

Section J:

SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD



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Purpose of the Standard

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

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

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

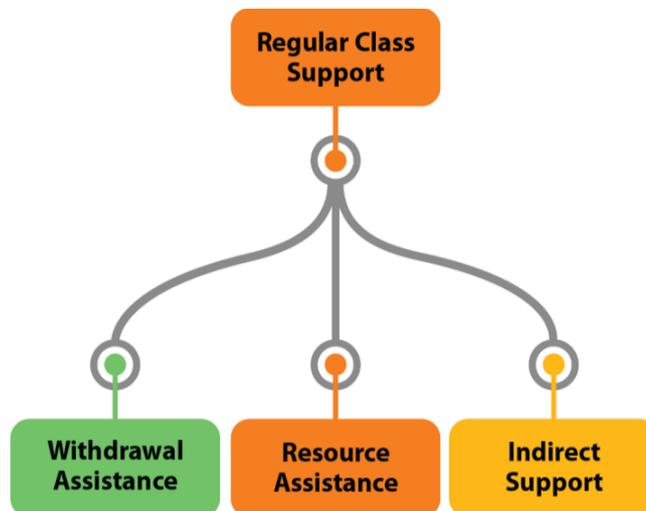
Ways in Which SEAC Provides Advice on Range of Placements

The TDSB Special Education Advisory Committee (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 of the board. SEAC members also support families by acting as a link to community agencies.

Resource Support

Regular Class Placement

Most students identified as exceptional learners can be appropriately supported in a regular classroom setting through the development of an Individual Education Plan, school-based Special Education Resource Teacher support and, when required, professional support services available to schools on a referral basis. Placement of a student in a regular class is the first option considered by the TDSB IPRC.



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

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

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 Placements

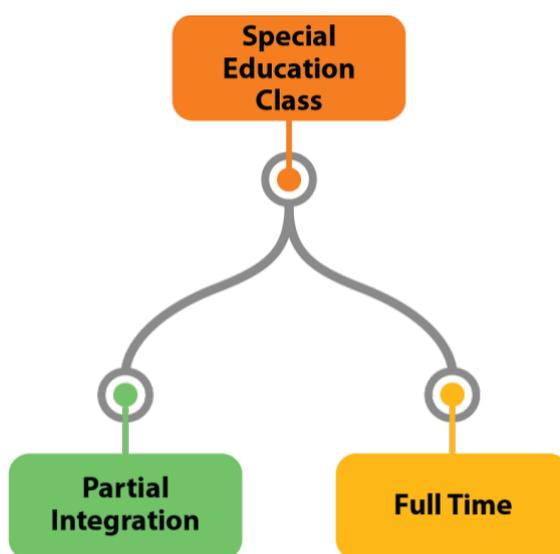
The [OHRC Policy on Accessible Education for Students with Disabilities](#) confirms the need for special education setting options:

At the primary and secondary levels, before considering placing a student in a self-contained or specialized classroom, **education providers must first consider inclusion in the regular classroom.**

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

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

Special Education Class with Partial Integration



The student attends a special education class and is integrated with 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.

In addition, TDSB offers Secondary Resource Program (RSE) and Learning Strategies (GLE) courses, compulsory and/or optional credit courses.

Special Education Class Full Time

Some students attend a special education class for the entire school day. These classes are referred to as Intensive Support Programs (ISPs).

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

In most cases, student need for Special Education class placement is expected to be of limited duration, to be reviewed annually with an eye to successful reintegration into the regular program as soon as is feasible. Throughout a full-time placement, efforts are made to increasingly integrate the student in regular school programs and activities.

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

Sometimes a student's combined cognitive and learning profiles will result in dual-exceptionality identification by the IPRC. For example, a student could be identified with the exceptionalities of Giftedness and Learning Disability. Based on the nature of the instructional supports required by the student and the best instructional grouping to meet the student's learning needs, Special Education and Inclusion may offer placement for either Giftedness or Learning Disability and will make program recommendations on how both exceptionalities are to be supported. TDSB believes that students with more than one exceptionality are better served by listing each of their exceptionalities on the Statement of Decision completed at the IPRC.

For more information about the special education classes serving the needs of the different exceptionalities, see *Exceptionalities – Categories, Definitions and TDSB Special Education Programming* throughout this section.

Early Intervention Programs

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

In very few cases, ISP support is available for students of the Kindergarten age, who have complex needs.

Diagnostic Kindergarten Program (DK)

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

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

Eligibility for the Diagnostic Kindergarten Program

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

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

Required Documents for DK ISP

At least two of the following documents are required for a DK ISP:

- Medical assessment/diagnosis
- Developmental assessment
- Psychological assessment
- Comprehensive speech/language assessment
- Occupational therapy/physiotherapy assessment
- 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
- [Developmental History Form](#)
- For students already attending school, the following are also required:

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

Locations of Diagnostic Kindergarten Programs

Intensive Support Programs (ISPs)

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

Intensive Support Program (ISP) classes at all grade levels are designed to support communities of students with an identified exceptionality who have similar needs.

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

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

The number and location of ISPs are determined by the number and location of students who need this level of support across the TDSB. ISPs are located in local school settings or at congregated sites. The placement is reviewed annually in order to determine whether the placement is best for the student, or whether their needs can be met in a regular classroom with support.

Behaviour

MINISTRY OF EDUCATION DEFINITION

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

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

IPRC Determination of Exceptionality: Behaviour

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

Classroom Documentation

- An Individual Education Plan (IEP) with alternative programming for teaching intrapersonal and interpersonal skills
- Evidence of how behavioural data analysis has been used to modify programming for the student for a minimum of one reporting period, in most cases
- Student work samples 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:
 - Focusing and/or maintaining attention to activities or tasks
 - Regulating anxiety
 - Self-advocacy

Educational Assessments

- An outline of learning strengths and areas for improvement
- A behavioural assessment including use of a behaviour analysis tool and a summary of the Antecedent Behaviour Consequence (ABC) Chart data and other data to show the frequency, intensity and duration of the targeted behaviours
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)

- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC
- Assessment of the student's adaptive functioning (conceptual, social, practical) such as student work samples; Antecedent Behaviour Consequence (ABC) Chart, Individual Learning Plan (ILP); Functional Behaviour Assessment (FBA)

Professional Assessment

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

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Behaviour

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

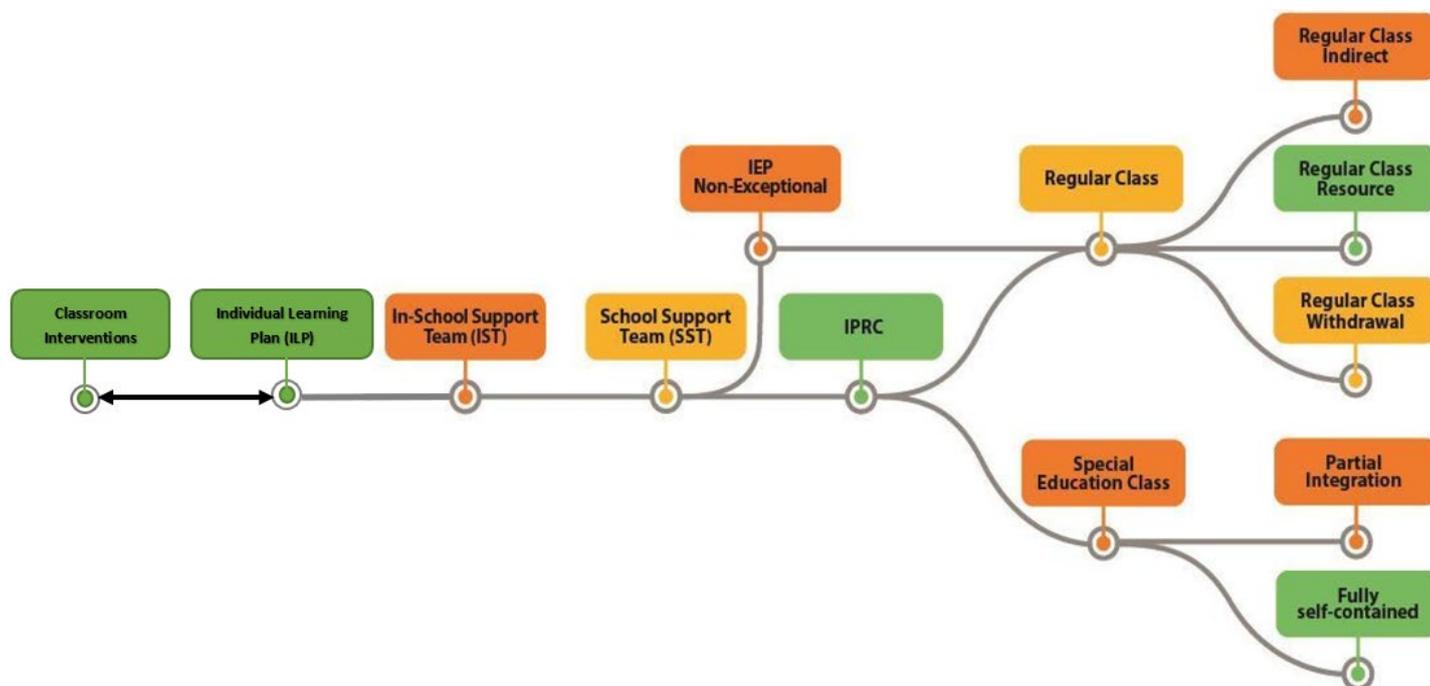
- The student has been identified with a behaviour exceptionality at an IPRC
- The student demonstrates evidence of significant challenges in interpersonal, social and/or emotional development
- The student may require support from staff to develop effective interpersonal strategies, self-advocacy skills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

Restorative Practice, etc.

