



Standard 9: Special Education Placements Provided by the Board

The purpose of the standard is to provide details of 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 Identification Placement and Review Committee (IPRC).

Philosophy of Programs and Services

- The Thames Valley District School Board (TVDSB) believes that most exceptional children can and should have their needs met, using a variety of strategies, techniques and resource support in regular classes, in their home schools.
- The application of appropriate programs, services, and placements (which may include regular class, withdrawal assistance, self-contained class, or attendance at a Provincial school) is determined through the Program Development Team (PDT) and/or the Identification Placement and Review Committee (IPRC) processes, in consultation with parent(s)/guardian(s)
- Where a student's needs fall outside of the range of alternatives offered by TVDSB, problem-solving with the parents/guardians, other Boards, other service providers and other support services will be undertaken to seek appropriate alternatives.

Board Criteria for Placement

- The TVDSB provides Special Education programs and services to address the needs of all exceptional students. Information regarding the range of these programs and services are discussed with parent(s)/guardian(s) by the principal and Special Education staff at PDT meetings.
- The vast majority of students identified as exceptional are placed in regular classrooms on Individual Education Plans (IEPS).
- Students being considered for withdrawal assistance placements and self-contained Special Education class placements typically have a history of interventions by the school in response to their unique needs.
- The maximum enrolment of exceptional students in self-contained Special Education class placements conforms to those outlined in Regulation 298, Section 31 of the *Education Act*.

Options for Placement

Following are the options for placement which are allowed to be stated in the IPRC Statement of Decision:

- Regular classroom with indirect support;
- Regular classroom with resource assistance;
- Regular classroom with withdrawal assistance;
- Special Education Self-Contained class with partial integration; or



- Special Education Self-Contained class full time.

Definitions Related to Curriculum Expectations

Accommodation

- An accommodation is a change in the way a program or course is delivered to a student so that they can gain better access to the program. Accommodations may include changing the length of time needed to complete an assignment/test, using assistive technology, altering the instructions to match a student's style of learning, or photocopying notes. -Accommodations do not alter the provincial curriculum expectations for the grade.

Modification

- A modification refers to a change in the provincial curriculum expectations because the grade level curriculum is inappropriate to the level of the student's abilities: for example, a student whose language program (reading, writing) is significantly lower than that expected for the grade level will have modifications made to his/her program.

Alternative

- Alternative expectations are expectations that are not derived from a provincial curriculum policy document or that are modified so extensively that the Ontario Curriculum expectations no longer form the basis of the student's educational program. Alternative expectations in the areas of life skills, behaviour, enrichment, or orientation and mobility training for the visually impaired are examples of alternative expectations.

Behaviour

Behaviour support/assistance is available to both elementary and secondary schools to support students with behavioural challenges in the regular classroom and in consultation with system staff.

Special Education Teachers on Special Assignment (TOSAs) ~~with the Behaviour Resource Team~~ may assist school teams with programming for students with behaviour and mental health challenges. ~~These team members~~ The Special Education TOSA may be accessed through a referral process through the local school principal.

Students with behavioural challenges may receive support in the following ~~settings-placements~~:

- In a regular class on ~~with indirect service on~~ an IEP, Individual Behaviour Plan (IBP) or Management of Aggressive Behaviour Safety Plan

Supports may include:

- In-classroom assistance;



- In-school resource withdrawal.

- In a self-contained Transition program class with partial integration.

Placement in a self-contained class with partial integration must be recommended through the system IPRC process.

The purpose of this class is to:

- Support the strengths and needs of students with a specific mental health diagnosis and deficits in self-regulation and/or social skills to such a high degree that they have been unable to function in a regular classroom placement
 - Provide differentiated instruction and extensive support for student self-regulation and social skill development, enabling students to experience academic and social/emotional growth.
 - Identify protective factors necessary for success in the regular classroom setting and develop resiliency, student self-advocacy and independence skills
 - Support graduated integration into the regular classroom setting.
- In a regular class with withdrawal assistance program at the secondary level.

Placement in a Transitions Program at the secondary school level must be recommended through the system IPRC process.

