the student demonstrate strength?	
AREAS FOR GROWTH In what area(s) does the student require support?	
AREAS OF INTEREST What does the student like to do?	
LEARNING GOAL What are the things you want the student to learn this year?	
TRANSITION PLANNING What transition supports are needed for the student as they move from class to class/program to program/school to school? What are your goals for the student after high school?	

The information gathered on this form is collected pursuant to the Education Act. The information will be used for the purpose of program planning for your child/ Any general questions about the information fathered on this form or any additional information that you wish to share should be discussed with the principal of your child's school.

Copy to OSR

Revised July 2024

Section L:

Specialized Health Support Services in School Settings

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 details of the board's specialized health support services to the ministry and the public

Specialized Health Support Services in School Settings

The provision of health support services to students in school settings is governed by the Ministry of Education Policy/Program Memorandum 81 (The Provision of Health Support Services in Schools) and Policy/Program Memorandum 161 Supporting Children and Students with Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes, and/or Epilepsy in School). These policy documents outline the shared responsibility for the provision of health support services amongst the Ministries of Education, Health, and Children, Community and Social Services:

> *"Supporting students with health/medical conditions in schools is complex and a whole-school approach is needed where education and community partners, including health care professionals, have important roles to play in promoting student health and safety and in fostering and maintaining healthy and safe environments in which students can learn"* (PPM 161).

The safety and well-being of all students is a shared responsibility of the Board, staff, schools, families, students, health care providers and third-party health care providers. Providing health, medical, and/or disability supports empowers students as confident and capable learners to reach their full potential for self-management of their health, medical conditions and/or disabilities.

The Board collaborates with parents to support a safe environment for their children while at school and during school-related activities. An Individual Plan of Care outlines the management of known conditions and is created for students who are at known risk

for specific medical emergencies and who require daily routine management that may occur at school. An Individual Plan of Care will be referenced in the Individual Education Plan (IEP), where applicable, and in accordance with page E13 of the Ministry of Education Policy and Resource Guide Special Education in Ontario – Kindergarten to Grade 12.

Partnerships

The TDSB continues to partner with the Toronto Region Core Service Group, which includes Surrey Place Centre as the lead agency with overall responsibility for implementing the model, Community Living Toronto, Family Service Toronto, Youth Link, and Toronto Central Ontario Health at Home - School Health Support Services. Following extensive consultation, the Core Service Group developed the MCCSS Guidelines.

Provision of Health Support Services in School Settings - Policy/Program Memorandum No. 81 (PPM 81)

The Ontario Ministry of Education's Policy/Program Memorandum No. 81: Provision of Health Support Services in School Settings addresses the delivery of services that extend beyond educational services and are not included in the normal preventive health programs already provided by boards of health to students within the school context. Responsibility for the direct provision of these services at the local level is shared by school boards, Ontario Health at Home (OHaH) - School Health Support Services Program of the Ministry of Health, and agencies operating under the Ministry of Children, Community and Social Services.

TDSB establishes its policies for the provision of these support services under PO92 Student Health Support, and the corresponding procedures, including PR536 Medication, PR563 Anaphylaxis, PR 607 Diabetes Management and PR714 Asthma Management. For more information, please see PPM 161 Supporting Children and Students with Prevalent Medical Conditions (anaphylaxis, asthma, diabetes and/or epilepsy) in Schools. These policies define administrative procedures, personnel roles, and routine safeguards. The TDSB works in collaboration with local boards of health and local Home Care Program administrators.

The procedures for the administration of medication provide:

1. That such procedures be applied only to those services, requested by the parents and prescribed by a physician and/or nurse practitioner, which must be provided during school hours
2. That a request for the service and the authorization to provide such service be made in writing through Form 536A – Administration of Prescribed Medication by the parents and the physician, specifying the name of medication, the medical condition, the method of administration including the dosage and time of administration, the frequency, the dates for which the authorization applies, the impact of a missed dose, and the possible side effects, if any
3. That the storage and safekeeping requirements for any labelled medication be stated
4. That a record of administration be maintained which includes the student's name, date of birth, school name, date, name of medication, time of provision, dosage given, name of person designated to administer medication, special instructions for administering medication, and any instructions/comments regarding administration
5. That the telephone numbers of the parents and physician be readily accessible in the school
6. That the medication be administered in a manner which allows for sensitivity and privacy, and which encourages the student to take an appropriate level of responsibility for their medication

School boards are responsible for the administration of medication where such medication has been prescribed for use during school hours and where students require assistance with its administration. For students with disabilities, school boards provide such services as lifting and positioning, assistance with mobility, feeding and toileting, general maintenance exercises, and strategies to support access to programming. Boards are also responsible for necessary speech remediation, correction, and rehabilitation programs.

At the request of a school board, the OHaH, School Health Support Services Program of the Ministry of Health, is responsible for assessing student needs, and for providing such services as injection of medication, sterile intermittent catheterization, manual expression of the bladder, stoma care, postural drainage, deep tracheal suctioning, and tube feeding. Schools are responsible for submitting referrals, with signatures from parent(s), on an annual basis to OHaH where nursing supports are required - even if the services are simply being renewed.

The Ministry of Children, Community and Social Services is responsible for intensive clinical occupational therapy, physiotherapy, and speech pathology treatment. The

Ministry may also assist school boards with the training and direction of school board staff when such training is not available through existing internal TDSB staff. In addition, the Ministry is responsible for overseeing the provision of health support services in children's residential care and treatment facilities.

Clarification of PPM 81 Re: Catheterization and Suctioning

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

- Clean intermittent catheterization and shallow surface suctioning, where the student's medical condition is stable and predictable, are recognized as part of a student's routine toileting and hygiene needs will be the responsibility of the school board through delegation and training from OHaH and family, as appropriate
- School board administrators are encouraged to meet with the local OHaH Program Care Coordinators to review, and where necessary, make any appropriate modification to current practices - at minimum, annually

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

Catheterization

Indwelling care of an indwelling catheter is usually performed by the parents and is not required in the school setting.

School board personnel should make arrangements with parents with respect to emergency needs.

Suctioning

Where a student is admitted to a treatment program operated and/or funded by the Ministry of Health or the Ministry of Community and Social Services and attends an educational program offered by the TDSB in the treatment facility, it is expected that the present policies under PPM 81 will continue.

Model for Provision of Specialized Health Support Services

Support Service	Administered by	Provided by	Training and Direction	Consultation
Oral Medication	Pupil as authorized	Pupil	Attending Physician	Local Board of Health
	Parents as authorized	Parents	Attending Physician	Local Board of Health
	Aide or other personnel	School Board	School Board/ Physician/ Parent	Local Board of Health
Injection of Medication	Pupil as authorized	Pupil	Attending Physician	Local Board of Health
	Parents	Parents	Attending Physician	Local Board of Health
	Health Professional	Ministry of Health	Ministry of Health	School Board
Catheterization (sterile intermittent and non-routine), Manual expression of bladder/ stoma, drainage/ suctioning, Tube feeding	Health Professional	Ministry of Health	Ministry of Health	School Board
Lifting and Positioning, Assistance with Mobility, Feeding, Toileting	Aide or other personnel	School Board	School Board and/or Ministry of Health	Ministry of Health
Therapies: Physiotherapy/	Qualified therapist	Ministry of Children,	Ministry of Children,	Ministry of Health and/or

Support Service	Administered by	Provided by	Training and Direction	Consultation
Occupational: Intensive clinical (treatment)		Community, and Social Services	Community and Social Services	Children, Community, and Social Services
General maintenance exercises	Aide	School Board	School Board	School Board and/or Ministry of Health
Speech pathology (treatment of moderate - severe articulation, stuttering and Voice disorders)	Speech Pathologists	Ministry of Children, Community, and Social Services	School Board and/or Ministry of Children, Community and Social Services	School Board and/or Ministry of Children, Community and Social Services
All Services in Children's Residential Care/ Treatment Facilities	Aides/Health Professional	Ministry of Children, Community and Social Services	Ministry of Children, Community and Social Services	Ministry of Health

The previously known entity of Home and Community Care Support Services (HCCSS) (known as Local Health Integration Network (LHIN) prior to that) was renamed as Ontario Health at Home (OHaH).

Specialized Health Support Services

The previously known entity of Home and Community Care Support Services (HCCSS) (known as the Local Health Integration Network (LHIN) prior to that) was renamed as Ontario Health at Home (OHaH).

Section M:

Equipment

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 inform the ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs

Specialized Equipment Allocation (SEA) Funding

The Specialized Equipment Allocation (SEA) funding from the Ministry of Education assists with the costs of equipment essential to supporting students with special education needs and disabilities in accessing the curriculum, in accessing an alternative program and/or course, and in attending school.

SEA funding is made up of two components (Formula Component and Claims-Based Component) which are allocated by the TDSB through a process that follows the Ministry of Education's Specialized Equipment Allocation Directives.

SEA - Claims-Based Component

The Claims-Based Component supports the purchase of any single item (any equipment-type technology related or not) costing $5,000 or over before taxes for an individual student with special education needs.

Students with disabilities and special education needs may be eligible for equipment to help them access learning through Specialized Equipment Allocation (SEA) funding. SEA funding helps cover the cost of equipment for students with special education needs to participate in school and programs.