The IPRC Process

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

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).



Placement Description of Regular Class Support

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

Secondary School Support

Regular subject teachers liaise with the school Curriculum Leader for Special Education and are expected to support students through strategies outlined in the

Individual Education Plan (IEP). In addition to the Secondary Resource Program (RSE) and Secondary Learning Strategies (GLE) courses, behaviour support may include course modifications that permit credit accumulation and access to locally developed, compulsory and/or optional credit courses.

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

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

Placement:	<p>Regular Class Setting</p> <p>Withdrawal - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p>Resource - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.</p> <p>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.</p>
Location:	Homeschool
Grades:	1-8
Class Size:	Ministry of Education regulations for class size
Staffing:	Follow regular class student and teacher ratio

Placement Description of Elementary Special Education Class (ISP)

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

Placement:	Intensive Support Program (ISP) - Behaviour
Location:	Across the System Learning Centres in local neighbourhood schools
Grades:	1-8
Class Size:	8 Students per class
Staffing:	1.0 Teacher and 1.0 Child and Youth Worker (CYW)

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

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

Communication: Autism Spectrum Disorder

MINISTRY OF EDUCATION DEFINITION

Autism is a severe learning disorder that is characterized by:

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

IPRC Determination of Exceptionality: Autism

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

Classroom Documentation

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

Educational Assessments

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

Professional Assessments

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

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Autism

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

Typically, students who are eligible for Special Education Class placement in an Autism program:

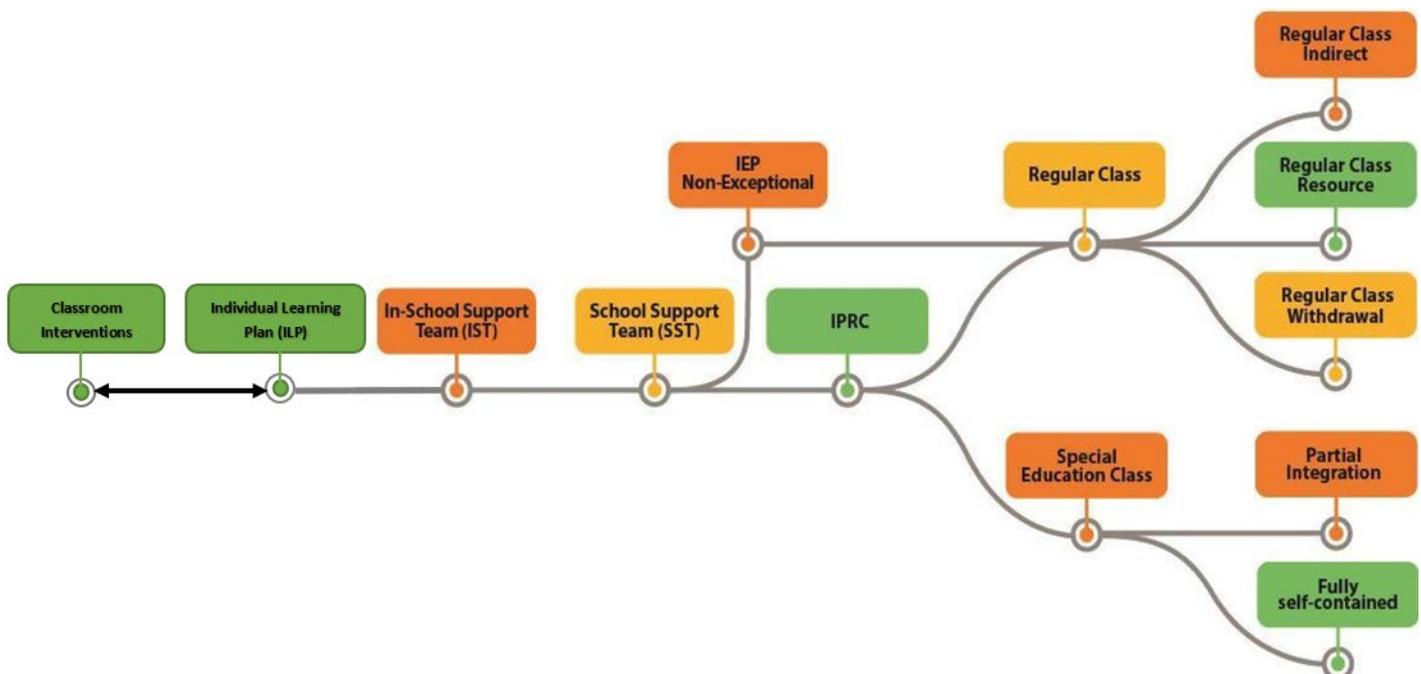
- Are identified with the Autism exceptionality at an IPRC
- Have psychological assessment results indicating at least average thinking and reasoning skills
- Show evidence that the student can access the curriculum similarly to most children their age. This information may be obtained from a psychological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

For students with more than one exceptionality the offer of placement offered is based on the primary exceptionality (e.g., if a student has Developmental Disability exceptionality as the primary exceptionality and Autism exceptionality, the offer of placement will be for Developmental Disability program).

The IPRC Process

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

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).



Procedure, Policy and Memorandum 140

Autism Spectrum Disorders (ASD) are complex neurological disorders that have a lifelong effect on the development of various abilities and skills. ASD is characterized by impairments in communication and social interaction, as well as unusual patterns of behaviours, interests and activities. The term “spectrum” is used to recognize a

range of disorders that include a continuum of developmental severity (Asperger's Disorder, PDD-NOS, Autistic Disorder). The symptoms of ASD can range from mild to severe impairments in several areas of development ([Effective Educational Practices for Students with Autism Spectrum Disorders, A Resource Guide, 2007](#)).

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

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

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

Placement Description of Regular Class Support

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

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

Intensive Support Programs (ISPs) in Elementary Schools

The elementary Special Education Class placement for Autism is characterized by support and instruction targeted to the specific individual needs of the students, along with a smaller class size and Child and Youth Worker. It is designed to address the full range of a student's academic, emotional, and social development, while maintaining a focus on student achievement. Increasing opportunities for successful integration of students with regular programs is an important goal. The number and location of programs is determined by the needs of students requiring intensive support.

Intensive Support Programs (ISPs) in Secondary Schools

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

Placement:	Intensive Support Program (ISP) - Autism
Location:	Across the System Learning Centres 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. Secondary schools are staffed per number of sections required based on the number of students.

Locations of Autism Intensive Support Programs (ISPs)

Communication: Deaf and Hard of Hearing

MINISTRY OF EDUCATION DEFINITION

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

IPRC Determination of Exceptionality: Deaf and Hard of Hearing

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

Classroom Documentation

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

Educational Assessments

- An outline of learning strengths and areas for improvement that includes both academic and functional factors from school personnel and TDSB Deaf and Hard of Hearing program staff
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card), where applicable
- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- An audiologist's assessment indicating permanent bilateral hearing levels falling within the moderate to profound range
- A speech and language assessment (when deemed appropriate by the School Support Team)