The purpose of the class is to:

- Support students to successfully complete the requirements for an Ontario Secondary School Diploma (OSSD) or Secondary School Certificate (OSSC).
- Support maximum integration for students enrolled in the program by providing support in their regular classes through a learning resource model.
- Provide a program focus which includes social skill development, and self-advocacy skills and independence skills
- Support student transitions throughout and beyond secondary school.

Criteria for placement in a Transition Program class:

- A student who:
 - Has been identified as an exceptional student through the IPRC process under the category of Behaviour;
 - Has received a specific mental health diagnosis and has been involved in residential and/or ongoing intensive treatment with a mental health professional;
 - Requires extensive social skills and self-regulation development;
 - Has had ongoing interventions in a regular classroom placement, and
 - Is capable of accessing curriculum with accommodations and/or modifications to expectations and the learning environment.



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Transition Classroom Programs are supported by a Psychologist and Social Worker. The Transition Classroom Programs are not treatment programs.

Autism Spectrum Disorder (ASD)

Students must have a diagnosis of ASD (as outlined in the ~~DSM-V~~—Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (~~DSM-V~~)). Students identified in this area may receive support in the following ~~settings~~placements:

- In a regular class with indirect service on an IEP.

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal; ~~or~~
- Support from the ~~Itinerant~~Special Education Teacher on Special Assignment~~ASD-Resource Team~~ and/or Speech and Language Services.

The ~~ASD-Resource Team~~Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The ~~team~~TOSA is accessed through the Learning Coordinator-Special Education, and is available for any student in need who has been diagnosed as having ASD. The ~~ASD-Resource~~Special Education Teacher on Special Assignment ~~team~~ also provides occasional and/or ongoing school-based in-service.

- In a self-contained ASD class with partial integration;

Placement in a self-contained class with partial integration must be recommended through the system IPRC process. This is a two-year placement with the goal to generalize learning skills and transfer back to the regular classroom.

The purpose of this class is to:

- Support the strengths and needs of students diagnosed with Autism Spectrum Disorder and deficits in information and/or sensory processing to such a high degree that the student is unable to function in a regular class;
- Modify the environment and provide methods of instruction that are Applied Behaviour Analysis (ABA) based and compatible with the student's learning profile;
- Enable the student to experience academic, social and communication growth and increase both self-advocacy and independence skills and generalize those skills to their home school setting;
- Offer a two-year placement to support the development of learning skills, coping strategies, self-advocacy and independence skills which can be generalized to a regular class placement in their home school.



- *In a regular classroom with withdrawal assistance at the secondary level.*

Placement in an ASD Resource program at the secondary school level must be recommended through the system IPRC process.

The purpose of the program is to:

- Support students to successfully complete the requirements for an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC);
- Facilitate maximum integration for students enrolled in the program by providing support in their regular classes through a learning resource model;
- Provide a program focus which includes developing organization skills, compensatory strategies, utilizing technological support, teaching advocacy within the regular classroom environment, fostering social skills and independence within the secondary school;
- Support student transitions throughout and beyond secondary school.

Criteria for placement in an ASD class:

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Autism;
- Requires a higher level of structured monitoring, individual attention and planning around their particular learning style and modification to the environment;
- Has had ongoing documented interventions in a regular classroom placement with ongoing support from the ASD Resource Team; ~~and~~
- Is capable of accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment.

Deaf and Hard of Hearing

Students identified with a hearing loss receive support in the following settings:

~~settings~~

- *In a regular class with indirect service on an IEP.*

Supports may include:

- Support from an Itinerant Hearing Resource Teacher;



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- Access to Audiological services; ~~and~~
- The Hearing Resource Teacher and/or Audiologist may provide consultative services such as staff in-service, classroom visitation and demonstration, assistance with program modifications and accommodations, and equipment needs.
- *In a regular class with resource assistance for students requiring direct service at the elementary school level*
- *In a self-contained class program with partial integration delivered by a qualified Teacher of the Deaf at the elementary level.*

Placement in a self-contained class must be recommended through the system IPRC process.