Students do not have to be identified as exceptional through the Identification, Placement, and Review Committee (IPRC) process to be eligible for equipment funded through SEA.

Students are supported by school based staff along with guidance and training from Professional Support Services (e.g., Speech-Language Pathologists or Occupational Therapists/Physiotherapists) and Special Education and Inclusion Teams (Vision, Deaf and Hard of Hearing, Assistive Technology). The training and support provided depends on the type of equipment received.

The AT/SEA team also supports the documentation required for SEA claims, and supports the purchasing, distribution and maintenance of recommended equipment. The Central Coordinator also supports the documentation required for Ministry Special Incidence Portion (SIP) claims.

Criteria for Eligibility

Eligible students are those for whom specialized equipment is determined to be directly required and essential for attending school, accessing the Ontario curriculum, and/or supporting or augmenting a board-determined alternative program and/or course.

Students do not have to be identified as exceptional pupils through the Identification, Placement, and Review Committee (IPRC) process to be eligible for equipment funded through SEA. However, students must be receiving special education programs and services and the use of SEA-funded equipment must be indicated in the student's Individual Education Plan (IEP). The student's equipment needs must be documented by an assessment or assessments from an appropriately qualified professional for claims-based components.

Examples of Claims-Based Component Items:

- Customized gross motor equipment
- Ceiling lifts, portable person lifts and/or harnesses
- Specialized communication devices such as eye gaze

SEA - Formula Component

The SEA Formula Component funds the purchase of any equipment type, technology related or not, training, maintenance, and repairs related to that equipment, for students with special education needs and disabilities. This funding is used to purchase equipment assigned to individual students as well as licenses for specific software to access the curriculum.

This component is also utilized to support training in the use of SEA devices and the integration of assistive technology to effectively meet the needs of students with special education needs, and also to support the maintenance of SEA devices and inventory management of all SEA equipment.

Examples of Formula Component Items:

- Hardware and peripherals/accessories
- Print enlargers for students with low vision
- Computer hardware for Blind/Low-Vision

- Adjustable desks
- Braillers
- Symbol or letter voice translators
- FM systems
- Sensory input equipment
- Positioning devices for sitting, standing and lying
- Personal care items such as change tables or commodes
- Assistive technology programs, apps and software
- Mid-tech or high-tech Alternative and Augmentative (AAC) devices
- Warranties and/or service contracts for SEA equipment
- Training and professional learning for students and staff on the use of SEA-purchased equipment and assistive technology programs

Portability/Transferring Equipment

In consultation with the principal, students' equipment (e.g., a SEA Chromebook, 1:1 SEA iPad, SEA laptop) should be made available in any setting where it may be used to access learning. This could include the immediate school environment, home, or before/after school programming.

When a student who has received Specialized Equipment Allocation (SEA) equipment moves from the Toronto District School Board (TDSB) to a different school board, school authority, Care and Treatment Education Programs(CTEP)/Education and Community Partnership Program (ECPP), or hospital school authority in Ontario, the SEA equipment must accompany the student.

However, if the new district school board, school authority, CTEP/ECPP, or hospital school authority deems it impractical, the equipment may remain and be used for other students with special education needs and disabilities in the TDSB.

The final decision as to whether it is practical to transfer such equipment will be made by the new district school board, school authority, CTEP/ECPP or hospital school authority. The new district school board, school authority, CTEP/ECPP or hospital school authority will be responsible for any shipping or handling costs associated with the timely and effective transfer of equipment. SEA Equipment does not transfer to private schools, post-secondary institutions, employment settings, home-schooling, or out of province/country schools.

Assistive Technology (AT) and Specialized Equipment Allocation (SEA) Team

The AT and SEA Team supports students and staff to effectively use assistive technology and SEA equipment across the TDSB. The role of the team is to collaborate with centrally-assigned and school-based staff to integrate assistive technology as an effective teaching and learning tool in the classroom, and to build capacity of school-based staff to share best practices and create environments where assistive technology is used to support engagement, representation, action, and expression (principles of Universal Design for Learning).

Ongoing professional learning and training provided by the AT and SEA Team is guided by culturally relevant and responsive programming and anti-ableist accommodation strategies for students with special education needs and/or disabilities. More resources and information can be found on the Assistive Technology website.

The team provides district-wide opportunities for:

- School-based staff to engage in Professional Learning Communities focusing on the use, implementation and integration of assistive technology and sharing of best practices;
- School-based staff to use a co-planning and co-teaching model of support to incorporate the use of assistive technology to promote inclusion opportunities as outlined in the School Improvement Plan (SIP) goals of the school;
- Direct instruction on the various AT tools and programs to support students in a wide variety of classroom settings;
- Parents to learn about using assistive technology tools and programs through a public website and at conferences;
- School-based staff to access support during the development of Individual Education Plans (IEPs) around embedding appropriate AT tools and programs to match students' learning profiles; and
- Mentorship and instruction to system leaders to embed and incorporate AT tools and programs to align with other central initiatives.

Additional information and resources for families are available on the TDSB AT/SEA website.

Section N:

Accessibility of School Buildings

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 with further details of the board's multi-year plan, which was previously submitted to the Ministry of Education for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information

The TDSB is committed to maintaining a learning and working environment which actively promotes and supports human rights and accessibility for persons with disabilities. We are committed to actively removing barriers, whether visible or invisible, so that all members of our community can fully participate in TDSB activities.

The TDSB has a variety of resources and policies and procedures in place for staff, students and community members that ensure compliance with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA).

The TDSB's Multi-Year Accessibility Plan outlines how the Board is ensuring compliance with the Accessibility for Ontarians and Disabilities Act and moving towards a more inclusive environment.

The TDSB's Major Capital and Renewal Projects Status Update for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access, is publicly posted. Summaries of the Board's progress in implementing the capital expenditure plan are outlined in the semi-annual capital projects status update reports. The latest report can be found on the Finance, Budget and Enrolment Committee Post-Meeting Agenda.

The TDSB supports accessibility through:

- Customer Service
- Information and Communications
- Employment
- Transportation
- Design of Public Spaces

School Buildings

While all new TDSB schools are designed to meet or exceed current accessibility standards, most of our older schools were not built with accessibility in mind.

Currently, the TDSB has 160 buildings deemed accessible based on having a barrier-free path of travel through the building.

New Schools and Additions

All new schools and additions must meet the accessibility requirements of the Ontario Building Code (OBC) and the Accessibility for Ontarians with Disabilities Act (AODA). The Ministry provides the funding to meet these requirements and, as a result, all new TDSB schools and additions are accessible.

Upgrading Existing Schools

There are several challenges when it comes to making existing schools accessible:

- The amount of funding needed,
- The type of funding the TDSB receives,
- Constraints of existing infrastructure in older buildings

The first challenge is the magnitude of funds needed. An investment of at least $1 billion would be required to make all existing schools accessible. The second challenge is the nature of the funding that the TDSB receives from the Ministry of Education.

The TDSB receives School Condition Improvement (SCI) funding to address urgent and high priorities in the Board's $4 billion repair backlog. Investing this money can help improve accessibility. For example, replacing deteriorated parking lots provides opportunities to increase the number and location of accessible parking spaces, and allow for barrier free paths of travel to school buildings.

But there are significant limitations in what can be achieved with SCI. If a space or a building component is not listed in the Repair Backlog, then it is not eligible for SCI funding. For example, if a ramp or elevator does not currently exist, even though they may be needed, school boards cannot use SCI to install them.

Boards may use School Renewal Allocation (SRA) funding to add new accessibility features such as elevators and ramps. TDSB receives between $45 and $47 million per year in SRA funding however this funding is needed to undertake health and safety, preventative maintenance, regulatory compliance and local school priority work. SRA does not provide sufficient funding to undertake major accessibility work from year to year.

To address the funding challenge, the TDSB has requested permission from the Ministry of Education to use $10 million annually from Proceeds of Disposition (POD), which is the money generated from the sale of surplus school properties. Permission to use POD would enable the TDSB to make strategic investments to improve accessibility. To date, the Ministry has approved limited use of POD for a few specific accessibility projects.

On August 25, 2025, the Ministry of Education issued Memo 2025: B03, announcing a total allocation of $275 million to school boards across the province to support accessibility improvements in schools. As part of this funding, the Toronto District School Board (TDSB) received an allocation of $47,924,668. The funding may be used for priority accessibility upgrades in schools built prior to 2015 including:

- Visual Fire Alarms
- Accessible Washrooms (grab bars, stalls, automatic faucets) and Universal Washrooms
- Interior Barrier Free Path of Travel (including elevators, lifts, ramps, door entrances, removal of transitional barriers and door operators);
- Exterior Barrier Free Path of Travel (including ramps, handrails, door entrances and operators); and
- Accessible Parking

Eligible costs are from May 15, 2025 to August 31, 2026.

After internal consultation with various key departments, the TDSB approach is to use the funding to create accessible education pathways within catchment areas, and addressing “somewhat accessible” schools within existing education pathways, to make those schools accessible. The TDSB will require Ministry approval to be able to use POD funding to complete these projects as projects will extend beyond the August 31, 2026 funding deadline.