Input from Parents/Guardians/Caregivers

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

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

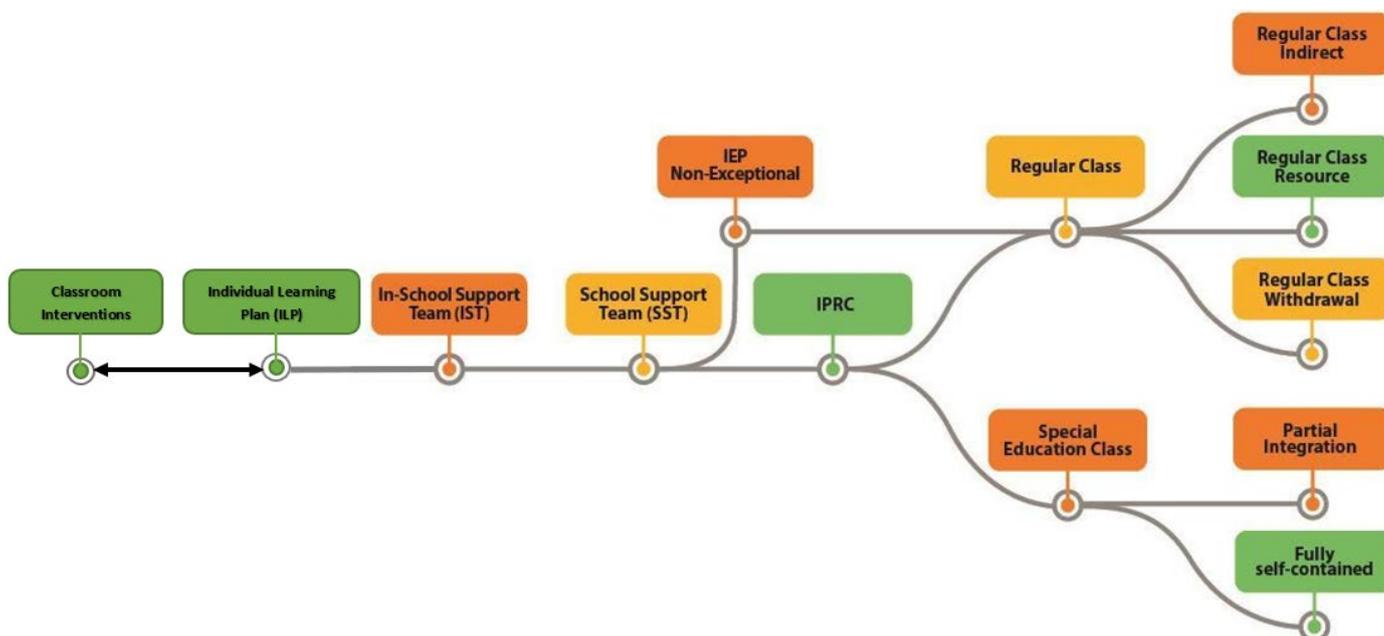
In making its determination, a TDSB IPRC will consider the following:

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

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

The IPRC Process

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



Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).

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

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

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

Tier 1 Support - Students typically receive 2-3 visits per year from an Itinerant Specialist Teacher of Students who are Deaf or Hard of Hearing who work with the classroom and subject teachers to plan the accommodations required to increase accessibility to the classroom curriculum. Students' accommodations are outlined within an IEP or ILP.

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

Tier 3 Support - Students who require more intensive support are typically identified through the IPRC process as an exceptional learner - Deaf/Hard of Hearing. Students receive withdrawal support from an Itinerant Specialist Teacher of Students who are Deaf or Hard of Hearing 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

The Itinerant department 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 (ANSO). 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. Referrals to the Deaf and Hard of Hearing Department can be made using the online Access Referral Form and must be supported with recent assessments from clinical Audiologists. Referrals are also accepted directly from hospitals and audiology clinics.

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

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

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. TDSB Deaf and Hard of Hearing programs offer a variety of supports to meet these needs, including itinerant support and special education class placement.

The TDSB recognizes the importance of early intervention and can support students who are Deaf and Hard of Hearing from the age of 3 through to completion of high school. Upon entry to school, students who are Deaf and Hard of Hearing have access to the support of a Specialist Teacher of the Deaf and Hard of Hearing. There are varying tiers of support available under the umbrella of the Itinerant Team. Many students who are Deaf and Hard of Hearing can be served in regular class placements with support.

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 Teacher of Students who are Deaf or Hard of Hearing work closely with the TDSB Educational Audiologist to increase accessibility to the curriculum.

Intensive Support Programs (ISPs) in Elementary Schools

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

Intensive Support Programs (ISPs) In Secondary Schools

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

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

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

Placement:	Intensive Support Program (ISP) - Deaf/Hard of Hearing
Location:	Across the System Learning Centres in local neighbourhood schools
Grades:	Pre-School; Kindergarten - 12

Class Size:	PreSchool and Kindergarten - 8 students Deaf (ASL) - 10 students Deaf(Oral) -12 Students
Staffing:	<p>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.</p> <p>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.</p>

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

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

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

Communication: Learning Disability

MINISTRY OF EDUCATION DEFINITION

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

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

IPRC Determination of Exceptionality: Learning Disability

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

Classroom Documentation

- An Individual Education Plan (IEP) with alternative programming
- Student work samples that are culturally relevant and responsive to the student's identity and lived experiences, or other relevant evidence collected in

collaboration with school personnel, agencies, classroom teacher, parents/guardians/caregivers and student

- Evidence that requires further support in the following areas:
 - Focusing and/or maintaining attention to activities or tasks
 - Regulating anxiety
 - Self-Advocacy

Educational Assessments

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

Professional Assessment

- A psychological assessment of the student indicating average or above average intellectual development, processing difficulty and academic challenges related to the processing difficulty (PPM 8)
- Medical information (e.g., information on vision, hearing and physical condition)
- Academic achievement data that shows that achievement can be maintained only with extremely high levels of effort and/or additional support not solely due to newcomer-related factors, school absenteeism or other factors that affect the academic instruction received
- Evidence that intensive intervention is needed in the development and use of skills in 1 or more of the following areas: reading, writing, mathematics, work habits and learning skills
- Evidence that learning needs may be associated with various other complex needs, diagnosed or undiagnosed or with other exceptionalities

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Learning Disability

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

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

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

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

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

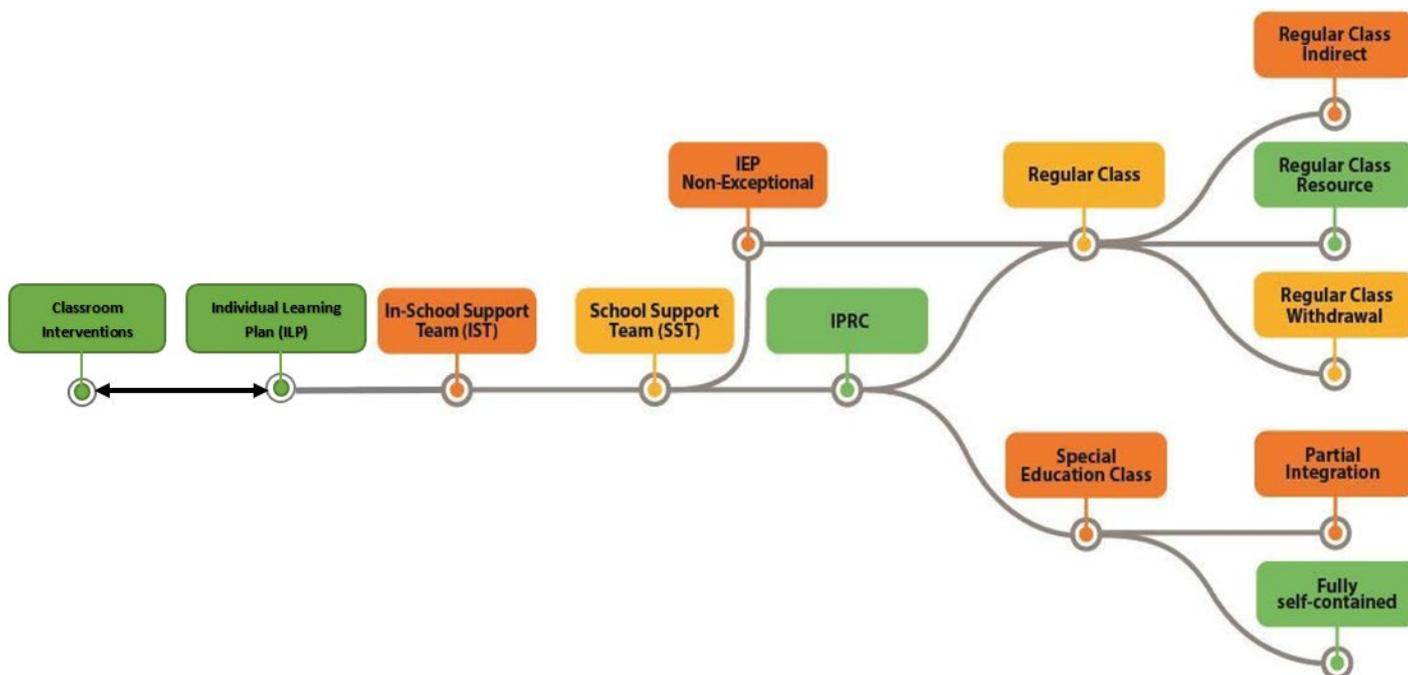
The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or parents/guardians/caregivers make an IPRC request
- Parents/guardians/caregivers informed of the IPRC process, its purpose and

possible outcomes before proceeding with a referral

- If any documentation is pending, the IPRC may defer making identification and/or placement decision

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).