The purpose of this class is to:

- Provide support from a specialist teacher to students with hearing loss;
- Help students develop speech and language skills;
- Foster self-esteem and independence;
- Provide development of auditory-verbal skills;
- Develop skills in use and management of amplification equipment; ~~and~~
- Provide strategies for students to return to a regular classroom.
- *In a regular classroom with withdrawal assistance at the secondary level.*

Placement in a Hearing Resource Program at the secondary school level must ~~be~~ be recommended through the system IPRC process.

- Students must be capable of working towards successfully completing secondary school credits;
- Maximum integration is the goal for students enrolled in the program by providing support in their regular classes through a learning resource model;
- Program focus includes developing organization skills, compensatory strategies, utilizing technological support, teaching advocacy within the regular classroom environment, fostering social skills and independence within the secondary school.

Criteria for placement in a Deaf and Hard of Hearing Program:

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Deaf and Hard of Hearing;
- Audiological report confirming permanent sensorineural hearing loss;
- Assessed speech/language delay of greater than one year compared to chronological age or cognitive ability as documented by an SLP;
- Student uses personal amplification as recommended by an audiologist;



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- ⊖ Requires a specialized program to address specific needs related to hearing loss; and is recommended to the program through the IPRC process;
- Is in a Provincial School for the Deaf.

Speech and Language Impairment

Students identified with speech and language impairments (fluency, voice, articulation, and/or language disorders) receive support in any school setting:

- In a regular class *with indirect service* on an IEP.

Supports may include:

- ⊖ Support from Speech and Language Pathologists; ~~and~~
- ⊖ Referral to Community Care Access Centre (CCAC) for students with speech only or swallowing needs that meet the Ministry of Health guidelines.

Speech-Language Pathologists provide the following services:

- ⊖ Assistance with the development of the IEP;
- ⊖ Assessments, screenings and observations;
- ⊖ Resource withdrawal intervention (which can be individual, in pairs or in group format);
- ⊖ Other intervention services include:
 - ⊖ Mediator-based support of Educational Assistants (EAs);
 - ⊖ In-class interventions;
 - ⊖ Home programming to support carry-over of communication goals to student's home and other community settings; ~~and~~
 - ⊖ Consultation and collaboration with classroom teachers; ~~and~~
 - ⊖ Recommendations for assistive technology.

Learning Disability

Students identified with a learning disability may receive support in the following placements: ~~settings may receive support in the following settings: may receive support in the following settings:~~

- In a regular class *with indirect service* on an IEP.



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Supports may include:

- ⊖ In-classroom assistance;
- ⊖ In-school resource withdrawal;
- ⊖ Support from the LD Resource Team; ~~and~~
- ⊖ Use of Assistive Technology to support the student in accessing the curriculum

The ~~LD Resource Team~~ Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The ~~team~~ Special Education TOSA is accessed through the Learning Coordinator-Special Education, and is available for any student in need who has been diagnosed as having a learning disability. The ~~LD team~~ TOSA also provides occasional and/or ongoing school-based in-service.

- *In a self-contained Accelerate Class with partial integration*

Placement in a self-contained class may be recommended at the late Primary/Junior (Grade 4, 5 or 6) level through the system IPRC process.

The purpose of the Accelerate Class (Grades 4, 5 or 6) is to:

- ⊖ - Provide a one-year placement to support students who are experiencing severe academic difficulties, primarily in the areas of reading;
- ⊖ - Provide intensive remedial instruction to compensate for severe reading deficits;
- ⊖ - Support students in developing strategies to use in all subject areas and learning environments for reading success;
- ⊖ Support students in developing self-advocacy and understanding of their personal learning profiles;
- ⊖ Support students in learning how to integrate assistive technology skills to support their learning needs, ~~and~~
- ⊖ Develop coping strategies for the successful return to a regular classroom program.

Criteria for placement in an Accelerate Class (Grades 4, 5 or 6):

- A student who:
 - ⊖ Is identified as an exceptional student through the IPRC process under the category of Communication: Learning Disability;
 - ⊖ Exhibits increasing gaps between expected levels of academic achievement and current levels of achievement;
 - ⊖ Has received interventions (which have been documented) in a regular classroom placement which have not been successful;
 - ⊖ Has demonstrated strengths in learning skills which can be used to compensate for learning difficulties; ~~and~~
 - ⊖ Will respond to intensive levels of support.