Prioritizing Investments: Creating Accessible K-12 Pathways at the Catchment Level

The Board has established a strategy to use the Ministry Accessibility Funding, together with Board Proceeds of Disposition (POD), to expand accessible learning pathways. A Kindergarten to Grade 12 (K–12) accessible pathway allows students to attend school from kindergarten through Grade 12 with the same cohort of peers. While the available funding will not create an accessible pathway for every secondary school catchment, it represents a significant step forward. Through this investment, the Board will increase the number of fully accessible K–12 pathways from 5 to 32 of the Board’s 78 secondary school catchments.

Next Steps

In September 2025, the Board submitted a comprehensive plan to the Ministry of Education outlining the proposed use of accessibility funding. The plan is centered in the two strategic priorities:

- Addressing gaps in accessibility pathways across the system through 19 projects, with an estimated total cost of $30 million.
- Upgrading schools currently classified as “somewhat accessible” to achieve full accessibility, resulting in 23 projects with an estimated cost of $40 million.

In total, 42 accessibility projects are proposed, with an overall estimated cost of $70 million. The Board intends to apply approximately $48 million in Ministry funding toward these initiatives, with the remaining balance to be funded through Board resources, including proceeds from dispositions.

Designated Accessible Elementary and Secondary School Sites

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

Accessibility for Ontarians with Disabilities Act (AODA) Advisory Committee

The Accessibility for Ontarians with Disabilities Act (AODA) Advisory Committee is a group of staff from a wide range of departments who advise and provide recommendations to the Accessibility Coordinator or other TDSB departments on matters related to accessibility for people with disabilities. The committee is guided by the TDSB’s Multi-Year Accessibility Plan and their role is to help promote inclusive and accessible policies, programs and services, and to develop greater awareness and understanding of accessibility issues, policies, programs and services are inclusive and accessible to all members of the TDSB community, and to identify and address any barriers to accessibility that may exist. This includes reviewing and providing feedback on accessibility standards, developing accessibility plans, and promoting awareness and understanding of accessibility issues.

Accessibility Coordinator

The Board has an Accessibility Coordinator who has the responsibility to address consistency and integration of practices across the TDSB and to provide leadership in all matters related to implementation and compliance with the Accessibility for Ontarians with Disabilities Act (AODA) and related regulations. Currently reporting to the Associate Director of Organizational Transformation and Accountability, the Accessibility Coordinator provides system leadership to ensure awareness of and compliance with AODA legislation, Integrated Accessibility Standards (IASR) and the Ontario Human Rights Code. Providing subject matter expertise, the Accessibility Coordinator also acts as a system advocate for all aspects related to AODA. Additional responsibilities include, but are not limited to, research and analysis of best practices in accessibility standards, developing, reviewing and updating policies and procedures in accordance with AODA legislation and best practices, as well as fostering equity and inclusion in the development and implementation of programs and services.

Reports

- Information on accessibility and the TDSB built environment, which includes interior and exterior features of schools, is outlined in the report called "Making School Buildings and Sites More Accessible".
- Accessibility profiles of individual schools are also available on the left hand sidebar of school homepages, available on the Find Your School website
- TDSB's AODA Annual Status Report - 2022-2024 is available on Accessibility at the TDSB website.
- 2021 Accessibility Compliance Report - Ministry of Seniors and Accessibility
- A web page has been set up on the TDSB public website that identifies TDSB's top capital priorities. The business cases describing each capital priority are also included on the Capital Priorities site

Section O:

Transportation

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 details of the board's transportation policies to the ministry and to the public

Transportation of Students with Special Education Needs

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

Transportation is provided for students who are placed by the Identification, Placement, and Review Committee (IPRC) into a special education program that is not located in their home school and who meet transportation eligibility criteria.

The Special Education and Inclusion Department does not oversee transportation. These guidelines have been developed to provide general information about the transportation service for students who are eligible for transportation, and to outline the responsibilities of all parties involved in the safe transportation of students. Further information can be obtained through the school principal, and additional information and all forms can be found on the Student Transportation site.

Transportation and IPRCs

When a special education placement is offered at a school other than the home school, transportation needs are discussed with parents to determine if transportation arrangements are required. If so, the sending school arranges for the parents to complete a Student Transportation Application Form and forwards it to the Transportation Department once the school section is completed.

In order to minimize safety or other related concerns due to unnecessary time in transit, Special Education and Inclusion staff, in consultation with the Transportation Department, chooses an appropriate placement closest to the student's home address with available space.

Parents are asked to ensure that all relevant information as it pertains to the student's ability to access transportation is documented, any limitations clearly identified, and a Safety Plan, if needed, is noted on Page 2 of the application or forwarded as an attachment.

The Transportation Department forwards a copy of the application form to the receiving and sending schools for applications not approved only, indicating on the form the reason for the application being denied. Approved applications will be processed and schools will receive an update notice through BusPlanner Web regarding changes and route information. In late August, the administrator of the receiving school will ensure that school bus information (bell times, pick-up and drop- off locations, documented student disabilities/accessibility issues, etc.) is correct for the students at their school.

Parents are provided with a copy of the Transportation Brochure for Students with Special Needs. The brochure highlights roles and responsibilities of the various parties, including the boarding, securement, and de- boarding of students from transportation vehicles.

Method of Transportation Service

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

- School to school transportation
- Designated site to school transportation as a result of an IPRC or for a qualifying medical condition, approved accommodation or exceptional circumstances that require transportation support
- Home to school transportation for students with special education needs in district-wide programs
- Minivan or taxi service for eligible students in warranted circumstances

For students in gifted programs up to and including Grade 5, the method of service is school to school or school to designated stop (stop determined by Student Transportation Services). Students meet the bus at a school or designated stop.

Parents are responsible for the supervision of students before they board and after they disembark from the school bus. Transportation service is not provided from home or daycare addresses (unless the address is located at a TDSB designated stop).

For all eligible students in Grades 6 to 8, TTC PRESTO tickets are provided at the request of parents. Grade 6 students may be provided with bus transportation if the

most direct TTC route requires more than one transfer. Students aged 12 and under ride the TTC for free. Students in Grades 9 to 12 may receive TTC PRESTO tickets, provided the distance and financial criteria are met.

Whether a student with special education needs rides with other students and/or is transported via a ride-alone is determined by factors such as social/emotional, medical and safety needs. The back of the student transportation form provides parents with the opportunity to provide detailed information that needs to be considered (e.g., Independent Student Transportation Plan - ISTP). This information assists in determining the individual needs of a student along with the program, such as vehicle type and any necessary accommodation to ensure the student is transported safely in the appropriate type of vehicle. If there is nothing outstanding, the student would usually be placed on a small 18 passenger bus, minivan or taxi with other students depending on need and routing in the area.

If there are concerns that come about after the student is transported via usual transportation accommodations that indicate another type of vehicle or ride-alone is required, another form would need to be completed such as a Ride Alone Recommendation Form. This form would provide transportation staff with further information as to the reasons for the request and what actions have been taken to address the concerns. Further consultation with the school and parents would assist in determining the final outcome/solution to ensure the students are transported safely.

Requirements and Responsibilities

Changes to Transportation Arrangements

1. Temporary Cancellation of Service

If a student will be absent from school due to illness or for other reasons, parents are required to inform the transportation company.

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

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

The transportation company and its drivers are not authorized to accept changes to pick-up and drop-off locations (either permanent or temporary). Changes to transportation must be communicated by completing an updated Student Transportation Application and re-submitting it to the attending school office, which may require up to 10 working days to process during peak periods such as September Start-Up.

Otherwise, if there are concerns regarding the application, it would normally be 4 working days.

If there is a permanent cancellation of service or change in pick-up and drop-off location, parents are required to advise the principal of the school where the student attends. The principal must then ensure that a Student Transportation Application is completed and forwarded to Student Transportation to cancel or change information.

3. Requiring Return from School Only

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

Pick-up and Drop-off

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

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

Parent Responsibilities

The success of transportation services depends on parents assuming the following responsibilities:

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

- Parents should initially discuss transportation concerns with the school principal. If the concern cannot be resolved at the school level, the school principal should contact the Student Transportation office.

Parents are asked to keep the following in mind:

- As school begins, routes may not settle until mid to late October.
- Drivers do their best to pick up and drop off students on time and strive to ensure that schedules are kept. However, bus schedules are affected by traffic, weather, student conduct, and promptness of caregivers in meeting the vehicle.
- It is not always possible to maintain consistent drivers or pick-up and drop-off times. Transportation schedules may vary throughout the year when new students begin school in an area or when students transfer to another school.
- No food or drinks are allowed on buses due to the risk of choking or food allergies.

Drivers are expected to report to the principal in writing when a student's behaviour is causing difficulties or an unsafe condition on the bus. The principal will contact the parents to seek cooperation in resolving the concern.

If the concern cannot be resolved, parents may be requested to provide alternate transportation for their child.

Driver Responsibilities

The transportation company shall transport students from the nearest curbside in front of their pick-up location to their respective schools and return to the nearest curbside in front of their drop-off location. Parents are responsible for their child to and from the curbside.