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

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

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

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

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

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

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

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 the full range of a student's academic, emotional, expressive and receptive communication and social development, while maintaining a focus on student achievement. Regardless of the form of program intervention, the goal for students is generally to fill the academic gaps that have developed due to the nature of a student's specific learning disabilities, to build on student strengths while addressing areas for improvement and to address the kinds of social-emotional and confidence-related needs that can be brought about by a student's persistent academic challenges. Additional support for

students identified with language and speech impairment is provided through Speech and Language Services.

Intensive Support Programs (ISPs) in Elementary Schools

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

Intensive Support Programs (ISPs) in Secondary Schools

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

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 required to take two special education courses. The recommended courses are English and Math.

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

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

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

Communication: Speech Impairment

MINISTRY OF EDUCATION DEFINITION

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

IPRC Determination of Exceptionality: Speech Impairment

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

Classroom Documentation

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

Educational Assessments

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

Professional Assessment

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

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Speech Impairment

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

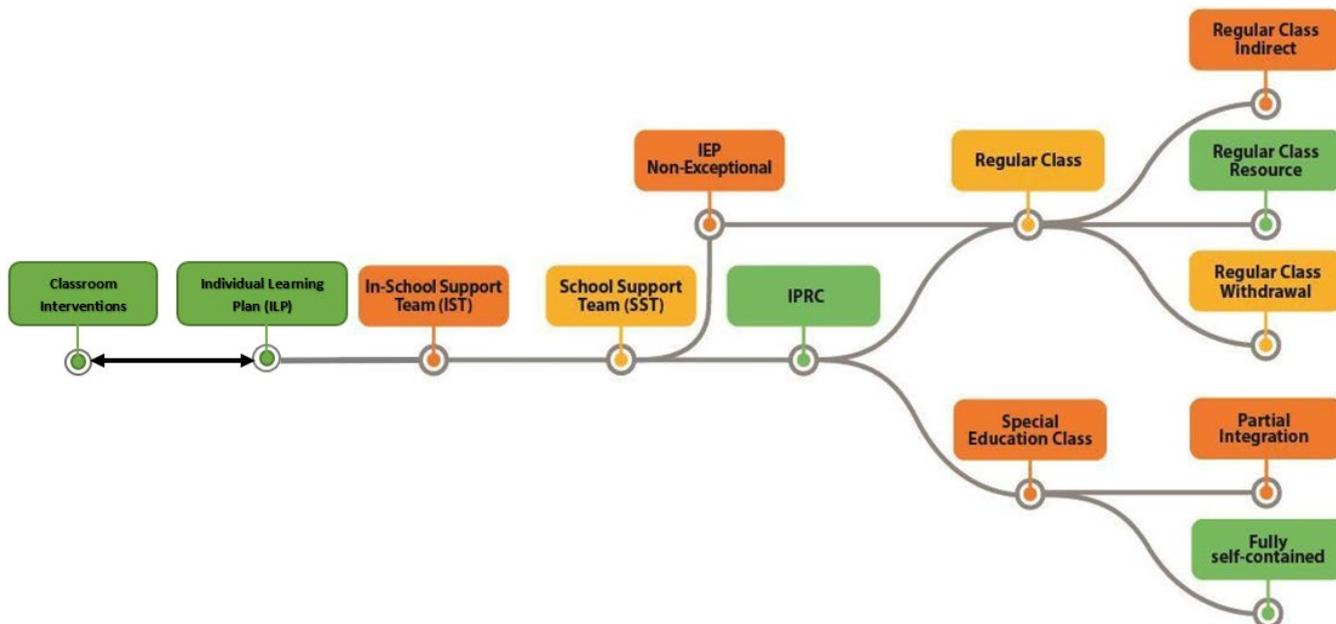
An IPRC placement decision for an exceptional student is based on the student's cognitive and learning needs. For students identified with the exceptionality of

Speech Impairment, the first placement consideration is Regular Class with support provided through Speech Language Services, in collaboration with Local Health Integration Networks (LHIN). TDSB does not have classes solely for students with Speech Impairment. Where intensive, targeted support is needed to address a student’s additional learning needs, placement in a Special Education Class may be the decision of the IPRC.

The IPRC Process

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

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).



Placement Description of Regular Class Support Speech Impairment Exceptionality

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

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

Communication: Language Impairment

MINISTRY OF EDUCATION DEFINITION

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

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

IPRC Determination of Exceptionality: Language Impairment

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

Classroom Documentation

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

Educational Assessments

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

Professional Assessment

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

- A psychological assessment that identifies average or above average cognitive development and the range of needs of the student and that determines whether language difficulties can be better explained by other factors, such as overall cognitive ability or Autism Spectrum Disorder

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Language Impairment

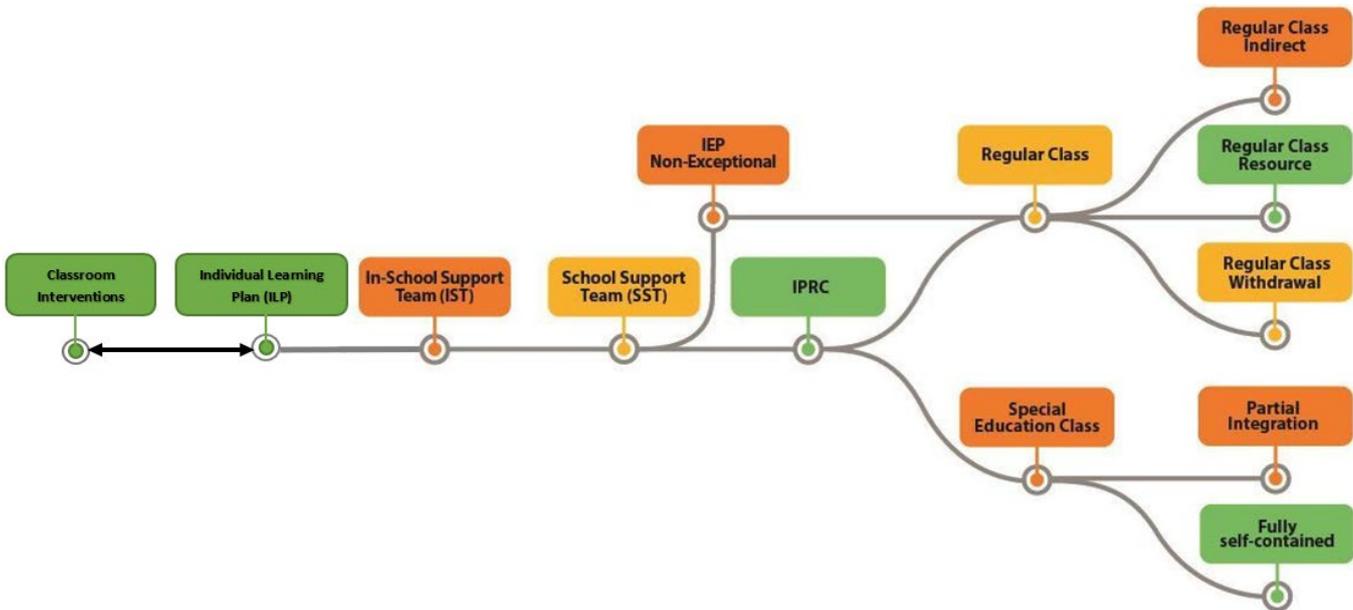
In making its determination, a TDSB IPRC will consider the following:

For students identified with the exceptionality of Language Impairment, Regular Class with support provided through Speech and Language Services is the first placement consideration. However, an IPRC placement decision for an exceptional student is based on the student's cognitive and learning needs. Where intensive, targeted support is needed to address other learning needs in addition to severe language difficulties, placement in a Special Education Class may be the decision of the IPRC. TDSB does not have classes solely for students with Language Impairment.

The IPRC Process

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

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).