Gifted



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Students identified as Gifted may receive support in the following settings:

- In a regular class *with indirect service* on an IEP.

Supports may include:

- In-classroom curriculum-related enrichment opportunities;
- Consultation with an Itinerant Gifted Resource Teacher; ~~and~~
- Participation in the Itinerant Gifted Program at the elementary level.

The Itinerant Gifted Resource Teacher may provide school-based in-service to assist with an appropriate classroom curriculum that includes enrichment and extension to enable staff to improve their understanding of the differentiated programming. Itinerant Gifted Resource Teachers, as part of the elementary Itinerant Gifted Program, also provide withdrawal enrichment in a congregated setting on a regularly scheduled basis throughout the school year. They coordinate activities such as conferences, symposia, and family of schools activities appropriate to the needs of identified Gifted students.

- In a ~~fully~~ self-contained Gifted class.

Placement in a self-contained Gifted class may be recommended at the Grade 5, 6, 7, 8 level through the system IPRC process.

The purpose of this class is to:

- Provide differentiated learning experiences of depth and breadth beyond the regular curriculum;
- Provide the necessary social support and stimulation of peers of similar intellectual abilities;
- Provide an environment in which there is ongoing curriculum-based assessment as required; ~~and~~
- Provide the necessary transition planning and skills for successful entry into secondary school.

- Through Gifted lines at the secondary level.

Secondary schools with Gifted students are given extra staffing allocations in order to address the needs of identified Gifted students.

Criteria for placement in a Gifted class:

- A student who:
 - Is identified as an exceptional student through the IPRC process under the category of Intellectual: Gifted;
 - ~~Possesses documented evidence that ongoing interventions in a regular class have been insufficient to meet the student's needs;~~ Possesses documented evidence that ongoing Tier 1 and 2 interventions in a regular class have been insufficient to meet the student's needs;



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- ~~○ Demonstrates signs of low self-esteem, poor motivation, and/or emotional fragility which make it unlikely that the student will thrive in the regular classroom; and~~
- May exhibit exceptionally high performance beyond the grade level expectations in numerous subjects which makes intervention in the regular class difficult.

Mild Intellectual Disability

Students identified with a Mild Intellectual Disability may receive support in the following setting:

- In a regular class *with indirect service on an IEP.*

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal; ~~and~~
- Consultation with the Learning Coordinator–Special Education.

Developmental Disability

Students must have a diagnosis of Developmental Disability (as outlined in the DSM-V – Diagnostic and Statistical Manual of Mental Disorders – 5th Edition). Students identified in this area may receive support in the following settings:

- In a regular class *with indirect service on an IEP.*

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal; ~~and~~
- Support from the Developmental Education (DE) TOSA Team and/or Speech-Language Pathology Services.

The ~~DE team~~ Special Education Teacher on Special Assignment (TOSA), using a multi-disciplinary approach, acts as a resource to the school-based PDT. The ~~team~~ Special Education TOSA is accessed through the Learning Coordinator–Special Education, and is available for any student in need who has been diagnosed as having a Developmental Disability. The ~~DE team~~ TOSA also provides occasional and/or ongoing school-based in-service.

- In a ~~fully~~ self-contained Developmental Education (DE) class.

Placement in a self-contained class must be recommended through the system IPRC process.

The purpose of this class is to:

- Support the strengths and needs of students diagnosed with a Developmental Disability;



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- Modify the environment and provide methods of instruction that are compatible with the student's learning profile thereby enabling the student to experience academic, social and communication growth;
- Provide integration opportunities for students based on IEP goals within the wider school community;
- Provide a bridge between school and community with a strong focus on work skills, life skills, leisure and recreational skills;
- Provide the opportunity to achieve a Secondary School Certificate of Accomplishment; and
- Engage in ~~A student's program may be~~ a blend of alternative curriculum and work-place training, individualized to match strengths, interests and needs; ~~and~~
- ~~Members of the staff include teachers who coordinate the program, EAs and other system support staff as required.~~

Criteria for placement in a DE self-contained class:

- A student who:
 - Has been identified as exceptional through the IRPC process under the category of Intellectual: Developmental Disability; ~~or~~
 - Requires a higher level of structured monitoring, individual attention and planning around their particular learning profile and modification to the environment;
 - Has had ongoing interventions in a regular classroom placement; ~~and~~
 - Requires extensive support and program modification to access curriculum or alternative programming for the development of functional communication, literacy and numeracy skills.
- In a self-contained Developmental Education Work Experience (WE) class with the opportunity for partial integration at the secondary level

The purpose of this program is to:

- Support students pursuing a 5 year school to work or school to college pathway;
- Develop the requisite skills to participate in work experience placements in preparation for future employment;
- Provide the opportunity to access instruction in the regular class for the purpose of earning credits toward the achievement of an Ontario Secondary School Certificate.

Criteria for placement in a Work Experience Program:

- A student who:
 - Demonstrates functional communication and literacy skills;
 - Demonstrates functional numeracy and money sense;
 - Is a motivated learning with consistent attendance and work ethic;

- Demonstrates independence and flexibility skills and the ability to follow two-step instructions;
- Has developed self-regulation and frustration coping skills sufficient to tolerate a dynamic work environment.

Physical Disability

Students with physical disabilities may receive support in the following **setting**placements:

- *In a regular class with indirect service on an IEP.*

Supports may include:

- In-classroom assistance;
- Consultation with a Learning Coordinator–Special Education; **and**
- On-going and/or consultative services from other agencies.

Modifications for students with physical disabilities may include specialized equipment or furniture and assistance of support staff, in addition to appropriate curriculum modifications. Outside agencies such as Thames Valley Children's Centre (TVCC) and the CCAC may provide ongoing and/or consultative services.

A student in a regular class with physical and/or multiple disabilities may be transported to a school or facility other than their home school, if the home school does not have the appropriate plant modifications and/or specialized equipment and facilities to meet the student's needs.

A student with multiple disabilities, which include developmental and physical disabilities or physical and other health-related concerns, may be transported to a self-contained developmental class located in a school or facility which has appropriate plant modifications and/or specialized equipment and facilities to meet the student's needs.

Visual Impairment

Students identified with visual impairments receive support in the following **settings**placements:

- *In a regular class with indirect service on an IEP.*
- The Itinerant Vision Resource Teacher conducts a Functional Vision Assessment, makes recommendations for strategies to support learning and monitors the student's progress and continuing needs.

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;



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- Support from the Vision Resource Team;
- Specialized equipment or materials;
- Use of Assistive Technology to support the student in accessing the curriculum.

- *In a regular class with resource assistance from a qualified teacher of students who are blind or low vision in the elementary school setting.*
- *In a regular class with withdrawal assistance from a qualified teacher of students who are blind or low vision in the secondary school setting.*

~~Supports may include:~~

- ~~○ In-classroom assistance;~~
- ~~○ Support from a transcriber and/or orientation and mobility trainer, EA; and~~
- ~~○ Support from an Itinerant Vision Resource Teacher.~~

The purpose of this placement is to:

- Provide instruction in the alternative program areas of the Expanded Core Curriculum;
- Provide specific program accommodations and interventions based on the Functional Vision Assessment;
- Provide braille and tactile instruction with appropriately adapted instructional materials;
- Provide orientation and mobility training; and
- Provide the support of a Transcriber Educational Assistant as necessary.

~~The Itinerant Vision Resource Teacher reviews the student's needs, makes recommendations for strategies to support learning, works directly with students, and monitors the student's progress and continuing needs. Occasional and/or ongoing school-based inservice may be provided.~~

Criteria for placement in a Resource Assistance Placement:

A student who:

- Requires instruction in braille and the Expanded Core Curriculum based on the result of a Functional Vision Assessment;

~~Specific program accommodations may include:~~

- ~~○ Preferential seating;~~
- ~~○ Specialized equipment or materials;~~
- ~~○ Orientation and mobility training;~~
- ~~○ Braille instruction, tactile instruction; and~~
- ~~○ Adapted instructional materials.~~

- *In a Provincial School for the Blind.*