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

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

The driver must call the parents of new students on SPED (small buses) to advise them of the pick-up and drop-off times the evening before transportation service is to start. The school is responsible for notifying parents of pick-up and drop-off times for students traveling on 72 Passenger (big bus).

The driver must notify the parents of any change in pick-up or drop-off times.

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

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

Booster Seats

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

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

Seat Belts, Seat Belt Covers, Safety Vests

Students who remove their seat belts, seat belt covers, and/or anti-slide straps and fail to remain seated while in transit or students who are aggressive to other students create unsafe conditions for both students and drivers. A safety harness/vest may be required to provide safe transportation. If a student requires a safety harness/vest, a Safety Harness/Vest Request Form must be completed and authorized by a medical practitioner (families to connect with practitioner). Where appropriate and prior to a request for a safety harness vest, a seat- belt buckle guard/cover and/or anti-slide straps may be considered. Additional equipment may be required to further secure a safety harness/vest on a student.

Collective Responsibility

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

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

Transportation for Students in Wheelchairs or with Severe Mobility Limitations

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

- Transportation is not provided to students due to the medical condition of the parents. The Board is currently reviewing parents' medical conditions, in cases where it would prevent the student from attending school, if there are no other viable options.
- Transportation is not provided for students attending any school or specialized program at their request, even when distance or medical condition is a factor.
- Students utilizing walkers are not permitted to use wheelchair lifts in order to access a transportation vehicle.

Parents and Staff

- At school, staff must physically assist the student onto and off of the wheelchair-accessible bus, and at home parents must assist the student between the residence and onto and off of the vehicle.
- Parents and staff are responsible for securing all personal chair restraints such as wheelchair seat belts, harnesses, and trays.

The Driver

- The driver is responsible for ensuring that all “Q Straint” belts are secured on the wheelchair vehicle.
- Only the driver or authorized personnel shall operate the wheelchair lift. Parents and school staff may not assist with this task.
- In a circumstance where the student rocks in the chair to the point where the chair is in danger of tipping over, the driver may need assistance holding the

wheelchair on the ramp to ensure the student's safety.

Cancellation of Service Due to Inclement Weather

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

- Radio, television stations and the TDSB website will communicate a public-service announcement to inform parents about school closures and transportation cancellations.
- If parents are concerned about inclement weather, they have the right to keep their child at home, even if transportation is not canceled by the TDSB.

September Start-up

Transportation planning for the next school year begins in the spring of the current school year, when parents receive a Student Transportation Application from the school. Parents are required to complete the Student Transportation Application and return it to their child's school according to the due date. The applications should be forwarded to the Transportation Department by way of the child's school office as soon as possible, but no later than the end of June for both returning and new students; applications not received by the end of June may result in transportation not being ready by the first week of school.

Please note that transportation service will not start for a student unless the Transportation Department has a completed application on file.

For students routed on 72-passenger vehicles, route information is posted at the program school the week prior to school beginning in September. For students routed on smaller vehicles, parents are contacted prior to the first day of school by the bus driver to advise them of their pick-up and drop-off times. If contact is not made prior to the first day of school, parents are responsible for contacting the school to find out which transportation company is providing the service, in order to confirm the times.

Parents may also register for the Parent Portal located on the TSTG (Student Transportation Group) website to view their child's transportation information.

In an emergency, information on the application may be released to a medical practitioner. It is the responsibility of parents to keep the school and transportation company up to date on any changes to their child's medical health. **It is critical that phone numbers for parents and emergency contacts are accurate at all times throughout the year.**

Finding Your Child's Transportation Information

1. **Transportation Portal:**

   Access information specific to your child's transportation, including route number, stop location, times and bus company contact details. Learn more and register.

2. **Toronto Student Transportation Group:**

   Phone: 416-394-4287

   Email: transportation@torontoschoolbus.org

   Website: www.torontoschoolbus.org

3. **Your School**:

   Schools have access to transportation information and may post the big bus routes on the main doors of the schools when they open in late August.

   Route maps identifying all the stops for large capacity buses are also available on the Toronto Student Transportation Group website.

Transportation Company Contact Information

Student transportation in the TDSB is provided by a number of transportation companies, which may change from year to year. Parents should refer to the transportation notification they receive prior to the start of the school year to learn which company will be transporting their child, and record the contact telephone number in a convenient location.

(AR)	Attridge Transportation	416-255-5199
(FTCL)	First Student Toronto	416-444-7030
(DT)	Dignity Transportation	416-398-2109
(MC)	McCluskey Transportation	416-246-1422
(SH)	Sharp Bus Lines	416-477-4804
(ST)	Stock Transportation West	416-244-5341
(SC)	Stock Transportation East	416-754-4949
(SW)	Switzer Carty Transportation	905-361-1084
(WA)	Wheelchair Accessible Transit	416-884-9898
(FX)	First Student Ajax	905-683-2350
(V)	Voyago	647-952-3815
(FW)	First Student West	437-583-8400

Transportation Safety

Transportation safety is critical at all times. A list of mandatory performance requirements can be found in PR 504: Transportation of Students. Additionally, all transportation suppliers must adhere to strict safety requirements. In the event of unsafe practices, transportation may be suspended.

Safety Criteria Used by the TDSB

The safety criteria used by the Board in the tendering and in the selection of transportation providers for exceptional students include the following:

- Wheelchair vehicles must have a minimum rated capacity of three (3) electric wheelchairs and two (2) ambulatory passengers. All wheelchairs in the vehicle shall be secured facing forward.
- Drivers shall ensure that all seat belts and harnesses are properly secured and fastened around the student at all times.
- Parents and/or school staff and drivers are collectively responsible for ensuring that each wheelchair is properly fastened and that each student is secured by a seatbelt. The driver of each vehicle shall ensure that each student in the vehicle is secured by a seatbelt properly fastened while the vehicle is in motion. The transportation company shall be liable for any injury resulting from the failure of a driver to ensure that each student transported is secured properly and fastened at all times while a vehicle is in motion.
- Students in this category must be transported and secured in vehicles specifically designed for this purpose.
- The driver will assist students with physical disabilities when and where necessary. All wheelchair-locking devices shall be properly secured immediately after entering the vehicle.
- For students designated as being medically at risk, the transportation company will transport safely and securely any necessary equipment or apparatus (e.g., a ventilator, oxygen supply, suctioning device, etc.) for such students, as required when directed by the Board.
- As per the Ministry of Transportation, the Ministry of Education and Ontario School Bus Association defined Driver Qualifications, it is the responsibility of the transportation company to ensure that full criminal background checks are performed for all drivers during the hiring process.
- The criminal background check must be a full Vulnerable Sector Check (VSC). The VSC of any driver must be available for viewing upon request by the Board within 24 hours of the request. It is also a mandatory requirement of the Board

that the carrier perform an annual offence declaration with each driver confirming that there have been no charges/convictions since their last disclosure. Proof of the annual declaration must also be maintained by the carrier and available for viewing upon request within 24 hours.

Appeal Process

Parents may appeal decisions made regarding transportation. The appeal process is outlined in PR 504, Section 3.2 (Appeal Form 504D).

Section P:

Provincial and Demonstration Schools in Ontario

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 public with information about the Provincial and Demonstration Schools that are operated for students who are Deaf, blind, or deafblind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD)

The Ministry of Education operates Provincial Schools and Demonstration Schools throughout Ontario for Deaf, blind, deafblind, and students with severe learning disabilities. Access is usually by way of an IPRC recommendation. Provincial Schools and Provincial Demonstration Schools:

- Are operated by the Ministry of Education
- Provide education for students who are Deaf or blind, or who have severe learning disabilities
- Provide an alternative education option
- Serve as regional resource centres for students who are Deaf, blind, or deafblind
- Provide preschool home visiting services for students who are Deaf or deafblind
- Develop and provide learning materials and media for students who are Deaf, blind, or deafblind
- Provide school board teachers with resource services
- Play a valuable role in teacher training and provide learning materials/media for students who are Deaf or deafblind (and to develop these resources)
- Provide school board teachers with resource services and teacher training for teachers in Ontario school boards
- Provide alternate format materials through Alternative Education Resources for Ontario (AERO)

Demonstration Schools

Each provincial Demonstration School has an enrolment of forty students. The language of instruction at the Amethyst, Sagonaska, and Trillium schools is English; at Centre Jules-Léger, instruction is in French. Application for admission to a provincial Demonstration School is made on behalf of students by the school board, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission. Although the primary responsibility to provide appropriate educational programs for students with learning disabilities remains with school boards, the Ministry recognizes that some students require a residential school setting for a period.

The Demonstration Schools were established to:

- Provide special residential education programs for students between the ages of 5 and 21 years
- Enhance the development of each student's academic and social skills
- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by a local school board within two years

In addition to providing residential schooling for students with severe learning disabilities, the provincial Demonstration Schools have special programs for students with severe learning disabilities in association with attention deficit hyperactivity disorder (ADHD). These are highly intensive, one-year programs.

The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a special program for students with severe learning disabilities who require an additional level of social/emotional support.

An in-service teacher education program is provided at each Demonstration School.

This program is designed to share methodologies and materials with teachers of Ontario school boards. Information about the programs offered should be obtained from the schools themselves.