Placement Description of Regular Class Support Language Impairment Exceptionality

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

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

Intellectual: Developmental Disability

MINISTRY OF EDUCATION DEFINITION

A severe learning disorder characterized by:

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

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

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

IPRC Determination of Exceptionality: Developmental Disability

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

Classroom Documentation

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

Educational Assessments

- An outline of learning strengths and areas for improvement demonstrating very limited academic and adaptive skills, which are significantly below the range expected for age- appropriate placement
- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card)

- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

- A psychological assessment that indicates that the student's functioning in meaningful intellectual and adaptive domains typically lies at or below the 1st percentile
- Diagnosis of Global Developmental Delay or Intellectual Disability Unspecified and/or adaptive domains at or below the 1st percentile are considered in lieu of a psychological report for those students who are unable to participate in a psychological assessment, or when degree of cognitive impairment cannot be determined

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Developmental Disability

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

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

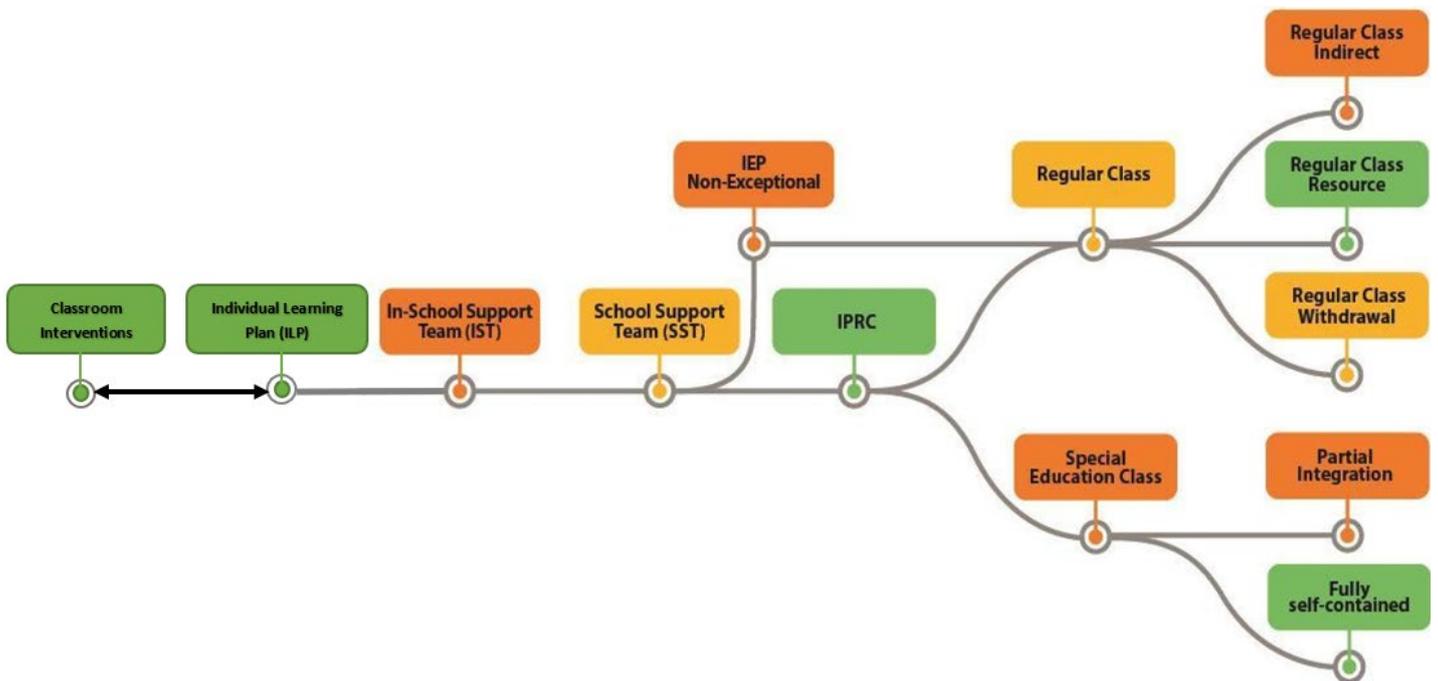
- Are usually identified with the exceptionality of Developmental Disability by a TDSB IPRC. Students identified under other exceptionalities, but with a similar cognitive profile, may qualify for the same type of placement
- Usually function at an intellectual and adaptive level at or below the 1st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

The IPRC Process

- Student is attending a TDSB school
- Principal recommends through School Support Team (SST) or parents/guardians/caregivers make an IPRC request

- Parents/guardians/caregivers informed of the IPRC process, its purpose and possible outcomes before proceeding with a referral
- If any documentation is pending, the IPRC may defer making identification and/or placement decision

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).



Placement Description of Regular Class Support Developmental Disability Exceptionality

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

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

Placement Description of Regular Class Support Developmental Disability Exceptionality

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

Program Description

Special Education programming for students identified with the exceptionality of Developmental Disability is designed to address the full spectrum of their needs. Students with developmental disabilities demonstrate very limited cognitive and adaptive skills, requiring alternative curriculum expectations designed to maximize student independence. Instructional needs typically include functional academics, activities of daily living, communication, social skills, motor skills and experiential learning. Some aspects of an alternative curriculum may be addressed in Regular Class placement. A program devoted to alternative curriculum is available in a Special Education Class placement. The number and location of special education classes is determined by the needs of students requiring intensive support. Some of the programs are in congregated special education schools where highly specialized supports and staff expertise required by some students are available. A collaborative partnership between special education staff in intensive support settings, Professional Support Service, parents/guardians and outside agencies is an important factor in meeting the diverse needs of these students.

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

credit-bearing. 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](#)).

Intensive Support Programs (ISPs) in Elementary Schools

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

Intensive Support Programs (ISPs) in Secondary Schools

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

Placement:	Intensive Support Program (ISP) - Development Disability (DD)
Location:	Across the System Learning Centres in 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 Intensive Support Programs \(ISPs\)](#)

Intellectual: Giftedness

MINISTRY OF EDUCATION DEFINITION

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

IPRC Determination of Exceptionality: Giftedness

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

Classroom Documentation

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

Educational Assessments

- The most recent Provincial Report Card (and where the most recent Report Card is the Progress Report Card, the previous Provincial Report Card) Standardized educational assessments (e.g., Developmental Reading Assessment, PRIME, etc.)
- Results from the Canadian Cognitive Abilities Test – 7th Edition (CCAT7)
- A completed Individual Learning Plan (ILP) from the most recent School Support Team meeting, containing a recommendation to proceed to IPRC

Professional Assessment

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

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Giftedness

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

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

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

With regard to assessments for Giftedness, please note:

- Cognitive or intellectual tests measure the ability to problem solve with novel tasks. There should be no advance preparation for these types of tests. Efforts to practice these tests in advance will invalidate the results. Should a reassessment be indicated, it would require the student waiting one year, as it is important to obtain accurate information regarding the student's functioning to ensure that programming meets the true needs of the child.
- Due to practice effects, TDSB will accept assessments where the same intelligence test has not been used twice in a 12-month period.
- An overall maximum of two test administrations will be provided by TDSB Psychological Services during the student's school years within the TDSB.
- TDSB Psychological Services staff will only reassess within a 12-month period under special circumstances and after consultation with a TDSB Manager of Psychological Services.
- The WISC-V is administered when the child is at least of Grade 3 age, appropriately placed in and attending grade three.
- The WISC-V is the preferred choice for gifted testing. Other intelligence test results and their criteria will only be accepted pending approval by a TDSB Manager of Psychological Services.

IPRC Determination of Giftedness for English Language Learners (ELL)

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

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

To qualify for ELL consideration, there must be evidence that the student has received ELL support over three consecutive reporting periods within the last three years. This support must be substantiated by ELL tracking sheets and/or report cards with the ELL box marked. Only the IPRC can determine when the ELL criteria will be used based on documentation and consultation with those who know the student.

IPRC Determination of Giftedness for Students with Learning Disabilities

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

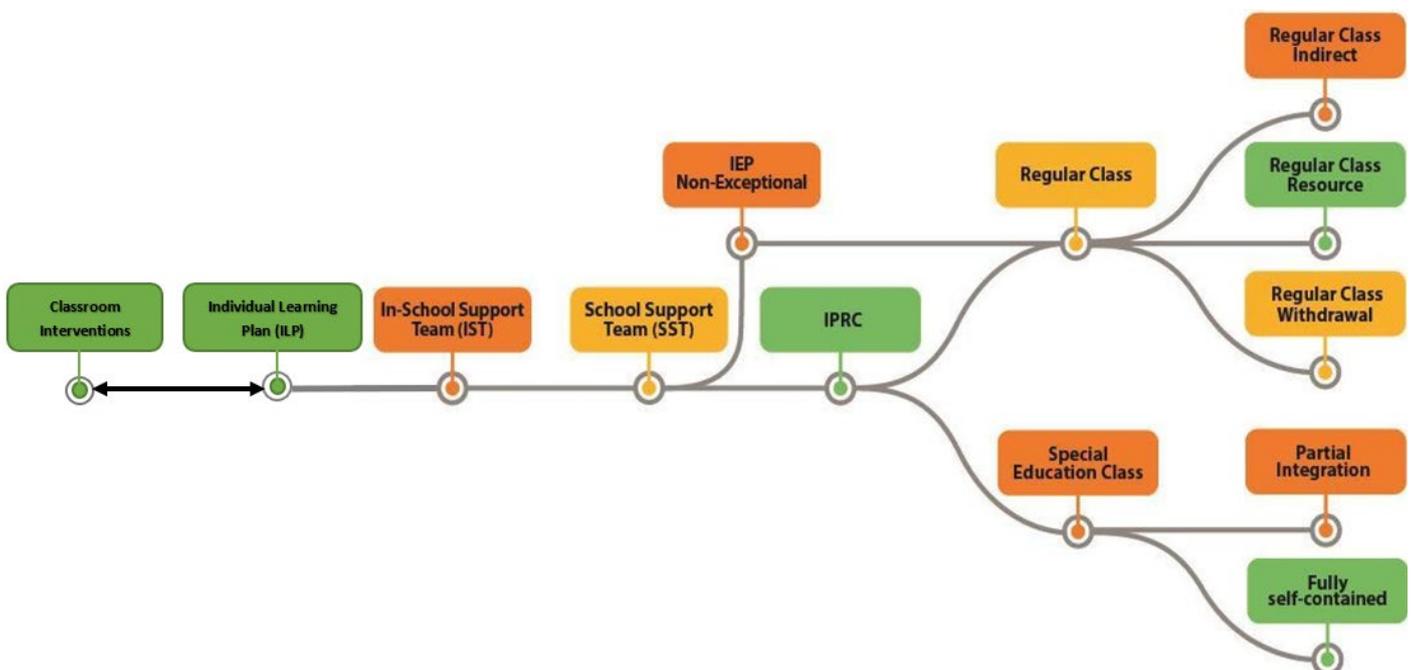
- Assessment information will provide clear evidence that the student has:
 - Indicators of above average intellectual development
 - Information-processing needs
 - Academic challenges as a result of complex processing needs
- An outline of learning strengths and areas for improvement that demonstrates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

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

The IPRC Process

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

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).



Placement Description of Regular Class Support Giftedness Exceptionality

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

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

Placement Description of Special Education Class Gifted Exceptionality

Placement Description

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

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

Intensive Support Programs (ISPs) in Elementary Schools

For elementary students, a Special Education Class Full Time placement for Giftedness begins in Grade 4. It is characterized by a prescribed student-teacher ratio and targeted instruction to address the full range of a student's academic, emotional, and social development. The number and location of these programs is determined by the needs of students requiring Special Education Class placement, and programs are located to ensure equitable access throughout the TDSB. Eligible students are placed in the program closest to the student's home school where there is available space. A program in any given site can reach capacity, which may result in some students being

directed to the next closest site location with available program space. Only one offer is provided – at the nearest location with available space. There are no waitlists.

Intensive Support Programs (ISPs) in Elementary Schools

In secondary schools, the IPRC placement for students identified with Giftedness is Special Education Class with Partial Integration. Students take some of their courses in special education classes for students with giftedness and are integrated with students in regular classes for other courses.

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

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

Secondary School Boundaries for Students with Giftedness Exceptionalities

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

Please Note: It is possible that a program in any given site can reach capacity, which may result in some students being directed to another site with available program space. When placement in a Special Education Class for Giftedness is offered and declined, attendance in the home school continues in the regular program. Only one offer is provided – at the location indicated as per the student’s home address according to the Secondary School Boundaries for Students with an exceptionality of Giftedness. There are no waitlists.

Placement:	Intensive Support Program (ISP) - Gifted
Location:	Across the System Learning Centres in 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

MINISTRY OF EDUCATION DEFINITION

A learning disorder characterized by:

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

IPRC Determination of Exceptionality: Mild Intellectual Disability

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

Classroom Documentation

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

Educational Assessments

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

Professional Assessment

- There will need to be careful interpretation of assessment and observational data when considering the exceptionality of MID
- Intellectual index *and* adaptive functioning scores generally fall between the 1st to (at or below) the 5th percentiles, for this identification

- Adaptive domain composite scores should be cautiously interpreted, especially when there is variability between the overall composite/domains and subdomain/skill areas. At least one area (e.g., communication, self-care, functional academics, social/interpersonal skills, etc.) needs to be well below average (roughly similar to cognitive scores).
- The adaptive criteria is not solely dependent on a test score. Psychological assessment reports will provide information about the adaptive score's interpretation
- Consideration is given to a range of sources and collateral information, including, but not limited to qualitative information provided by the parents and/or school team around the student's day-to-day functioning, observations, medical documentation, OT/PT and SLP assessment reports, etc.
- All information is considered to best understand the child's strengths and needs.

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Mild Intellectual Disability

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

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

- Are identified with the exceptionality of Mild Intellectual Disability by a TDSB IPRC. Students identified under other exceptionalities, but with a similar cognitive profile and instructional needs, may qualify for the same 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 below

grade level in both numeracy and literacy by a minimum of:

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

The IPRC Process

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

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).

Placement Description of Regular Class Support Mild Intellectual Disability

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

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

Placement Description of Special Education Class Mild Intellectual Disability Exceptionality

Placement Description

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

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

Intensive Support Programs (ISPs) in Elementary Schools

The elementary Special Education Class placement is characterized by a smaller class size, Educational Assistant support and a lunchroom supervisor to provide support during lunch. Instruction is targeted to address the full range of a student's

academic and adaptive skills, as well as emotional and social development. Planned opportunities for successful integration with regular programs are an important component.

Intensive Support Programs (ISPs) in Elementary Schools

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

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

Students in Grade 11 and 12 are also required to take four special education courses. Two of the recommended courses are: English and Math.

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

Some secondary students identified with Mild Intellectual Disability may require more intensive support through fully alternative programming and a curriculum of functional numeracy and literacy oriented towards vocational and life skills. For TDSB secondary students, the IPRC decision of Special Education Class Full Time recommends placement in a congregated setting. These programs are characterized by smaller class sizes with a prescribed student-teacher ratio. The programs in these settings build student confidence and self-esteem while developing basic skills that will lead to functional independence. The academic trajectories for students with an MID Exceptionality may lead to an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment. These differ from the Ontario Secondary School Diploma (OSSD).

Placement:	Intensive Support Program (ISP) - Mild Intellectual Disability (MID)
Location:	Across the System Learning Centres in local neighbourhood schools
Grades:	1 - 12
Class Size:	Primary: 10-12 students Junior: 12-14 students Intermediate: 14-16 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 \(MID\) ISPs](#)

Physical: Blind and Low Vision

MINISTRY OF EDUCATION DEFINITION

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

IPRC Determination of Exceptionality: Blind and Low Vision

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

Classroom Documentation

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

Educational Assessments

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

Professional Assessment

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

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Blind and Low Vision

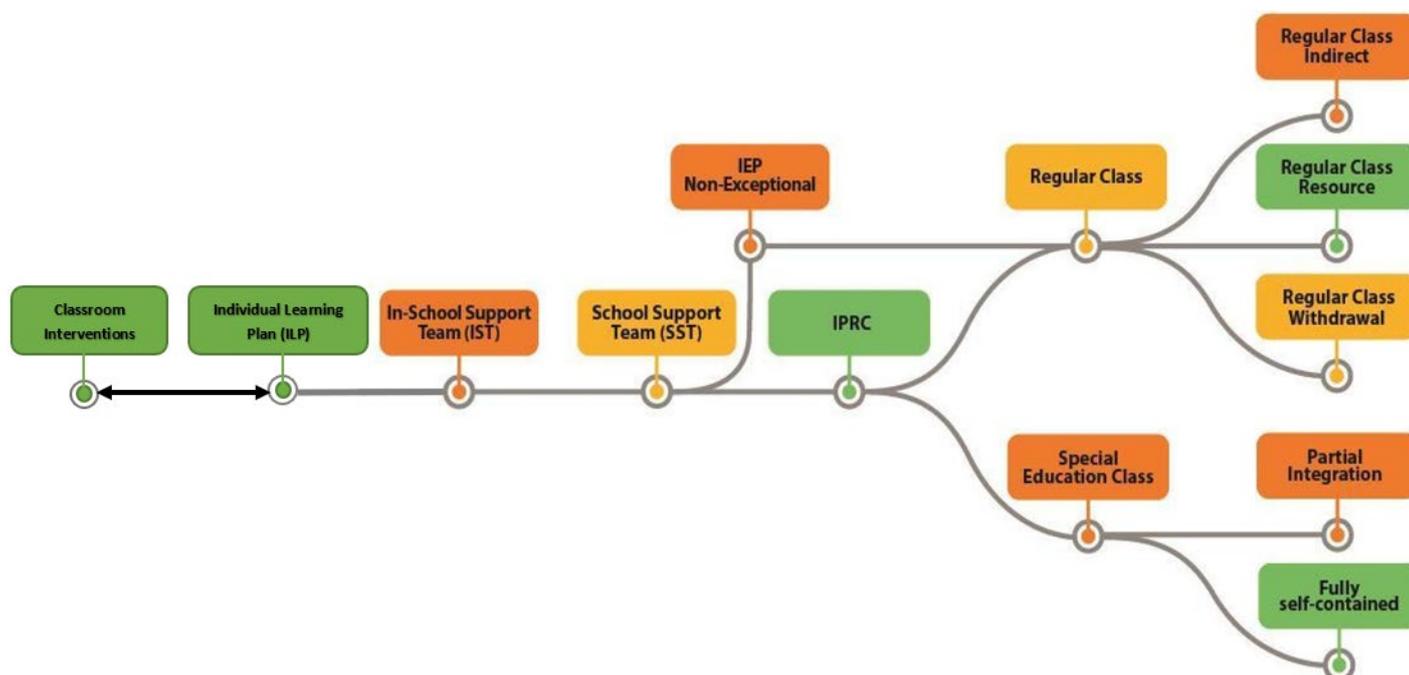
In making its determination, a TDSB IPRC will consider the following:

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

The IPRC Process

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

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).