Application for admission is made by the TDSB with parent consent, and eligibility is determined by the Provincial Committee on Learning Disabilities.

School	Address	Phone/Fax
Sagonaska School	350 Dundas Street West, Belleville, ON K8P 1B2	Tel: 613-967-2830 Fax: 613-967-2482

School	Address	Phone/Fax
Trillium School	347 Ontario Street South, Milton, ON L9T 3X9	Tel: 905-878-8428 Fax: 905-878-7540
Amethyst School	1090 Highbury Avenue, London, ON N5Y 4V9	Tel: 519-453-4408 Fax: 519-453-2160
Centre Jules- Léger	French Language School 281 rue Lanark, Ottawa, ON K1Z 6R8	Tel: 613-761-9300 TTY: 613-761- 9302/9304 Fax: 613-761-9301

The TDSB presently has 3 students attending the Trillium School.

Provincial Schools

Provincial Schools for the Deaf

Provincial Schools for the Deaf include Ernest C. Drury School (Milton), Robarts School (London), Sir. James Whitney School (Belleville), and Centre Jules-Leger (Ottawa).

These schools provide elementary and secondary school programs for deaf students from preschool level to high school graduation. The schools use the Ontario curriculum, and parallel courses and programs provided in school boards.

Each student has their special education needs met as set out in their Individual Education Plan (IEP). Admittance is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 296.

Schools for the deaf:

- Provide rich and supportive bilingual/bicultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English
- Operate primarily as day schools
- Provide residential facilities five days per week for those students who do not live within reasonable commuting distance from the school

Each school has a Resource Services Department which provides:

- Consultation and educational advice to parents of Deaf and hard of hearing students and school board personnel
- Information brochures
- A wide variety of workshops for parents, school boards, and other agencies

- An extensive home-visiting program delivered to parents of Deaf and hard of hearing preschool students by teachers trained in preschool and Deaf education.

School	Address	Phone/TTY/Fax
Ernest C. Drury School	255 Ontario Street South Milton, ON L9T 2M5	Tel: 905-878-2851 TTY: 905-878-7195 Fax: 905-878-1354
Robarts School	1090 Highbury Avenue, P.O. Box 7360, Station E, London, ON N5Y 4V9	Tel/TTY: 519-453-4400 Fax: 519-453-7943
Sir James Whitney School	350 Dundas Street West, Belleville, ON K8P 1B2	Tel/TTY: 613-967-2823 Fax: 613-967-2857
Centre Jules- Léger	French-Language School for the Deaf 281 rue Lanark, Ottawa, ON K1Z 6R8	Tel: 613-761-9300 TTY: 613-761-9302/9304 Fax: 613-761-9301

The TDSB presently has 11 students attending Ernest C. Drury School and one student attending Sir James Whitney School.

Provincial School for Visually Impaired, Blind and Deafblind Students

W. Ross Macdonald School (Brantford) is a residential school operated through the Ministry of Education and provides education for students who are blind, visually impaired, or deaf-blind. It provides an educational alternative placement for students who are blind, visually impaired, or deafblind. The school:

- Provides a provincial resource centre for students who are visually impaired and deafblind
- Supports local school boards through consultation and the provision of special learning materials, such as braille materials, electronic texts, and large-print textbooks
- Offers professional services and guidance to ministries of education on an interprovincial, cooperative basis

Programs are tailored to the needs of the individual student and:

- Are designed to help students learn to live independently in a non- sheltered environment
- Follow the Ontario curriculum developed for all students in the province
- Offer a full range of courses at the secondary level
- Offer courses in special subject areas such as music, broad-based technology, family studies, physical education, and mobility training
- Are individualized, to offer a comprehensive life skills program
- Are delivered by specially trained teachers
- Provide home visiting for parents and families of preschool deafblind students to assist in preparing these students for future education

School	Address	Phone/Fax
W. Ross Macdonald School	350 Brant Avenue, Brantford, ON N3T 3J9	Tel: 519-759-0730 Fax: 519-759-4741

The TDSB presently has 11 students attending W. Ross Macdonald School.

Transportation

Provincial schools operate primarily as day schools with transportation provided by school boards. The provincial schools work with the TDSB transportation department to arrange transportation for students attending their day program. Residential facilities are offered from Monday to Friday for students who live too far from the school for daily travel. When necessary, an attendant is provided.

For more information about Demonstration Schools or Provincial Schools, contact:

Ministry of Education Provincial Schools Branch
255 Ontario Street
South Milton, ON L9T 2M5
Tel: 905-878-2851
Fax: 905-878-5405

Section Q:

Coordination of Services with Other Ministries or Agencies

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 board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school

The Ministry of Education Policy/Program Memorandum No.149: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Services Professionals and Paraprofessionals provides direction to school boards concerning the review and/or development of a local protocol for partnerships with external agencies for the provision of services in Ontario schools by regulated health professionals, regulated social services professionals, and paraprofessionals. It outlines the requirements for reviewing and/or developing a local protocol and specifies the requirements for implementation and for reporting to stakeholders.

TDSB Early Intervention Initiatives

The Ministry of Education provides additional funding for special education (JK to Grade 3) to school boards. This enhanced funding supports early interventions, additional specialist teachers and professional support, and also helps fund effective early interventions that improve outcomes for students with disabilities and special education needs. This funding is being used by the TDSB to support early intervention programs for primary students:

- Entry Plan for Students with Special Needs, to establish entry procedure, roles, responsibilities, and timelines

TDSB has also used additional funding to support other government initiatives, including:

- Transition from Toronto Preschool Speech and Language Services (TPSLS)

Entry Plan for Students with Special Education Needs and Disabilities

Most students with special education needs and disabilities coming into the TDSB will be registered and will begin school in the regular class with support, as per Regulation 181/98.

Some students with disabilities and/or special education needs which are extremely complex, who are newly registered but not yet attending a TDSB school may, through a Special Education Program Recommendation Committee (SEPRC), receive a recommendation for placement in a full-time special education class upon enrolment. If a new JK/SK student is enrolled in a specialized preschool/daycare, The Hospital for Sick Children, or Holland Bloorview Hospital-Support Kids Rehabilitation; or the student is receiving intensive support that specifically addresses complex medical needs in another school system, including out of province, the SEPRC process will be considered.

When approaching a TDSB school for registration, parents are encouraged to share all pertinent information with the school principal about the special education needs of their child. With parental permission, principal consultation with the School Support Team (SST) will determine whether or not a referral to a Special Education Program Recommendation Committee (SEPRC) is appropriate. For more detailed information regarding the Special Education Program Recommendation Committee (SEPRC), see Section G: Early Identification Procedures and Intervention Strategies.

Toronto Autism Service Network - Entry to School Program

Entry to School (ETS) is a program offered by the Ontario Autism Program (OAP). ETS is provided through the Toronto Autism Service Network (Surrey Place, Strides, Lumenus, Geneva Centre for Autism, SAAAC, and Kerry's Place), with Skill Building Classrooms across Toronto. The TDSB collaborates with the Toronto Autism Network in planning for a smooth and effective transition to school for students being served through the Entry to School initiative.

A Transition to School Protocol has been developed between Entry to School/Toronto Autism Network and the TDSB.

Transition from Preschool Speech and Language Services (PSLS)

The Preschool Speech and Language Services (PSLS) was established in 1998, funded through the previous Ministry of Health and Long-Term Care. The mission of the PSLS is to provide speech and language services to preschool children up to school entry in Kindergarten.

The communication needs of students transitioning from the PSLS to school services

vary from mild to severe or profound. These students often have comprehensive educational programming and planning needs. Early and ongoing information sharing and collaboration between PSLS staff and school board staff are advised. For preschool children with mild communication needs, transition may be handled through written reports and telephone consultation. With the consent of parents, transition discussions should be initiated as early as possible by PSLS staff for children in Junior Kindergarten whose communication needs are significant.

- The family contacts the principal of the home school about their child's needs and provides written consent for the exchange of information between PSLS and the TDSB
- PSLS then forwards reports to the school principal and the school speech-language pathologist to assist with planning for the student's needs.
- Transition planning takes place to discuss the child's progress, needs and current PSLS programs and services received
- The principal identifies the next steps and accesses appropriate and available services and programs for the student

Deaf and Hard of Hearing (DHH) Preschool Programs

The TDSB recognizes the importance of early intervention and can provide support to students who require Deaf and Hard of Hearing services in the year prior to entering Junior Kindergarten through a preschool 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 program 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 RM 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.

Alternate Placements

Care and Treatment Education Programs (CTEP) provide education programs for students who have a primary need for care and or treatment. School boards provide the education program, while facilities provide the care and/or treatment services. Education programs recognize the primacy of care and/or treatment needs of students and are

provided daily. The programs are a collaborative model of supporting students, building upon each other's skills and experiences to help provide positive education outcomes for students who otherwise cannot attend school.

Education and Community Partnership Programs (ECPP) provide critical support for students that have been court-ordered into a youth justice secure or custody or detention facility, or adult custodial facility serving youth. School boards provide the educational program, while facilities provide the rehabilitation and treatment services. Education programs are provided daily. The programs are a collaborative model of supporting students, building upon each others' skills and experiences to help provide positive education outcomes for students who otherwise cannot attend school.

CTEP/ECPPs aim to ensure that students continue their education while receiving the specialized care they need. They provide:

- **Individualized education** aligned with Ontario's curriculum.
- **Integrated support services** addressing academic, social, emotional, and physical needs.
- **Collaboration** between educators, agency staff, families, and students to develop personalized plans for success and reintegration into traditional schools or other pathways.

The goal is to minimize educational disruption and help students achieve equitable outcomes.

Parents can access CTEPs in various ways including through a referral from a family doctor directly to a hospital or agency, by calling HelpAhead or an agency directly. Schools can support families in the process through the TDSB referral process and access CTEP referral support.

Day Treatment is a short term intervention and transition planning begins at registration. As students prepare to leave day treatment and return to a TDSB school, an in-depth transition plan is developed to support the successful integration back into a TDSB school in collaboration with CTEP staff, Special Education and Inclusion staff if needed, the agency, the home school, the family, and when appropriate, the student. School administrators are responsible for ensuring successful admission or transfer of students from one program to another and can be supported by staff from Special Education and Inclusion.

Structure of TDSB CTEP/ECPP

- A host school (sometimes)
- A principal facilitates the partnership and oversees the educational program
- A vice-principal oversees day-to-day contact with the teacher and agency staff
- A teacher delivers individualized instruction
- In some instances, an EA supports instruction

Community Agency

- An agency site (sometimes)
- An agency director facilitates the partnership
- A program manager oversees the treatment program
- Agency staff determine who to admit and when to demit students from treatment
- Agency staff work in concert with the TDSB teacher to deliver individualized support

CTEP/ECPP

- Staffed by TDSB and the agency, with a dual focus on education and treatment. Agency is responsible for a treatment plan so students can reintegrate into home, local school and community
- Elementary teachers are responsible for transdisciplinary programming
- Secondary teachers are responsible for subject-specific curriculum

CTEP ACCESS

- Student/family/doctor/courts directly calls a community agency/Help Ahead and starts a referral for treatment/support;
- Student/family calls Help Ahead to connect family to intensive mental health supports in their neighbourhood - More info at Help Ahead
- Schools support families to access CTEP through the Special Education and Inclusion Referral Process and the Central Access Form as part of ongoing tiered support at SST - after TDSB levels of support have been exhausted.

Help Ahead is the centralized phone line to access child, youth and family mental health and well-being resources in Toronto. 1-866-585-6486.

Programs Offered by Other Boards of Education

Aside from the Provincial and Demonstration Schools, the TDSB does not access programs offered by other Boards of Education.

Section R:

Staff Development

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 details of the board's professional development plans for special education staff to the ministry and to the public

The TDSB is a learning organization that believes that capacity building is key to ensuring equity of outcomes for all students. Focusing on capacity building helps to ensure coherence and alignment of special education and inclusion practices across the district, which allows us to better serve students with special education needs and disabilities. Our staff development model provides on-going opportunities for staff at all levels to engage in professional learning and training in multiple ways, including through job-embedded, self-directed and mandatory sessions.

Professional Learning Plan

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

Differentiated professional learning is determined by the goals in the TDSB Multi-Year Strategic Plan (MYSP), local School Improvement Plans (SIPs) and data/evidence collected through a variety of sources.

Staff at all levels as well as union and association partners provide input into areas for learning. The TDSB Special Education Advisory Committee (SEAC) receives information on staff development through the Leadership Report, and they also provide recommendations on areas of focus for staff professional learning.

Staff are engaged in several types of professional learning opportunities throughout the school year to help them better serve students with special education needs and disabilities. These learning opportunities include compliance training such as the Accessibility for Ontarians with Disabilities Act (AODA), Supporting Children with Prevalent Medical Conditions, and mandatory learning such as the Individual Education Plan (IEP) Strategy and Chairing Identification and Placement Review Committee

(IPRC) Meetings. Other professional learning opportunities are school-specific, based on the goals of the School Improvement Plan (SIP). New Special Education Teachers participate in professional learning opportunities through the New Teacher Induction Program (NTIP) and also participate in additional topic-specific learning sessions. The Special Education and Inclusion Department, in collaboration with the Student Achievement and Programs, also provides professional learning opportunities specifically designed for new teachers and newly-appointed administrators. Any staff member may also engage in self-directed learning based on professional and personal growth goals. Beginning September 2026, Special Education – Part 1 or equivalent will be a required qualification for all administrative positions.

Over the next two years, we will focus on the following areas for professional learning:

1. Truth and reconciliation, including the TRC Calls to Action and UNDRIP;
2. Individual Education Plans (IEPs);
3. Learning Conditions;
4. Universal Design for Learning, Differentiated Instruction and Culturally Relevant and Responsive Pedagogy; and
5. Trauma-informed practices and cultural safety.

Areas of Learning Focus

The Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

The Truth and Reconciliation Commission of Canada: Calls to Action (43, 62 & 63 specifically for education) and the United Nations Declaration on the Rights of Indigenous Peoples UNDRIP (Article 14 specifically for education) are frameworks to engage in building respectful, reciprocal, relevant and responsible relationships with First Nations, Métis and Inuit students, parents, families, and communities. Within the context of what is known as Canada, the effects of the Residential School System and intergenerational trauma impacts many survivors' families and possible engagement with school. The processes and procedures associated with Special Education and Inclusion should be done in ways that are trauma-informed and culturally safe, considering how social and historical contexts, as well as structural and interpersonal power imbalances, shape experiences within schools.

A belief in Indigenous Education is that everyone has gifts to share. When serving students with special education needs and disabilities, it is important to remember that each student has gifts, and that educators have responsibilities for co-creating and

enhancing the conditions for those gifts to be shared, honoured and affirmed. To enhance the conditions in classrooms and special education, the 4R Framework of respect, relevance, reciprocity and responsibility (Kirkness and Barnhardt) is a tool that supports educators to work in good relationships with First Nations, Métis and Inuit students, and parents.

Individual Education Plans (IEPs)

Staff will be focusing on strengthening IEP quality through human-rights-aligned, neurodiversity-affirming and evidence-informed practices, in consultation with parents, to ensure legal compliance, instructional coherence, and meaningful, student-centred planning. The IEP Audit and Monitoring Tool supports school and system leaders in strengthening the development, implementation, and review of IEPs in alignment with Ontario legislation (including Regulation 181/98), Growing Success, and the TDSB Special Education Plan. The audit process promotes consistent, transparent, and accountable practices by clarifying roles and responsibilities, strengthening timelines (e.g., 30-day development and annual review requirements), and reducing the inappropriate use of modified expectations. It centres student voice, family partnership, and professional collaboration, while building educator capacity through job-embedded professional learning, coaching, and feedback. The work is evidence-informed and data-driven, using system-level indicators and school-based data to monitor implementation fidelity, improve IEP quality, and enhance equitable access to learning, well-being, and achievement for students with special education needs and disabilities.

Learning Conditions

Learning conditions and the operating environment of a classroom support a dynamic interrelationship between students, staff, and teaching and learning.

A quality learning environment optimizes students' independence to access learning opportunities and resources that is pivotal for long-term success for students.

When implementing effective classroom learning conditions (teaching strategies, assessment, evaluation, third teacher, flexible seating, student voice, culturally relevant, responsive and safe resources and pedagogy, etc.) educators must:

- Consider students' intersecting identities and lived experiences
- Use resources and pedagogy that foster a healthy self-identity by affirming, respecting, and promoting cultural knowledge
- Build on students' experiences in ways that promote well-being and belonging
- Consider the teacher/staff member as a learner

- What biases or barriers (systemic, attitudinal, other) have been identified and dismantled?
- Does data shared by the teacher of student assessment and evaluation indicate evidence of Universal Design for Learning, Differentiated Instruction and Culturally Relevant and Responsive Pedagogy principles?
- Is there an opportunity for ongoing professional learning?

Universal Design for Learning (UDL)

Universal Design for Learning (UDL) means designing innovative ways to make curriculum accessible in any learning situation/context, for individual learners with different backgrounds, learning styles and abilities.

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

Differentiated Instruction (DI)

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

Instructional interventions are monitored by the classroom teacher. When a student begins to show signs of persistent learning difficulties or advanced abilities, full understanding of how a student learns is needed to decide the best ways to use the student's strengths to address areas of need. This is achieved through a review of classroom support strategies, educational assessments and consultation with parents/legal guardians and/or students.

Information is gathered and reviewed by teachers through development of an Individual Learning Plan (ILP) and through consultation at a variety of In-School Support Team

(IST) and School Support Team (SST) meetings. With parental permission, information from existing professional assessments and/or community-based resource people is also collected and reviewed. Teachers and staff use this information to create a learning plan that is differentiated to best support the student's unique learning needs.

Culturally Relevant and Responsive Pedagogy (CRRP)

Culturally Relevant and Responsive Pedagogy (CRRP), as per the Ontario Ministry of Education, refers to an inclusive education system in which students must see themselves reflected in the curriculum, their physical surroundings, and the broader environment, so that they can feel engaged in and empowered by their learning experiences. Students need to experience teaching and learning that reflect their needs and who they are.