Placement Description of Regular Class Support Blind and Low Vision

Exceptionality

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

Placement:	Regular Class Setting Withdrawal - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher. Resource - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom. 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.
Location:	Homeschool
Grades:	1 - Grade 12
Class Size:	Ministry of Education regulations for class size
Staffing:	Follow regular class student and teacher ratio

Placement Description

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

Itinerant Vision Teachers hold specialized qualifications through the Ontario College of Teachers in "Teaching Students who are Blind/Low Vision". This specialized training enables them to make recommendations to support grade or subject teachers regarding curricular and instructional accommodations for the student who is visually impaired. It also qualifies them to determine a student's literacy medium

(braille, enlarged print, digital) and assistive technology needs. Generally, as students acquire skills from the Expanded Core Curriculum (a disability-specific curriculum for learners with a visual impairment), typically reflected in the Individual Education Plan (IEP), they develop greater independence and rely less on direct intervention by Itinerant Vision Teachers.

Support for students who are blind or who have low vision is tiered according to need, offering differing degrees and types of assistance. Students who require minimal support (Tier 1), receive two to three visits a year from an Itinerant Vision Teacher, who plans interventions in consultation with the classroom teacher. Students who require slightly more individualized accommodations for their blind/low vision-related needs (Tier 2), receive an increased number of visits, such as one visit or more per month (as needed). Students who require more intensive support (Tier 3) for their blindness or low vision-related needs (e.g., braille, visual efficiency training) are typically identified as Blind/Low Vision through the IPRC process and receive direct instruction from an Itinerant Vision Teacher. These students are working on developing Blind/Low Vision specific skills, which are documented in their IEP as Alternative Curriculum. Progress in the area of alternative curriculum is reported in the Blind/Low Vision Alternative Report Card Addendum to the Provincial Report Card.

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

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

Intensive Support Programs (ISPs) in Elementary and Secondary Schools

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

Physical Disability

MINISTRY OF EDUCATION DEFINITION

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

IPRC Determination of Exceptionality: Physical Disability

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

Classroom Documentation

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

Educational Assessments

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

Professional Assessment

- A medical and/or occupational therapy/physiotherapy assessment

Input from Parents/Guardians/Caregivers

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

IPRC Determination of Special Education Class: Physical Disability

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

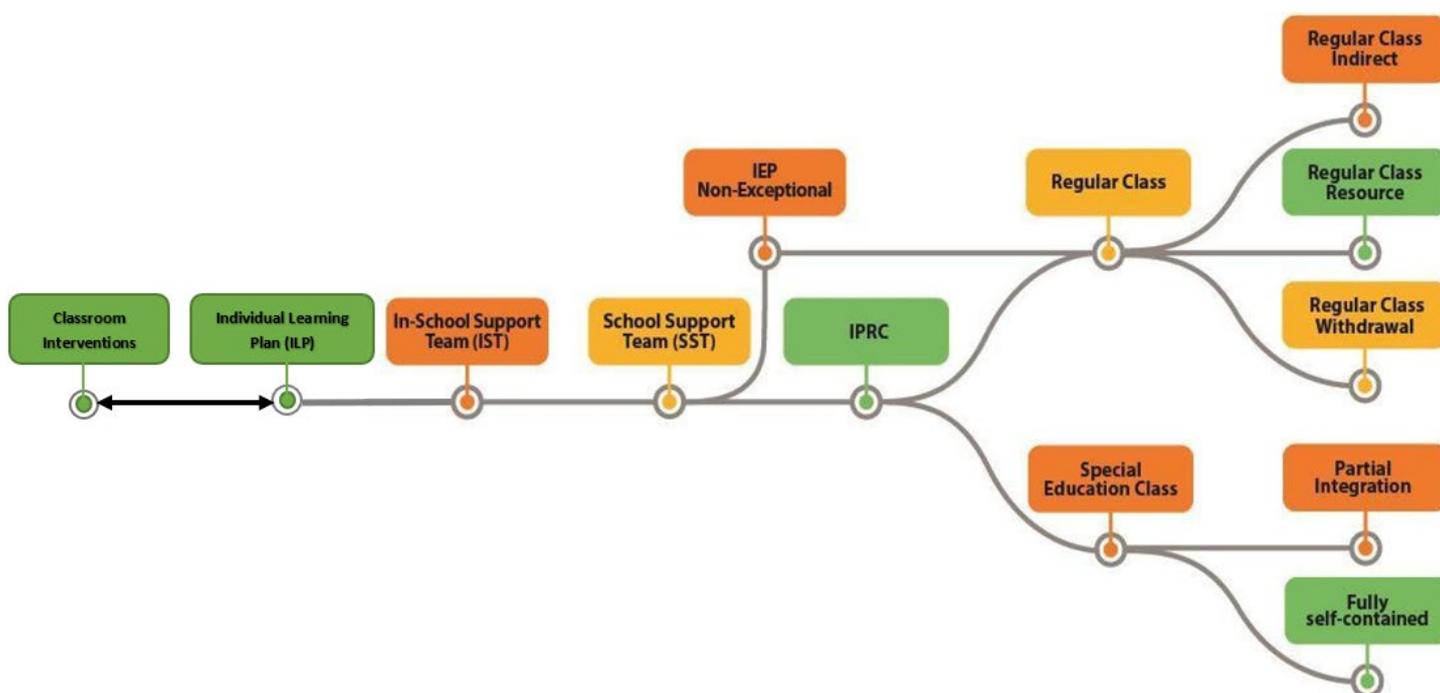
- An IPRC decision about placement for a student with the exceptionality of

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

The IPRC Process

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

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#).



Placement Description of Regular Class Support Physical Disability

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

Placement Description

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

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

Programs 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.

- ***Regular Class in a Designated Site***

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

- ***Special Education Class with Partial Integration***

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

Placement:	Regular Class Setting Withdrawal - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher. Resource - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom. 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.
Location:	Homeschool
Grades:	1-8
Class Size:	Ministry of Education regulations for class size
Staffing:	Follow regular class student and teacher ratio

Placement Description of Special Education Class Physical Disability Exceptionality

Special Education Class Full Time (in a special education congregated site)

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

Placement:	Intensive Support Program (ISP) - Physical
Location:	Across the System Learning Centres in local 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 Intensive Support Programs \(ISPs\)](#)

Multiple Exceptionalities

MINISTRY OF EDUCATION DEFINITION

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

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

IPRC Determination of Exceptionality: Multiple Exceptionality

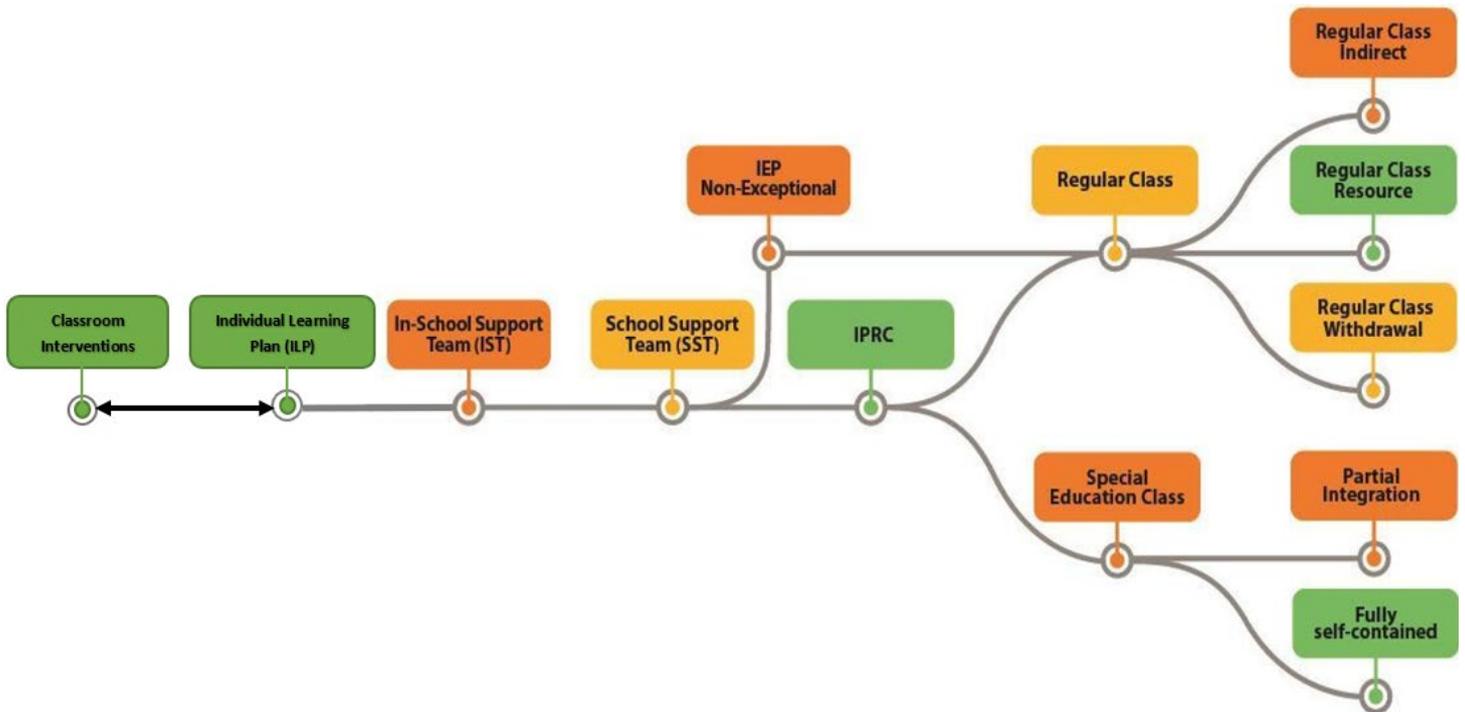
In making its determination, a TDSB IPRC will consider the following:

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

The IPRC Process

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

Parents/guardians/caregivers may appeal the decisions of an IPRC. For information on the appeal process, please refer to the [IPRC Appeal Process in Section H: IPRC Process and Appeals](#)



Placement Description of Regular Class Support Multiple Exceptionalities

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

<p>Placement:</p>	<p>Regular Class Setting</p> <p>Withdrawal - The student attends a regular class and receives instruction outside the regular classroom for less than 50% of the school day from a special education teacher.</p> <p>Resource - The student attends a regular class and receives direct, specialized instruction, individually or in a small group from a special education teacher within the regular classroom.</p> <p>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.</p>
<p>Location:</p>	<p>Homeschool</p>
<p>Grades:</p>	<p>1-8</p>

Class Size:	Ministry of Education regulations for class size
Staffing:	Follow regular class student and teacher ratio

Placement Description

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

The IPRC placement for students with documented needs in several exceptionality areas, one of which is cognitive impairment, may be Special Education Class. Other needs may include one or more of the following:

- Communication
- Physical
- Behaviour

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

Congregated School Sites

In some cases, IPRC placement in a Special Education Class Full Time may be in a congregated school setting. A small number of classes are in congregated sites, where intensive special education programming is provided for the full school day to meet the needs of students with very complex needs. These programs support communities of learners whose complex educational needs 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. Depending on the exceptionality which may lead to an ISP placement, student learning outcomes or trajectories may be impacted.

For transportation purposes, please note that congregated sites serve both elementary and secondary students.

[Locations of Congregated Sites](#)

Regional Support Services

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

Regional Support Services include:

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

Requesting Regional Support Services

Access to Regional Support Services is considered when school staff have accessed all available school-based supports and evidence of the classroom conditions indicate UDL and DI have been implemented, including pedagogy that is culturally relevant, responsive and safe, and that respects the student's identity, lived experiences and strengths.

Before a referral is initiated, the teacher would have discussed classroom

interventions with the school administrator and the Special Education and Inclusion Consultant. The Consultant will participate in decision-making at the School Support Team (SST) meeting, so their early involvement and active consultation at the school is very important. To move forward with a student specific referral, parents/guardians/caregivers must be aware of and in agreement with it.

With the exception of Blind/Low Vision (BLV) and Deaf and Hard of Hearing (DHH) services, regional services are usually initiated by recommendation of the SST. The appropriate Central Coordinator should be contacted directly as soon as a concern about vision or hearing is raised.

School requests for Regional Support Services (including B/LV or DHH) are made through the Learning Centre referral process, which involves completion of an online access form. The access form is an information-gathering tool that outlines the school's concerns about a student in the context of the services and supports provided to date. Once the access form is submitted online, it is reviewed by regional Special Education and Inclusion staff, who may recommend preliminary steps before a regional service is involved. Steps could include a general classroom consultation, staff professional learning or training, or additional instructional resources.

An access form is not needed to consult with a Special Education and Inclusion Consultant or Coordinator.

Regional Autism Team Services

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

Disciplines represented on the Regional Autism Services Team include:

- Central Coordinator
- Special Education Teacher Consultant
- Psychologist/Psychological Associate
- Speech-Language Pathologist
- Training Assistant
- Physical/Occupational Therapist

- Applied Behaviour Analysis (ABA) Facilitator
- Board Certified Behaviour Analyst (BCBA)
- Child and Youth Counsellor
- Social Worker

Requesting Regional Autism Team Services

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

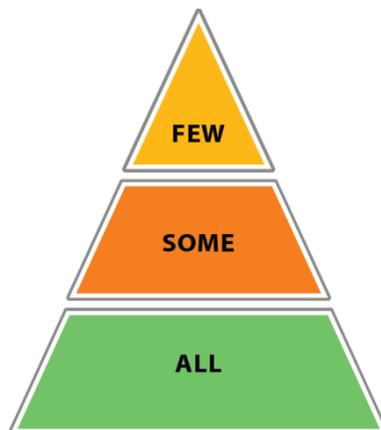
The Regional Autism Services Team offers a range of consultative services, which may include:

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

ASD Professional Learning

Tiered E-Learning Opportunities

A selection of professional learning opportunities are available to meet teacher needs, tiered according to differing degrees of teacher experience and expertise in working with students with Autism Spectrum Disorder. Administrators will respond to the needs of staff at their school and support through professional learning accordingly. The Special Education and Inclusion team continues to work to address system capacity building for all staff.



The following e-learning sessions are currently available:

Tier 1 – Suggested for ALL

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

Tier 2 – Suggested for SOME

Free [e-learning sessions](#) from Geneva Centre for Autism provide multiple offerings under Introduction to Autism: Free Online Series for Educators. Courses include: What is Applied Behaviour Analysis?, Using Reinforcement, Understanding Sensory Needs, Using Visual Supports, Understanding Stress and ASD, Transitions and Transition

Planning. Access to these free courses requires registration and an “enrollment key number” available through the Special Education and Inclusion Consultant.

Tier 3 – Suggested for a FEW

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

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

Interested staff should speak to their Special Education and Inclusion Consultant for more information.

School-Based Professional Learning

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

Behaviour Regional Services (BRS) Team

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

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

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

needs of some students. BRS Team members include:

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

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

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

Requesting BRS Team Services

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

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

For Individual Students

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

For Classroom Consultations, Professional Learning or Small Group Work

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

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

Specific Supports Provided by the BRS Team

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

- Observing the student at school and review of the OSR
- Consulting with teaching and other staff and parents/guardians/caregivers
- Assisting staff in completing a functional assessment of behaviour (and the appropriate use of the ABC/Data Recording Chart/Behaviour Log) and in analyzing behavioural data gathered by staff
- Goal setting for student academic and social-emotional achievement
- Recommending environmental changes required to reduce undesired behaviour
- Identifying appropriate replacement behaviour and/or skills that need to be taught
- Team-teaching with classroom staff and modelling recommended strategies, using an anti-oppressive stance, in the classroom
- Assisting in the development of alternate programming for academic and/or intra/inter-personal skills in the IEP (e.g., appropriate accommodations, goals, expectations, strategies, on-going assessments)
- Assisting with the development of Safety Plans
- Helping staff design positive reinforcement systems
- Providing resources and literature to support programming recommendations
- Providing transition support for complex cases and when the student moves from one school or setting to another
- Delivering professional learning sessions on topics related to behavioural

challenges

- Supporting parents/guardians/caregivers or family in understanding the factors contributing to the behaviour challenges, interpreting professional assessments, developing transition plans and accessing community supports
- Practicing Life-Space-Intervention with students, and coaching them to perform or adopt a new replacement behaviour
- Helping family/care providers access community agencies, if requested and where appropriate
- Delivering training and support for school staff in the development of classroom and school wide Positive Behaviour Supports

Blind and Low Vision Itinerant Support

School staff may make a direct referral to Blind/Low Vision support services for students who are visually impaired. Requests through completion of an online access form should be made as soon as a concern is raised, without waiting for an SST referral.

For more information about these services, please refer to Section D - Blind and Low Vision Exceptionalities – Categories, Definitions and TDSB Special Education Programming.

Deaf and Hard of Hearing Itinerant Support

School staff may make a direct referral to Deaf/Hard of Hearing support services for students who are deaf and hard of hearing. Requests through completion of an online access form should be made as soon as a concern is raised, without waiting for an SST referral.

Change of Placement

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

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

Alternative Placements

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

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

For more information, refer to [Section P: Provincial and Demonstration Schools in Ontario](#) and [Section Q: Coordination of Services with Other Ministries or Agencies](#).