Culturally Relevant and Responsive Pedagogy (CRRP) recognizes that all students learn in ways that are connected to background, language, family structure, and social or cultural identity. By knowing 'who our students are', educators can tailor programs and practices to better meet the needs of their diverse student populations and to ensure that every student has the opportunity to succeed.

Trauma-Informed Practices

Trauma-Informed Practices help educators understand how trauma can impact student learning, behaviour, emotional regulation and overall well-being. School climate and culture can improve through trauma-informed practices and principles of cultural safety by taking proactive steps rather than reactive and punitive measures. Students can develop skills to build resilience, strategies to respond to dysregulation, and the ability to attend to learning. Knowledge of these practices can also support the development of positive relationships between students, staff and parents.

TDSB's Budget Allocation Dedicated to Staff Development in Special Education

The Special Education and Inclusion Department allocates specific funds to support professional learning and to build the capacity of all TDSB staff in the area of Special Education and Inclusion. This will ensure alignment and coherence with regard to special education practices and processes across the district, and promote shared responsibility and shared accountability for improved outcomes for students with special education needs and disabilities.

Cost-Sharing Arrangements with Other Ministries or Agencies

When appropriate, the TDSB enters into agreements to facilitate staff development. Several agencies and institutions have partnered with the TDSB including, but not limited to, the Ontario Ministry of Education, Holland Bloorview Kids Rehabilitation Hospital, Hospital for Sick Children, Turning Point Youth Services, Massey Centre, Geneva Centre for Autism, Children's Treatment Network, Grandview Kids, and Kinark Child & Family Services.

Communication of the TDSB's Special Education Plan and Professional Development Opportunities

TDSB staff are made aware of the Special Education Plan and professional learning opportunities through various communication tools, including:

- Memos
- Monthly Special Education and Inclusion newsletter for all staff
- TDSB internal and external websites
- Professional Activity (PA) Day learning sessions for support staff
- Staff, department and Family of Schools meetings
- Monthly MART/ACL meetings with special education lead teachers from all schools

The Special Education and Inclusion Department receives input from staff directly, through their supervisors and in conversations with unions and associations around areas for learning, and the department creates and facilitates sessions to align with these learning needs.

Section S:

Special Education Staff

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 specific details on board staff to the ministry and to the public

The charts below include information on the types of staff who provide special education programs and services, and outline the range of programs and services offered and the qualification required for the categories of staff listed. This is **projected staffing** for the 2026-2027 school year and may change throughout the school year.

Special Education Staff	FTEs	Staff Qualifications
1. Teachers of Exceptional Students		
1.1. Teachers for Resource - Withdrawal Programs	704.5	• Special Education Additional Qualification
1.2. Teachers for Self-Contained Classes	1011.5	• Special Education Additional Qualification
2. Other special education teachers		
2.1. Itinerant teachers	72	• Special Education Additional Qualification • Teaching Students of the Deaf • Teaching Students of the Blind
2.2. Coordinators	16	• Special Education Additional Qualification • Other qualifications as required for program
2.3. Consultants	35	• Special Education Additional Qualification
3. Educational assistants in special education		

Special Education Staff	FTEs	Staff Qualifications
3.1. Educational Assistants	754	• Two-year community college diploma (ECE, DSW) • 6 months related experience providing intensive support to children/adolescents with high-risk needs, or an equivalent combination of education and experience
3.2. Child and Youth Workers	400.5	• Child and Youth Care or Child and Youth Worker Diploma with minimum one year's experience working with youth/adolescents in a school setting or equivalent combination of education and experience; experience working with children/ adolescents from equity seeking communities
3.3. Special Needs Assistants	993.5	• Two-year community college diploma (e.g. ECE, DSW) with 3 months related experience providing intensive support to children/adolescents with moderate to severe special needs, or an equivalent combination of education and experience
4. Other professional resource staff		
4.1. Psychologists	127	• Psychologists - Doctorate and/or Master's degree in Psychology • Registration with the College of Psychologists and Behaviour Analysts of Ontario (CPBAO) • Psychoeducational Consultants - Doctorate degree and/or Master's degree in Psychology and are not registered. They are in the process of being registered with the CPBAO
4.2. Speech-Language Pathologists	84.5	• Masters degree in Speech- Language • Registration with the College of Audiologists and Speech- Language Pathologists of Ontario (CASLPO)
4.3. Audiologists	1	• Master's degree in Audiology • Registration with the College of Audiologists and Speech- Language

Special Education Staff	FTEs	Staff Qualifications
		Pathologists of Ontario (CASLPO)
4.4. Occupational Therapists	30	• Master's degree or equivalent in Occupational Therapy • Registration with the College of Occupational Therapists of Ontario (COTO)
4.5. Physiotherapists	12	• Master's degree or equivalent in Physiotherapy • Registration with the College of Physiotherapists of Ontario (CPO), respectively
4.6. Social Workers	145	• Master's degree in Social Work • Registration with the Ontario College of Social Workers and Social Service Workers (OCSWSSW)
4.7. Registered Behaviour Analysts	13	• Master's Level Registered Behaviour Analysts (BAs)
4.8. Subtotal	**412.5**	
5. Paraprofessional resource staff		
5.1. Orientation and Mobility Personnel	4	• Two-year college diploma in related field and current certification by The Association for Education and Rehabilitation of the Blind and Visually Impaired • Two years' experience instructing visually impaired students to navigate independently, or an equivalent combination of education and experience
5.2. Oral Interpreters (for deaf students)	14	• Two-year community college diploma in related field (e.g., ECE, Educational Assistant, DSW) • 3 months related experience working with students with language delays, or an equivalent combination of education and experience. • Knowledge of hearing aid use and management and speech training

Special Education Staff	FTEs	Staff Qualifications
		communication.
5.3. Sign Interpreters (for deaf students)	16	• Two-year community college diploma in related fields (e.g., ECE, DSW) • 3 months related experience working with students with language delays, or an equivalent combination of education and experience. • Fluency in sign language.
5.4. Transcribers (for blind students)	1	• Two-year Community College Diploma in related fields • Three years related experience or an equivalent combination of education and experience. • Certification in Literary Braille Transcription through the Canadian Institute for the Blind
5.5. Interveners (for deafblind students)	12	• Two-year community college diploma through an accredited program in deaf/blind studies (e.g., George Brown College) • Two years of experience working with students who are deaf/blind in an educational setting, or • An equivalent combination of education and experience
5.6. Subtotal	**47**	

Section T:

Appendices

Appendix	Link
Appendix A **TDSB Special Education and Inclusion Guides for Parents**	• Guide to Special Education • Guide to the Referral Process • Guide to Individual Education Plans (IEPs) • Guide to Identification, Placement and Review Committees (IPRCs) • Guide to Special Education Program Recommendation Committees (SEPRCs)
Appendix B	• Supporting Multilingual Learners: A Framework for Evidence - Informed Decision-Making
Appendix C	• Multilingual Learners & Special Education Support
Appendix D	• Examples of Accommodations
Appendix E	• 2026-2027 Special Education Plan Checklist
Appendix F	• Amendments to the TDSB Special Education Plan
Appendix G	• Special Education Plan Feedback Survey

Section U:

Glossary of Terms and Acronyms

Glossary of Terms

Ableism – a set of stereotypes and practices that devalue and discriminate against people with disabilities. It assumes that the bodies and minds of non-disabled people are the "default," placing value on them based on society's perceptions of what's considered "normal" (Talila Lewis).

Accommodations – teaching strategies, supports, and/or services required to help a student access the curriculum and to demonstrate learning. The Ontario curriculum expectations for the grade are not altered for a student receiving accommodations only.

Alternative Expectations – expectations not derived from an Ontario curriculum document or that are modified so extensively that the Ontario curriculum expectations no longer form the basis of the **student's** educational program. Examples of alternative programs or courses include social skills, speech remediation, and personal care programs.

Articulation – refers to the production of speech sounds.

Barrier Free – a building/structure that is physically accessible, including access to all areas and equipment within the building/structure.

Basic Living Skills (aka adaptive living skills, daily living skills, functional life skills) – the skills that people require to meet their basic needs at a given age level (e.g., self-feeding, self- dressing, and toileting skills). As the social environment and expectations become more complicated, basic living skills encompass such things as the ability to use public transportation, shop, and ask for directions.

Composite Score – on a test of intellectual ability, the aggregate score produced from various sub-test scores.

Cultural Safety – based on Irihapeti Ramsden's ideas, an approach that combines knowledge and respect for Indigenous cultures with self-reflection, empathy, and the requirement to be aware of and to challenge unequal power relations between individuals and within families, communities, and societies. It is particularly important in health care, education, social work, and the justice system. It is important to create a learning environment that is respectful and that makes students feel safe and comfortable not only physically, socially, and emotionally but also in terms of their cultural heritage. A culturally safe learning environment is one in which students feel

comfortable about expressing their ideas, opinions, and needs and about responding authentically to topics that may be culturally sensitive. Teachers should be aware that some students may experience emotional reactions when learning about issues that have affected their own lives, their family, and/or their community, such as the legacy of the residential school system. Before addressing such topics in the classroom, teachers need to consider how to prepare and debrief students, and they need to ensure that resources are available to support students both inside and outside the classroom (refer to First Nations, Métis, and Inuit Studies 2019).

Disability – a term that covers a broad range and degree of conditions, some visible and others not (e.g., physical, mental, and learning disabilities; hearing or vision disabilities; epilepsy; environmental sensitivities). A disability may be present from birth, may be caused by an accident, or may develop over time. The term disability is interpreted in accordance with the Ontario Human Rights Code (refer to The Ontario Human Rights Commission).

Education and Community Partnership Program (ECPP) – educational programs in a variety of settings to address student needs that have not been met in the traditional school model.

Educational Assistant (EA) – if assigned, someone who assists teacher(s) to provide support for students with special education needs in special education classes and/or regular classes.

Equity – ensures Equality of opportunities and outcomes for all by responding fair and proportionality to the needs of individuals. Equity is not the same as equal treatment because it recognizes a social-cultural Power Imbalance that unfairly Privilege some while oppressing other and therefore focuses on redressing Disparity – meeting individual needs to ensure fair access, outcomes and participation that results in Equality, acknowledging historical and present Systemic Discrimination against identified groups and removing Barriers, eliminating Discrimination and remedying the impact of past Discrimination and current Oppression. Equity practices ensure fair, inclusive, and respectful treatment of all people, with consideration of individual and group diversities and Intersectionality of multiple social identities, access to Privileges and impacts of oppression. Equity honours and accommodates the specific needs of individuals/groups (refer to TDSB Equity Policy 037).

Exceptional Student – defined by the Education Act as “a pupil whose behavioural, communication, intellectual, physical, or multiple exceptionalities are such that they are considered to need placement in a Special Education Program.” Students are identified according to the categories and definitions provided by the Ministry of Education.

Identification, Placement, and Review Committee (IPRC) – a committee composed of at least three persons appointed by the Board, one of whom must be a principal or

supervisory officer of the Board, that decides whether or not a student should be identified as exceptional, that identifies the areas of a student's exceptionality according to the ministry's categories and definitions of exceptionalities, that decides an appropriate placement for the student, and that reviews the identification and placement at least once in each school year.

Inclusion – an attitude toward the need and right to "belong" to one's community. An inclusive classroom is a place where all students experience a sense of belonging and social citizenship (e.g., membership, inclusion, shared power, and value) (Parekh, 2014). An inclusive classroom modifies the environment to fit the student, not the student to fit the environment. In addition, an inclusive classroom rejects deficit thinking and is a space where all identities and cultures (including disability culture) are celebrated. An inclusive classroom prioritizes the right to participation and focuses on setting a positive climate where social engagement and friendships can be promoted (Underwood, 2013).

Inclusive Education – education that is rooted in anti-oppressive practice, ensuring equity in content, pedagogy, access and climate based on the principles of acceptance, inclusion and learning designed to meet the individual needs of all learners to achieve fair and successful outcomes. Students see themselves reflected in the curriculum, school staff teams, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Individual Education Plan (IEP) – a plan developed (in consultation with parent(s), and the student, where the student is 16 years of age or older) for each student who has been identified as exceptional by the IPRC process. It is a working document that describes the strengths and needs of an individual exceptional student, the special education program, and services established to meet that student's needs, and how the program and services will be delivered. It also describes the student's progress. An IEP may be developed for a student who has not been formally identified as exceptional by an IPRC, but who requires a special education program or services to attend school, achieve curriculum expectations or demonstrate learning.

Informed Consent – with the exception of special education teachers, the involvement of professionals requires informed consent from a parent(s)/guardian(s) or student who is of age in order to initiate an individual assessment. In all instances, parent(s)/guardian(s), or students who are of age, are contacted to obtain their informed consent to ensure they understand the reasons for the assessment, the nature of the assessment, the risks and benefits of the assessment, and possible outcomes of the assessment. Issues of where and how the record will be stored and the limits to confidentiality are also outlined.

Intersectionality – the overlapping, in the context of an individual or group, of two or

more prohibited grounds of discrimination under the Ontario Human Rights Code, or other factors, which may result in additional, compounded biases or barriers to equity for that individual or group.

IPRC Annual Review Meeting – a meeting held every school year unless the principal of the school at which the special education program is being provided receives written notice from the parent(s)/guardian(s), waiving the Annual Review. Parent(s)/guardian(s) may request an IPRC Review meeting any time after a student has been in a special education program for three months.

Modifications – changes made in the grade level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level, and/or increasing or decreasing the number of regular grade-level curriculum expectations, and/or increasing or decreasing the complexity of the regular grade-level curriculum expectations. For each secondary school course with modified expectations, it is important to indicate clearly in the IEP the extent to which the expectations have been modified. Depending on the extent of the modification, the principal will determine whether achievement of the modified expectations constitutes successful completion of the course and will decide whether the student is eligible to receive a credit for the course. The principal's decision must be communicated to the parents/guardians/caregivers and the student.

Oppression – prolonged, systemic, abuse of power or control by one group of people (the dominant group) at the expense of others (the oppressed) and maintains a cultural imbalance of power which socially supports mistreatment and exploitation of all groups of 'less powerful' individuals. This results in unjust advantages, status and benefits for one group over the other **and** is maintained by social beliefs, economic and institutional structures and subtle and overt cultural practices. Because oppression is institutionalized in our society, target group members often face barriers and limitations in many aspects of social participation (e.g.,. school, health care, social services, employment, parenting, housing, etc.). Oppression actively provides unearned privileges and protections to some members of our community, allowing them to ignore the presence of discrimination and or barriers to fair and equal access and opportunity such as classism, racism, ableism, sexism, homophobia, transphobia, etc.

Percentile – expressed in a number between 0 and 100, that tells what percentage of individuals in a group receives a score between certain points. A percentile of 78 says that the person scored higher than 78% of the group. This should not be confused with the percentage score on a test.

RSE- Non-Credit Courses – In Ontario, a Secondary Resource Program (RSE - Non-Credit) refers to a special education placement or program designed for students who

require significant support, often involving modified learning expectations that differ from the standard Ontario Curriculum. RSE non-credit programs focus on functional, individualized learning aimed at transition planning for adulthood, rather than academic credit accumulation.

Special Education Advisory Committee (SEAC) – an advisory committee established in accordance with Regulation 464/97 of the Education Act. SEAC makes recommendations to the Board concerning any matter affecting the establishment, development, and delivery of special education programs and services. The TDSB and SEAC work together to protect the rights of students with special needs.

Special Education Per-Pupil Amount (SEPPA) – funding that is determined according to a formula based on each board's total enrollment of secondary and elementary students, including those students with special needs.

Special Education Program – an educational program for an exceptional student that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional student.

Specialized Equipment Allocation (SEA) – funding **provided** to school boards to assist with the costs of equipment essential to support students with special education needs.

Trauma-Informed Practices – trauma can be defined as the emotional, psychological, and physiological response from heightened stress and accompanies experiences of threat, violence, and life-changing events.

Trauma-informed practices in the context of schools aims to change the mainstream paradigm "from one that asks what *is wrong with you* to one that considers *what happened to you.* Trauma-informed institutions can recognize the presence of trauma symptoms and promote healing environments through trauma-informed practices predicated upon safety, trust, collaboration, choice and empowerment, as well as building strengths and skills" (refer to Trauma Informed Schools).

TTY – (a teletypewriter communication device used by people who are deaf, hard- of-hearing, or have severe speech impairment).

Special Education Acronyms

Acronym	Description
ACL	Assistant Curriculum Leader (Secondary Panel only)
AODA	Accessibility for Ontarians with Disabilities Act
AQ	Additional Qualification Course
ASD	Autism Spectrum Disorder
BEH	Behaviour
CAP	Centrally Assigned Principal
CAS	Children's Aid Society
CL	Curriculum Leader
CPI	Non-Violent Crisis Prevention Intervention Training
CRRP	Culturally Responsive and Relevant Pedagogy
CYC	Child and Youth Counsellor
CYW	Child and Youth Worker
DD	Developmental Disability
DI	Differentiated Instruction
EA	Educational Assistant
Ele	Elementary
FOI	Freedom of Information
HCCSS	Home and Community Care Support Services
IEP	Individual Education Plan

Acronym	Description
ILP	Individual Learning Plan
IPRC	Identification, Placement, and Review Committee
ISP	Intensive Support Program (full time special education class)
IST	In-School Team
LD	Learning Disability
MART	Methods and Resource Teacher (Elementary Panel only)
MID	Mild Intellectual Disability
OHaH	Ontario Health at Home
OSR	Ontario Student Record
OT/PT	Occupational Therapy / Physiotherapy
PD/PL	Professional Development / Professional Learning
PD	Physical Disability
PHIPA	Personal Health Information Protection Act
PI	Partially Integrated Delivery Model
POR	Position of Responsibility
PSS	Professional Support Services
Psych	Psychology
RA	Resource Assistance
RBA	Registered Behaviour Analyst
RES	Resource Program
SEA	Specialized Equipment Allocation

Acronym	Description
SEAC	Special Education Advisory Committee
SEPPA	Special Education Per Pupil Amount
SEPRC	Special Education Program Recommendation Committee
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist