



Date of Meeting: 2020 July 21

Item #: 7.b

REPORT TO:	<input type="checkbox"/> Administrative Council <input type="checkbox"/> Program and School Services Advisory Committee <input type="checkbox"/> Policy Working Committee <input type="checkbox"/> Planning and Priorities Advisory Committee <input checked="" type="checkbox"/> Board <input type="checkbox"/> Other:
	<input checked="" type="checkbox"/> PUBLIC <input type="checkbox"/> IN-CAMERA
TITLE OF REPORT:	Thames Valley District School Board (TVDSB) Special Education Plan 2020-2021
PRESENTED BY:	Andrew Canham, Superintendent of Student Achievement
PRESENTED FOR:	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Information <input type="checkbox"/> Advice
Recommendation(s):	That the TVDSB Board of Trustees review the updated and attached 'Thames Valley District School Board (TVDSB) Special Education Plan 2020-2021' and vote to approve the plan.
Purpose:	To seek the approval of the 'Thames Valley District School Board (TVDSB) Special Education Plan 2020-2021' from the Board of Trustees.
Content:	<p>It is the Ministry of Education's expectation that School Boards in the province of Ontario review and update their Special Education Plan on an annual basis. This year a committee of four (4) SEAC community members and three (3) staff members met to review and update each of the 18 Standards of the Plan.</p> <p>Many of the changes to next year's plan were housekeeping and/or an update of information.</p> <p>More substantive changes to the Plan occurred in:</p> <ul style="list-style-type: none"> • Standard 2 - The Board's General Model for Special Education • Standard 3 - Roles and Responsibilities • Standard 5 - The Identification, Placement and Review Committee (IPRC) Process and Appeals • Standard 9 - Special Education Placements Provided by the Board • Standard 12 - Special Education Permanent Staffing Allocation • Standard 15 - Accessibility of School Buildings <p>SEAC Endorsement: At the July 13, 2020 SEAC meeting the committee passed the following motion:</p> <p><i>THAT after reviewing and providing input to the 2020-2021 Special Education Plan, SEAC notes several concerns related to the impact of COVID-19 and delivery of programming on the staffs' ability to implement this plan and meet the needs of our most vulnerable students.</i></p> <p>SEAC recommends that the plan be approved by the Board of Trustees.</p>
Cost/Savings:	NA
Timeline:	The Plan is submitted to the Board of Trustees for approval on July 21, 2020.
Communications:	Upon approval from the Board of Trustees, The Plan will be posted to the TVDSB website.
Appendices:	<p>Attachment #1 Thames Valley District School Board (TVDSB) Special Education Plan 2020 – 2021</p> <p>Attachment #2 PowerPoint; Presentation to the Board of Trustees</p> <p>Attachment #3 FASD- ELMO Minority Report</p> <p>Attachment #4 Association for Bright Children Minority Report</p>

We build each student's tomorrow, every day

Strategic Priority Area(s):	
Relationships:	<input type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships.
Equity and Diversity:	<input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported. <input checked="" type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners.
Achievement and Well-Being:	<input checked="" type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input checked="" type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input type="checkbox"/> Enhance the safety and well-being of students and staff.

Form Revised October 2018

We build each student's tomorrow, every day

Acronyms Related to Special Education

Acronym	Definition
ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactive Disorder
AODA	Accessibility for Ontarians with Disabilities Act
APD	Auditory Processing Disorder
ASD	Autism Spectrum Disorder
ASL	American Sign Language
BMS	Behaviour Management Systems
CCAT	Canadian Cognitive Abilities Test
CTCC	Care and/or Treatment Custody and Correctional
DE	Developmental Education
D/HH	Deaf and Hard of Hearing
DSENA	Differentiated Special Education Needs Amounts
DSM	Diagnostic and Statistical Manual of Mental Disorders
EA	Educational Assistant
<u>ECPP</u>	<u>Education and Community Partnership Program</u>
FASD	Fetal Alcohol Spectrum Disorder
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
LHIN	Local Health Integration Network
LST	Learning Support Teacher
MID	Mild Intellectual Disability
O&M	Orientation and Mobility
OAP	Ontario Autism Program
OSR	Ontario Student Record
OT	Occupational Therapist
PDT	Program Development Team
PT	Physiotherapist
RHPA	Registered Health Professionals Act

SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEAS	Special Education Administrative System
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist
TOSA	Teacher on Special Assignment
TVDSB	Thames Valley District School Board
VMI	Visual-Motor Integration
WIAT	Wechsler Individual Achievement Test
WISC	Wechsler Intelligence Scale for Children

Standard 1: The Board's Consultation Process for the Special Education Plan

The purpose of the standard is to provide details of the Board's consultation process to the Ministry and to the public.

The Thames Valley District School Board (TVDSB) values collaboration with families, community partners and stakeholders, and welcomes input into the Special Education Plan at any time through the Special Education website. Staff members have regular and ongoing communication with parents/guardians, system staff and community agencies/associations. As a school board committed to continuous improvement, we value and welcome input received through formal and informal processes. The feedback gathered influences the decisions by the TVDSB on the provision of programs, services and resources.

Public Consultation with Support from SEAC

In Ontario, school boards are required to establish a Special Education Advisory Committee (SEAC) to provide advice about special education programs and services. SEAC is currently comprised of 9 associations, 3 Trustees and 6 "members at large" that further the interests and well-being of students identified with exceptionalities. SEAC members make recommendations to their board on any matter affecting the establishment, development and delivery of special education programs and services for exceptional students.

Every member of SEAC assumes responsibility for speaking with members of the public, either through association meetings, or through informal conversations with parents/guardians. This input is reflected in the feedback provided through monthly SEAC meetings.

Every monthly agenda includes a section for "Association Updates", at which time members may introduce matters of interest or concern. Key initiatives of the associations can be shared through this process.

SEAC meetings are open to members of the public. [Members of the public are welcome to attend and observe the proceedings.](#) SEAC meeting processes allow for members of the public to speak as a delegation to SEAC. If members of the public would like to make a presentation to SEAC, they are encouraged to contact the SEAC chair or the TVDSB Superintendent responsible for overseeing the Special Education Department. Delegations may be given up to 10 minutes for presentations as determined by the chair. SEAC meeting processes also allow for members of ~~the public~~ SEAC to ask questions [of the delegation](#). Depending on the nature of the questions, answers may be received during the meeting or at the next meeting.

SEAC Involvement in the Review Process

Each year SEAC is provided with the opportunity to participate in the annual review of the board's Special Education Plan and makes recommendations about improving special education resources, programs and services. A subcommittee is formed of staff and SEAC members to

review the plan and make necessary revisions. The plan is revised by staff and reviewed with the SEAC committee at monthly meetings to gain further input. The SEAC committee then votes to ~~endorse~~^{support} or not ~~endorse~~^{support} the amended plan each year.

Majority or Minority Reports, Board Response

[SEAC Member](#) Associations have an opportunity each year to submit a Majority or Minority Report to the Chair and Trustees of the Board concerning the Board's Special Education Plan. The Board issues a response to this report and both are attached as appendices to the plan.

There were ~~two no majority or~~ minority reports ~~submitted concerning during the 2019-2020 academic year.~~ Board's approved plan in 2018-2019.*

Means of Communication

TVDSB communicates with parents/guardians, board employees and the community in a number of ways.

TVDSB and SEAC are continuously looking for ways to improve the special education section on the TVDSB website. We endeavour to improve the online experience for parents/guardians to easily access information about our board's special education programs and services. Furthermore, there is a section for SEAC that includes member contact information, agendas and minutes.

- It is a goal of the TVDSB's SEAC to raise awareness and understanding of the Special Education Plan and related services. To endeavor to meet this focus, ~~a SEAC Sub-Committee~~:
 - Increased awareness of the Special Education Plan as part of parent(s)/guardian(s) information nights, regular professional development with administrators, Learning Support Teachers and other staff;
 - Continued to revise each standard to ensure current information and clarity of content;
 - ~~Annually review the Prepared a new~~ SEAC brochure;
 - ~~Conducted consultation around Identification Placement Review Committee (IPRC) placement options;~~
 - ~~Reviewed Identification Placement Review Committee (IPRC) placement options;~~
 - Conducted surveys of staff and parents/guardians to inform the Special Education Behavioural/Mental Health Program Review;
 - ~~Established a sub-committee to review Gifted programming.~~

What are our next steps?

- Share information with all school councils about the Special Education Plan and invite ~~their~~ input;
- Share information with TVPIC about the Special Education Plan and invite input;
- Distribute an article about the Special Education Plan in school newsletters and invite input;
- ~~Initiate a program~~ ~~Monitor and~~ review ~~of~~ Special Education programs and services and the model of delivery, with an emphasis on professional services ([Psychological Services](#), [School](#)

Counselling and Social Work Services, Speech-Language Pathology and Audiology Services, and Behaviour Analysis), and the Role of the Teacher on Special Assignment.

*A majority/minority report is made by a group of people within a larger group who agree/disagree with the report of the whole group

Standard 2: The Board's General Model for Special Education

The purpose of the standard is to provide the Ministry and the public with information on the Board's philosophy and service delivery model for the provision of Special Education programs and services.

The Thames Valley District School Board (TVDSB) Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act.

The TVDSB's approaches to Special Education and its Special Education delivery system are consistent with the Board's Mission, Vision and Strategic Priorities. The TVDSB Mission, "*We build each student's tomorrow, every day*" lies at the heart of the programs and services that the TVDSB provides through its Special Education department. What has developed is a multi-sourced approach dedicated to the student. This approach illustrates how different stakeholders, both individuals and groups, play integral roles in maximizing student learning.

Approach to Special Education

The following statements represent the position of the TVDSB regarding the provision of Special Education programs and services:

- The general goals of education apply equally to Special Education. For students with special needs, however, differentiated teaching strategies, additional support, facilities and/or equipment may be required.
- Programs shall be designed to assist students with special needs to develop their maximum potential in the affective (social/emotional/behavioural), cognitive and psychomotor domains of learning.
- Early and ongoing procedures for the identification of the learning needs, learning styles and abilities of students shall be provided. School Program Development Teams (PDTs), which include the parent(s)/guardian(s) and student, as appropriate, and in consultation with health agencies and/or social agencies will support program accommodations and/or modifications.
- The TVDSB uses a variety of strategies, techniques and resource support, in order to meet the needs of all students.
- Special Education is a changing and dynamic entity. Over time, the response of the system will change as the needs of the students change. Therefore, ongoing input from students, parents/guardians and the public is not only invited, it is a vital component in the change process. To provide input, please email spcedplan@tvdsb.ca.

Goals for Special Education ~~2019~~2020-2021

The Special Education Department supports all members of the learning community to maximize potential, promote well-being and enhance student learning and achievement. -The goals of the Special Education Department are reviewed annually and linked to the TVDSB Operational Plan.

RELATIONSHIPS: We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

Goals:

1. Students, families and staff are welcomed, respected and valued as partners.
2. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.
3. Create opportunities for collaboration and partnerships.

EQUITY AND DIVERSITY: We provide an equitable and inclusive environment that champions learning opportunities for all.

Goals:

1. Create opportunities for equitable access to programs and services for students.
2. Students and all partners feel heard, valued and supported.
3. Programs and services embrace the culture and diversity of students and all partners.

ACHIEVEMENT AND WELL-BEING: We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Goals:

1. More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
2. Staff will demonstrate excellence in instructional practices.
3. Enhance the safety and well-being of students and staff.

OBJECTIVE: Improve Student Achievement in Mathematics

Members of Special Education Services will support the development and implementation of effective Individual Education Plans (IEPs) which identify appropriate evidence-based practices, informed by assessment, for the provision of personalized and precise programming in Mathematics.

How will this be accomplished?

- Special Education staff support the timely completion, review and interpretation of specialized assessments to provide staff with insights into the student's strengths, needs and learning profile to inform programming;
- Collaboration within Learning Support Services to integrate universal design and differentiated instructional strategies into professional learning opportunities to support student's programming and learning environments;
- Providing educators professional learning related to:
 - The use of assessment results and recommendations when developing IEPs;
 - Accommodation and modification of program for improved student achievement and well-being.

How will this be measured?

- Analysis of EQAO data for students on IEPs;

- Audit of IEPs: alignment of strategies with assessment data and recommendations;
- Tracking and monitoring of the number of students receiving modified programming in mathematics;
- Collaborative professional learning opportunities;
- Development and use of system resources: evidence-based intervention strategies and differentiated approaches to meet the specific learning needs of students (as documented in PDT Summary Forms and Special Education Program Applications).

OBJECTIVE: ~~Improve the Five Year Graduation Rate~~ Improve Student Achievement in Literacy

Members of Special Education Services will support the development and implementation of effective Individual Education Plans (IEPs) which identify appropriate evidence-based practices, informed by assessment, for the provision of personalized and precise programming in early oral literacy skills, reading comprehension, and the student's ability to demonstrate their understanding of implicit information through their written responses.

~~Members of Special Education Services support student transitions to school, within school, between and beyond school by ensuring all transition plans for students are properly completed with relevant action items and appropriate timelines.~~

How will this be accomplished?

- ~~Provide professional learning opportunities and resources for staff regarding the development of effective transition plans (e.g., exemplars and samples of best practice transition plans);~~
- ~~Ensure that transition plans include goals, support skill development for the transition, and the actions required to realize the transition goals (e.g., who, what, when and how);~~
- ~~Support staff and students in self-contained classes to complete Student Learning Individual Plans (SLIP);~~
- ~~Review credit accumulation for students on IEPs, in consultation with school teams;~~
- ~~Engage students, parents/guardians and community agencies in pathway planning and gather relevant information to inform the development and implementation of transition plans;~~
- ~~Continually review the progress and timelines regarding the implementation of the transition plan.~~
- Provide professional learning opportunities and resources to educators on the new Early Identification and Intervention Tool;
- Collaboration within Learning Support Services to integrate universal design and differentiated instructional strategies into professional learning opportunities to support student's programming and learning environments through a tiered approach to intervention;
- The Empower™ Reading program provides guided practice and consolidation of strategies that support students to become independent and more confident readers;
- The school team works collaboratively with Learning Support Services to interpret early literacy data (e.g., DRA, Running Records, Spelling Inventories, Phonological Awareness assessments) to complete student profiles and inform tiered literacy interventions;
- Phonological Awareness strategies and instruction in the classroom;
- Tiered Literacy Intervention.

How will this be measured?

- ~~Participation in professional learning opportunities supported by the Special Education Department (best practices);~~
- ~~Participation in Transition Planning events (e.g., Information Nights, Open House Sessions, Passages Transitions Fair);~~
- ~~Yearly review of IEP documentation (specifically transition plans) for action items and expected timelines;~~
- ~~Monitor credit accumulation and graduation rates of students on IEPs;~~
- ~~Completion of SLIPs in all self-contained classes.~~
- Analysis of Early Identification and Intervention data at the school and system level;
- Monitoring and analysis of Empower™ data collected throughout the year;
- Development and use of system resources: evidence-based intervention strategies and differentiated approaches to meet the specific learning needs of students (as documented in PDT Summary Forms and Special Education Program Applications);
- The Phonological Awareness assessment results are used in conjunction with educator data to support classroom programming, professional learning and small group intervention;
- DRA, PM Benchmarks, GB Plus.

OBJECTIVE: Enhance Two-Way Communication and Improve Engagement within ourthe TVDSB Community

Members of Special Education Services strengthen collaborative practices by facilitating engagement of parent(s)/guardian(s) and student, support personnel, professionals, and representatives of community agencies consulting on the development and implementation of student IEPs.

How will this be accomplished?

- Support the PDT process through training and the provision of resources to support best practices;
- Engage with multi-disciplinary school teams in the PDT Process;
- Support the documentation of PDT meeting summaries with a focus on effective action plans (interventions/referrals/assessments, timelines and follow-up);
- Focus on effective action plans which reflect input from all participants and specify intervention, timelines for implementation;
- Support the IEP consultation, development and implementation process;
- Engage with school teams twice a year to review Special Education Supports and Services to support improved student learning and well-being.

How will this be measured?

- Evidence of parent(s)/guardian(s), student, staff, community practitioner, and agency involvement as documented in the IEP consultation record;
- Evidence of stakeholder input/recommendations into action plans as documented in PDT summaries;
- Evidence of data tracking of targeted intervention;

- Yearly review of Case Management System quantitative and qualitative data:
 - [Number](#) of referrals supported by Special Education staff;
 - [Number](#) of Collaboration meetings supported by Special Education Staff.

OBJECTIVE: Create Secondary Learning Environments that are Engaging, Inclusive and Relevant

Members of Special Education Services promote inclusive environments and practices that are responsive to the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths through varied opportunities for assessment.

How will this be accomplished?

- Support the establishment of universally designed classrooms which provide differentiated instruction and assessment at the secondary school level;
- Identify and support the implementation of subject specific universal supports and accommodations;
- Monitor achievement data of exceptional students to inform professional learning focus;
- Work collaboratively with Student Success and Guidance to support the PDT process;
- Ensure equitable access to special education programs and services.

How will this be measured?

- Review of PDT minutes and targeted intervention tracking;
- Review of IEP consultation logs through the IEP Audit;
- Development of the Universal Design for Learning (UDL) Resource for Secondary School;
- Credit accumulation and graduation rates;
- Establish criteria for referral to PDT;
- Contribute to standards of practice for Student Success Meetings;
- Special Education Placement data and analysis.

OBJECTIVE: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success

Members of Special Education Services will work with all key stakeholders to *optimize student engagement, achievement and well-being* using the tiered approach to prevention and intervention.

How will this be accomplished?

- Engage staff in professional learning opportunities that support the use of a tiered approach to prevention and intervention with members of Special Education Services, educators, administrators, parents/guardians, and community partners (communication messages, Community of Schools (COS) meetings, website, forms);
- Support the implementation of UDL, Differentiated Instruction and access to appropriate accommodations at the tier one level;

- Collaborate with parent(s)/guardian(s) and student to inform the tiered intervention approach and ensure that parent(s)/guardian(s) and student voice is reflected in the process;
- Ensure timely assessment and interventions to support students to realize their achievement potential.

How will this be measured?

- Provision and alignment of resources to support the tiered approach to prevention and intervention;
- Student achievement (EQAO/pass rates) and engagement (attendance) data;
- PDT referrals reflect a tiered intervention approach;
- Tiered interventions are documented in Special Education Program applications.

Reporting on Goals for Special Education

A yearly report is provided to the Special Education Advisory Committee (SEAC) by the department outlining the accomplishments of our goals.

Guiding Principles for Special Education

Twelve guiding principles have emerged as a result of the input received by the Board and serve as a "road map" in the development and implementation of Special Education programs and services.

1. ~~1.~~ All students can succeed.
2. ~~2.~~ Each student has their own unique patterns of learning. Patterns of learning may vary greatly within a classroom. Teachers need to plan for diversity, give students tasks that respect their abilities, use dynamic and flexible groups for instruction, and provide ongoing assessment.
3. ~~3.~~ The TVDSB Mission of, "We build each student's tomorrow, every day" should be supported by maximizing student learning.
4. ~~4.~~ The practice of providing a range of services and placements shall be maintained.
5. ~~5.~~ Regular classrooms should be the first placement of choice for all students throughout their education career as per [Regulation 181/98](#).
6. ~~6.~~ Parent(s)/guardian(s), student and staff must be engaged as equal partners in achieving student success. Group collaboration is imperative to ensure appropriate programming, placement decisions and the implementation of an effective IEP.
7. ~~7.~~ Parent(s)/guardian(s), student, staff and public involvement is essential in creating a caring culture of learning designed to optimize the development, establishment and implementation of programs and support services.
8. ~~8.~~ Educators, students and families require the support of the broader community to create a learning environment that supports students with Special Education needs.
9. ~~9.~~ Ongoing communication with student, parent(s)/guardian(s), staff, SEAC and other stakeholders is an important strategy in maintaining links with the broader community sector.

- 10. 10.** Fairness is not sameness. Fairness can be achieved through the recognition of individual needs and addressed through modified programs, accommodations, universal designs and classroom practice.
- 11. 11.** Universal design, differentiated instruction and assessment “for” learning are effective and interconnected means of meeting the learning or productivity needs of any group of students.
- 12. 12.** Special Education programs and services are founded on evidence-informed and evidence-based research, tempered by experience.

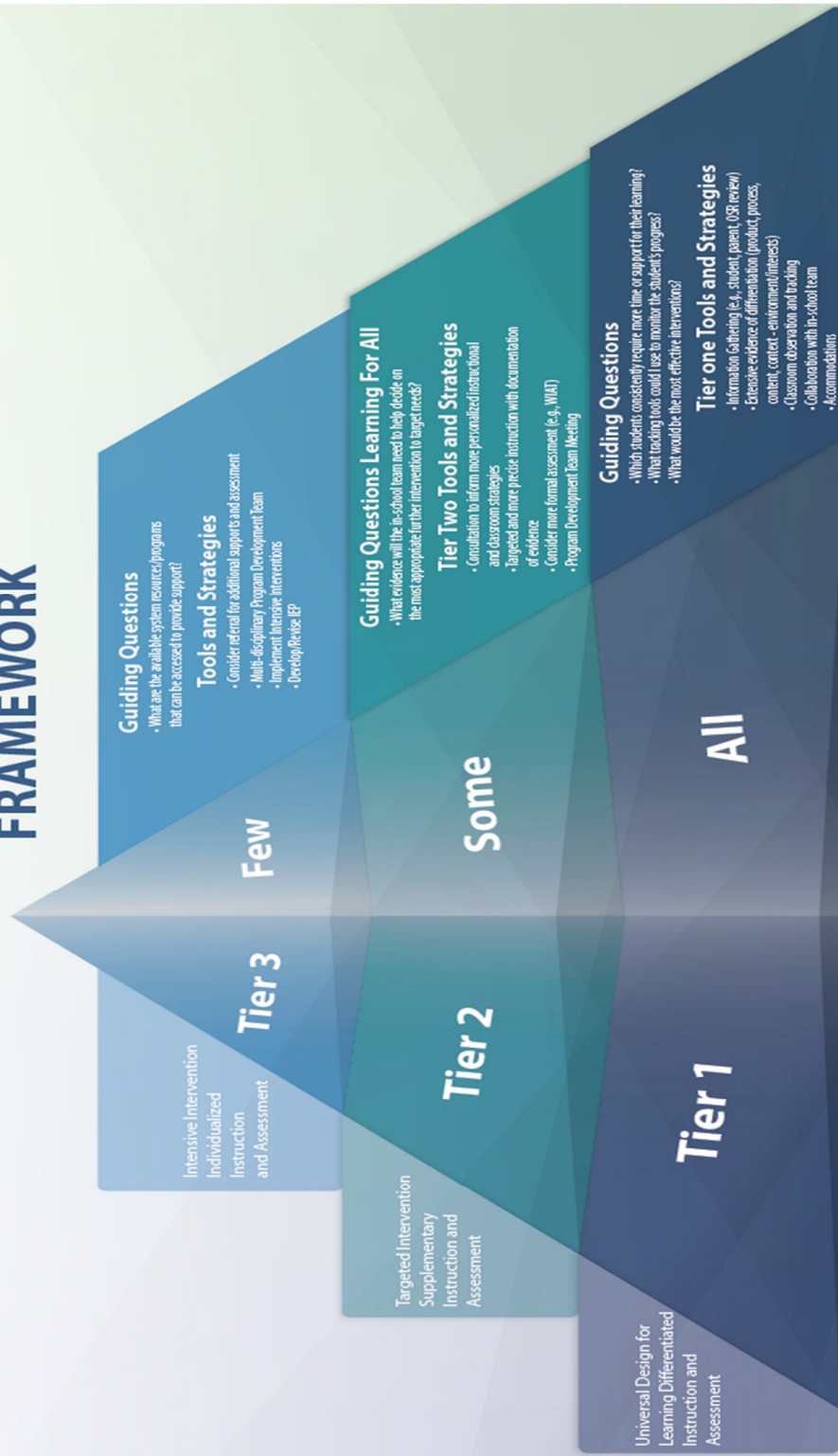
Special Education Delivery System

The TVDSB’s Special Education delivery system includes a continuum of Special Education programs and services. It is a delivery system based upon the needs of the student that strives to match the individual with appropriate programs and services.

This continuum includes:

- Regular classrooms with support, accommodations and/or modifications. The curriculum, method of presentation, instructional strategies and/or classroom environments may be areas of accommodations and modifications;
- **Self-contained** Special education classrooms in which educational programs and services are provided for part or all of the school day, in order to meet the identified needs of the student;
- Programs in the student’s home school, or in another school or setting, in which educational programs and services are designed to meet the identified needs. (i.e., itinerant programs);
- Services in other locations as determined by the student’s needs, when such services are not available in the home school. These services may include, but are not limited to, special programs in which educational services are provided in order to meet the needs of the student.

The Tiered Approach to Prevention and Intervention FRAMEWORK



Standard 3: Roles & Responsibilities

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education.

The Ministry of Education¹

- Defines, through the *Education Act*, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of Special Education programs and services, and prescribes the categories and definitions of exceptionality;
- Ensures that school boards provide appropriate Special Education programs and services for their exceptional pupils;
- Establishes the funding for Special Education through the structure of the funding model, consisting of a combination of the Foundation Grant, the Special Education Per Pupil Amount, and the Differentiated Special Education Needs Amount (DSENA);
- Requires school boards to report on their expenditures for Special Education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain Special Education Plans, review them annually, and submit amendments to the Ministry of Education;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) and school boards regarding the identification and placement of exceptional pupils;
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to Special Education programs and services;
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board²

- Establishes Board policy and practices that comply with the *Education Act*, Regulations, and Policy/Program Memoranda;
- Monitors school compliance with the *Education Act*, Regulations and Policy/Program Memoranda;
- Requires staff to comply with the *Education Act*, Regulations, and Policy/Program Memoranda;
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;
- Obtains the appropriate funding and reports on the expenditures for Special Education;
- Develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- Reviews the Plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the Ministry of Education as required and as requested;

¹ Ministry of Education document *Special Education in Ontario K-12*

² Ministry of Education document *Special Education in Ontario K-12*

- Prepares a parent(s)/guardian(s) guide to provide parent(s)/guardian(s) with information about Special Education programs, services and procedures;
- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional pupils and determine appropriate placements for them;
- Establishes a SEAC;
- Provides professional learning opportunities to staff on Special Education.

The Special Education Advisory Committee³

- Makes recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services;
- Participates in the Board's annual review of its Special Education Plan;
- Participates in the Board's annual budget process as it relates to Special Education;
- Reviews the financial statements of the Board as they relate to Special Education;
- Provides information to parent(s)/guardian(s), as requested;
- Shares information about association activities and issues.

The School Principal⁴

- Carries out duties as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda, and through Board policies;
- Communicates Ministry of Education and School Board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach Special Education classes;
- Communicates Board policies and procedures about Special Education to staff, students, and parents/guardians;
- Ensures that the identification and placement of exceptional pupils through an IPRC is done according to the procedures outlined in the *Education Act*, Regulations, and Board policies;
- Consults with parent(s)/guardian(s) and with school Board staff to determine the most appropriate program for exceptional pupils;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- Ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP;
- Ensures that appropriate assessments are requested if necessary and that parents/guardians consent is obtained.

The Teacher⁵

- Carries out duties as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda;
- Follows Board policies and procedures regarding Special Education;
- Maintains current knowledge of Special Education practices;

³ Ministry of Education document *Special Education in Ontario K-12*

⁴ Ministry of Education document *Special Education in Ontario K-12*

⁵ Ministry of Education document *Special Education in Ontario K-12*

- Where appropriate, works with Special Education staff and parent(s)/guardian(s) to develop the IEP for an exceptional pupil;
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- Communicates the student's progress to parent(s)/guardian(s);
- Works with other school board staff to review and update the student's IEP.

The Special Education Teacher⁶

In addition to the responsibilities listed under "The Teacher":

- Holds qualifications, in accordance with Regulation 298, to teach Special Education;
- Monitors the student's progress with reference to the IEP and modifies the program as necessary;
- Assists in providing educational assessments for exceptional pupils;
- In the Thames Valley District School Board (TVDSB), the Special Education Teacher is either a Teacher of a ~~self-contained~~ Special Education class, a Learning Support Teacher, a Teacher on Special Assignment (TOSA) or an Itinerant Teacher assigned to a specific Special Education Team;
- The Learning Support Teacher (LST) provides support to students and staff, assists with program planning and coordination and facilitates communication and collaboration.

The Parent/Guardian⁷

- Becomes familiar with and informed about Board policies and procedures in areas that affect the student;
- Participates in IPRCs, parent(s)/guardian(s)-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems;
- Are responsible for the student's attendance at school.

The Student⁸

- Complies with the requirements as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda;
- Complies with Board policies and procedures;
- Participates in IPRCs, parent(s)/guardian(s)-teacher conferences, and other activities, as appropriate.

⁶ Ministry of Education document *Special Education in Ontario K-12*

⁷ Ministry of Education document *Special Education in Ontario K-12*

⁸ Ministry of Education document *Special Education in Ontario K-12*

The Superintendent of Student Achievement

- Interprets and implements Ministry direction and legislation that pertains to the delivery of Special Education within the TVDSB;
- Supervises the Managers of Professional Services.

The ~~Learning Supervisor~~ System Principal-Special Education

- Provides leadership and support in the development, implementation and review of Special Education department goals and initiatives;
- Supports parent(s)/guardian(s) of students with special needs regarding programming choices;
- Supports school and board staff in addressing students with complex Special Education needs;
- Supervises and coordinates Special Education Learning Coordinators;
- Supervises TOSAs, Itinerant Teachers and Educational Assistants.

The Learning Coordinator-Special Education

- Supports school staff in addressing students with complex Special Education needs;
- Provides to principals and teachers, clarification on system and Ministry directions;
- Coordinates with principals and school teams, the implementation of Ministry and system Special Education program initiatives;
- Promotes, encourages and facilitates teacher professional development that will assist schools in the implementation of quality instruction and learning;
- Assumes lead responsibilities for projects as assigned;
- Liaise with subject associations, divisional groups and provincial organizations as assigned.

The Special Education Teacher on Special Assignment

- Supports the development of staff capacity for improved student achievement and well-being through the implementation of evidence-based strategies and best practices responsive to individual student strengths, needs and interests;
- Develops and delivers professional learning opportunities for educators on evidence-based practices, instructional resources, system initiatives and Ministry of Education Policy/Program Memorandum;
- Works collaboratively and communicates effectively with school teams, system support staff and community partners and contributes to the development, revision and implementation of individual student plans based on students' strength-based goals;
- Demonstrates recommended evidence-based strategies for staff through a process of observation, coaching, modeling and monitoring;
- Supports the development of students' Individual Education Plans;
- Develops, organizes, and conducts Regional Sessions for students with a Giftedness exceptionality.

Managers of Professional Services

- Provides administrative management and supervision and monitors the performance of Psychological Services **S**taff, School Counselling and Social Work Services staff, and Speech **L**anguage Pathology and Audiology Services **S**taff (hereafter referred to as Professional Services staff) ensuring that staff comply with expectations of professional regulatory bodies, legislation and Board policies;
- Participates in personnel practices related to recruitment and selection, labour relations issues, and collective bargaining;
- Conducts performance appraisal and manages performance concerns;
- Allocates Professional Services staff to schools and special programs;
- Develops, implements and provides professional development opportunities for Professional Services staff and system; Assesses, develops, modifies and implements system wide professional programs and services in accordance with applicable legislation to support system objectives and student achievement;
- Establishes and monitors Professional Services departmental policies;
- Ensures Board policies and procedures comply with relevant professional regulatory bodies and legislation;
- Contributes to research that supports the development of efficient and effective delivery of Professional Services;
- Manages, monitors and authorizes budget expenditures;
- Serves as a system resource to administration, teachers, and support staff on discipline specific matters related to theory, diagnoses and interventions;
- Participates in crisis intervention activities as required and/or responds as necessary to related issues that have significant system implications;
- Contributes to department and Board strategies and outcomes as a member of the Special Education Management Team and Learning Support Services;
- Liaises and collaborates with external agencies as required to coordinate services and exchange critical information;
- Serves as a Board representative on external (local and provincial) professional, educational and health services committees.

Clinical Lead Psychological Services

- Acts as the primary resource to the Managers of Professional Services with respect to the development and delivery of related Psychological Services for students in the Board and the assessment, development, modification and implementation of system-wide Psychological Services to support system objectives and student achievement;
- Serves as a consultative resource to department staff, administration, teachers, system and support staff, on theory, diagnosis, and treatment of school-age psychological disorders;
- Provides clinical supervision and advice to the Psychological Services staff;
- Supports the orientation of new Psychological Services staff;
- Collaborates on professional development opportunities offered to and by members of the Psychological Services Department;
- Assists the Managers of Professional Services in planning and conducting staff meetings;

- Participates on assigned committees/teams at the departmental, system, community and provincial level;
- Provides direct professional service to reduced caseload of schools.

The Educational Assistant

- Is allocated through the Special Education department and is assigned to schools to assist students identified with extensive and pervasive needs;
- Is assigned to system programs;
- Is assigned to schools based on the following hierarchy of student needs:
 - Physical/Medical: Activities of daily living, positioning, toileting, shallow suctioning, clean catheterization and feeding (bottle and spoon feeding, preparing foods);
 - Behavioural/Safety: Situations where the students are a serious threat to themselves and/or others, and restraint may be required;
 - Severe Developmental Disorders: Students with debilitating social and communication deficits;
 - Interveners: For students who are deaf/blind;
 - Transcribers (braille): For students who are blind;
 - Interpreters (ASL): For students who are deaf.

Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public.

During the 2020-2021 school year, the Early Identification processes will be revised.

Early identification and intervention strategies are recognized as contributing to the well-being of all students. The Thames Valley District School Board (TVDSB) recognizes the importance of early identification of student's strengths and areas for growth. The purpose is to help students succeed by providing early assessment, monitoring, instruction, intervention and community support as needed.

The TVDSB pursues a "tiered" approach to prevention and intervention. This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. The tiered approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement. (Learning for All, 2013)

The tiered approach can:

- facilitate early identification of both students who may be at risk and students who may benefit from greater challenges;
- ensure appropriate and timely intervention to address these students' needs.

"These procedures are a part of the continuous assessment and program planning process which should be initiated when a child is first enrolled in school and no later than the beginning of the program of studies immediately following Kindergarten and should continue throughout a child's school life." (Ministry of Education Policy/Program Memorandum No. 11)

The purpose of Early Identification is to ascertain each child's strengths and learning needs, and to track the success of interventions tried to date.

The Early Identification Process involves the home, the school, and the community which:

- Follows a consistent procedure;
- Considers the child's emotional, social, language, math, and physical development;
- Views language development as a major component;
- Is continuous and may result in changes to the child's program;
- Identifies resources available to support student, teacher and parent(s)/guardian(s);

- Is used to inform instruction by providing the basis for program planning, on-going assessment, and reporting;
- Treats information from the assessment as confidential.

The Educator's Role in Early Identification:

- makes systematic observations of the student in various settings;
- co-ordinates the information that is available from others who are involved with the student and works collaboratively with them to determine appropriate supports;
- collaborates with the school based team, e.g., the Learning Support Teacher (LST), the multidisciplinary team and, in some cases, community resource personnel;
- coordinates and monitors the delivery of program for the student.

The Parent/Guardian's Role in Early Identification:

- shares observations based on interactions in the home and outside the school setting;
- shares information between the school and community-based resources;
- gathers and communicates valuable information which may include assessments about their child that adds to the overall understanding of their child's needs.

Early Identification and Intervention Strategies – Kindergarten to Grade 3

The Early Identification process consists of a meeting with the administrator, teacher, Early Childhood Educator (ECE) in a Kindergarten classroom and the LST, where the strengths and learning needs of all students in the class are discussed.

Prior to the meeting, the classroom teacher (in collaboration with the ECE in Kindergarten) prepares the Early Identification Class Review Form. This form will record information from four areas of development as defined in A Guide to Observation:

- Social and Emotional Development;
- Physical Development;
- Language Development;
- Mathematical Skills Development.

The teacher summarizes each student's learning strengths and needs that have been identified to date, and any changes that have been made to the program.

To assist the teacher in completing this Class Review Form, the following resources are recommended:

- Elementary Progress Report Card;
- Speech-Language Identification Checklist Junior Kindergarten/Kindergarten;
- A Guide to Observation;
- English as a Second Language (ESL) Program Interpretations;
- The Kindergarten Program (2016);
- Early Identification Student Record;
- Ontario Student Record (OSR);
- Learning For All;

- The Ontario Curriculum.

The teacher (and an ECE in a Kindergarten classroom), in consultation with the administrator and the LST, will determine the response entered beside each of the four areas of development:

- N = Additional program support or intervention is not required at this time.
- Y = Additional and/or ongoing program support or intervention is required.
- W = Wait and Watch (due to specific circumstances which are recorded in the Recommended Actions section of the Early Identification Student Record, the school team determines that there is insufficient information to make a recommendation at this time).

For students needing ongoing and/or additional support or intervention (Y) in any of the four areas, discussion regarding what has been attempted to date, the success of these interventions and what further support is required or recommended should occur. It should also be determined if the involvement of the school Program Development Team (PDT) is necessary. The final decision is recorded in the Recommended Actions section of the form.

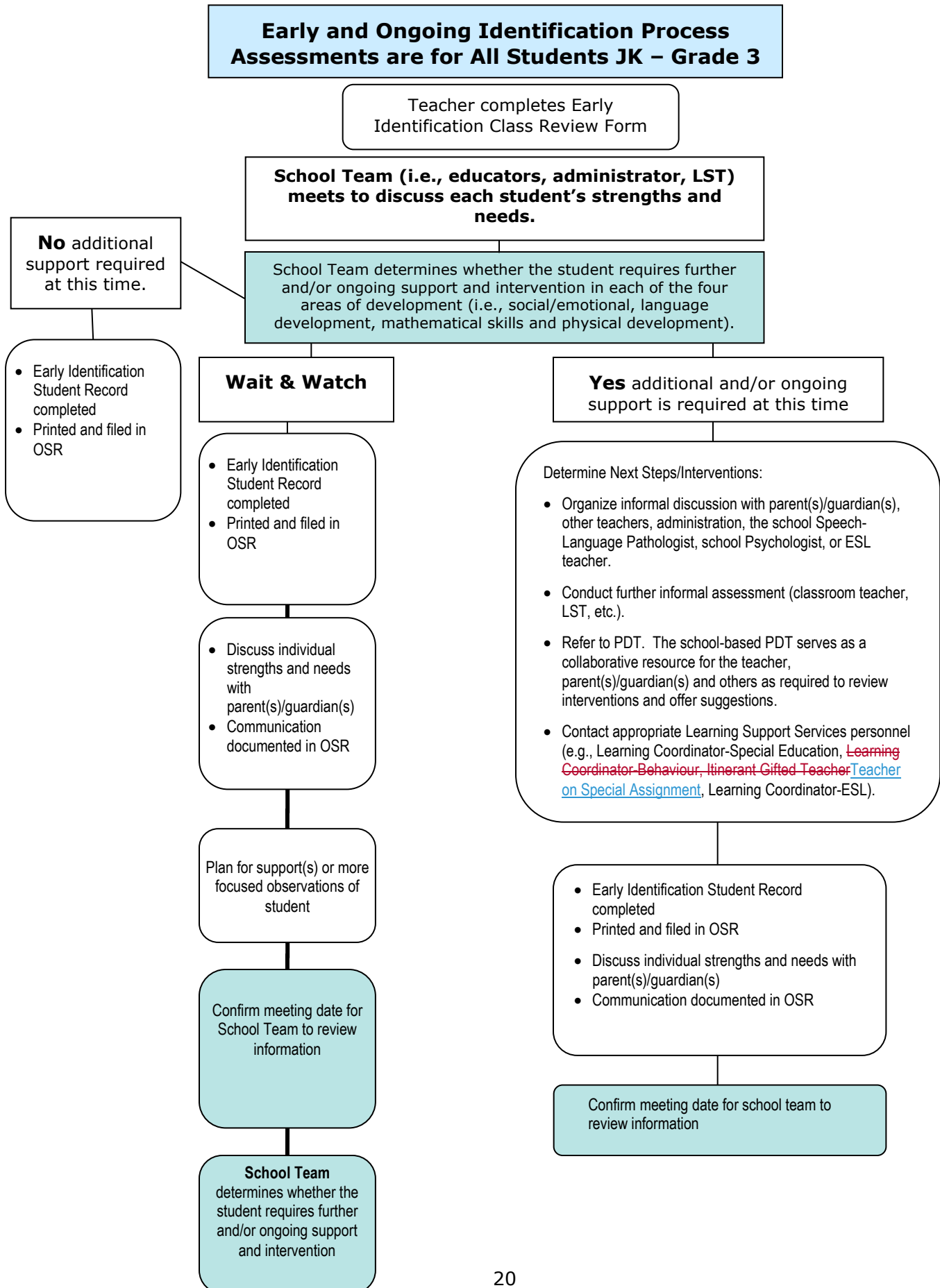
For students recorded as Wait and Watch (W) in any of the four areas, discussion should focus on further planned observations and/or proposed interventions. The Committee will set and record a future meeting date to review classroom observations, interventions, or outside documentation. The committee will make a final decision on what is to be recorded on the Early Identification Student Record.

It is the responsibility of the classroom teacher to communicate with the parent(s)/guardian(s) of students who, in any of the four areas, require further support or interventions (Y) or those who are at the Wait and Watch (W) stage. To communicate with parent(s)/guardian(s), schools may wish to use the sample parent/guardian letter.

The Early Identification Student Record will be generated at the school and filed in the student's OSR.

Timelines

	Early Identification Process	Reporting
Kindergarten	by February 1st - Process by May 1st - Revisit Wait & Watch	Fall - contact parent(s)/guardian(s) November - conference February - first report card using the Communication of Learning Template June - final report card using the Communication of Learning Template
Grades 1 to 3	by December 31st - Process by March 1st - Revisit Wait & Watch	Fall - contact parent(s)/guardian(s) November - progress report / conference February - first report card June - final report card



Proactive Approach to Supporting Students Prior to Identification, Placement and Review Committee (IPRC) Meetings

The following interventions outline the process for addressing student needs, from the initial identification of need through to formal Identification by the IPRC.

Classroom Supports

It is essential that the parent(s)/guardian(s) is involved in the process.

Classroom teacher/parent(s)/guardian(s) recognizes/discusses need.

Areas of need may include:

- Academic;
- Attendance;
- Behaviour/social;
- Health/physical;
- Speech/language;
- Advanced intellectual development.

Interventions within the regular class will include informal consultation with other staff members in the school.

Documentation of results of intervention(s)

Need is addressed

Need is ongoing

Consultation with Learning Support Teacher (LST)/principal about referral to Program Development Team (PDT)

Program Development Team (PDT) Meeting

In-service training has been provided for school administration on the PDT process.

It is essential that the parent(s)/guardian(s) is involved in the process.

Preparation for PDT Meeting

Principal/-Designate	Referring Teacher(s)	LST	Support Personnel*	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Schedules PDT meeting; Determines participants; Continues tracking/documentation; Distributes agendas and minutes to team members which includes parent(s)/guardian(s). 	<ul style="list-style-type: none"> Prepares information for PDT meeting; Collects work samples and documentation; Will have discussed previous interventions with parent(s)/guardian(s). 	<ul style="list-style-type: none"> May observe student; May review work samples; Consults with teacher(s); May review previous interventions/strategies. 	<ul style="list-style-type: none"> May be invited as needed to the PDT meeting with consent as required by legislation. 	<ul style="list-style-type: none"> May provide additional information that affects student learning.

At the PDT Meeting

The Program Development Team:

- Reviews data and any previously completed assessments;
- Defines/prioritizes concerns;
- Reviews interventions previously used;
- Establishes needs;
- Plans additional intervention/classroom strategies which are recorded;
- Sends out communications from the meeting to all participants including parent(s)/guardian(s).

Additional PDT Meeting

- Review and record results of interventions;
- Review, modify, and record strategies according to needs.

- Interventions are successful;
- Teacher continues strategies.

- Interventions are not successful;
- PDT requests a School-Based Assessment.

* Support Personnel might include:
 Learning Coordinator - Special Education
[Teacher on Special Assignment](#)
 Educational Assistants
 Speech-Language [Pathology and Audiology](#) Services ~~Personnel~~[staff](#)
 Psychological Services ~~Personnel~~[staff](#)
 School Counselling ~~and~~ Social Work [Services staff](#)~~Personnel~~
 Community Agency Personnel

School-Based Assessments

The following chart outlines the process used for school-based assessments:

It is essential that the parent(s)/guardian(s) is involved in the process.

Complete **Support Services Referral Form**
(as required)

A PDT meeting is held.

PDT Team recommendations may include:

- Specific strategies to incorporate into the classroom;
- School-based educational assessment conducted by a qualified staff member (academic assessment, speech-language assessment, psychological assessment, etc.).

Principal/designate discuss with the parent(s)/guardians(s):

- Strengths and areas of need for the student;
- Recommendation of referral for assessment;
- Description of the assessment protocol;
- How the test results will be shared;
- How the results will be used to enhance programming for the student.

Practitioner discusses with the parent(s)/guardian(s):

- Consent for assessment is obtained by the appropriate practitioner;
- A written report is also provided for the Ontario Student Record (OSR);
- Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others;
- A release of information must be signed by parent(s)/guardian(s) to share information with other agencies;
- All files and records are maintained following the procedures outlined in the RHPA;
- Anticipated timeframe for assessment is shared.

Qualified practitioner conducts the assessment:

- Assessments are completed according to protocols;
- Principal/designate informed when assessment is completed;
- PDT meeting may be called to share assessment results.

At the PDT meeting:

- Staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the PDT;
- Recommendations regarding student learning are made based on assessment results;
- New strategies and interventions are put in place;
- The student's progress continues to be monitored to determine if current needs are met, or if further interventions are required.

Assessment needs to:

- Take place within the natural context of the classroom;
- Reference the stated expectations for the grade (The Ontario Curriculum, Grades 1-8; The Kindergarten Program, Revised, 2006);
- Use a variety of tools (e.g., surveys, speech-language checklists, collections of student work, teacher anecdotal notes, Developmental Reading Assessment (DRA), Phonological Awareness Screening);
- Take place over a period of time;
- Reflect the importance of the on-going observations of growth and progress;
- Include information gathered from parent(s)/guardian(s) and other professionals who may be involved with the child.

Assessment of Children for Whom English is a Second Language

- When observing or assessing the learning strengths and needs of students whose first language is not English (English as a Second Language [ESL]/English Literacy Development [ELD]), it is essential to keep in mind that receptive and expressive English language skills will likely be at varied levels of skill development.
- Assessment tools such as language checklists may help determine where an English Language Learner (ELL) student is presently functioning, but may not indicate intellectual or developmental needs.
- If there are significant concerns regarding an ELL student's language development and programming strategies are required, this should be noted in the Early Identification process.

Assessment of Children with Speech and Language Needs

- There is a wide range of communicative competence among children in the primary division.
- Many students are continuing to develop basic speech and language skills.
- Early intervention for students with speech and language needs is critical for academic, social and emotional development.
- A Speech and Language Identification Checklist (JK/K) (Gr 1 to 3) is available to teachers to assist them in determining when students may be in need of further support from the school's Speech-Language Pathologist.

System Support Services

It is essential that the parent(s)/guardian(s) is involved in the process.

Principal/Designate Contacts Parent(s)/Guardian(s):

- To discuss referral with parent(s)/guardian(s);
- To answer questions;
- To gain written permission to conduct interviews and/or assessments as required;
- To notify parent(s)/guardian(s) of the date of the assessment, once that has been determined.

School Assessment Conducted:

- System staff member reports to the Principal/designate that the assessment is complete;
- System staff member makes a request to the principal/designate that a PDT meeting be called to share the assessment results with the parent(s)/guardian(s) and the PDT.

PDT Meeting Called:

- To share results of the assessment;
- To include new interventions and strategies in the student's program plan from the information gained from this assessment.

At this PDT Meeting the Team May Recommend:

- That the student's progress be monitored for at least the next three months with the new program plan in place and reviewed within at least three months' time to determine if current needs are being addressed or if further interventions are required;
- That the student's needs indicate that it would be beneficial for that student to move the IPRC;
- That an Individual Education Plan (IEP) be developed.

The Identification, Placement and Review Committee (IPRC) is described in detail in Regulation 181/98 of the *Education Act*. Information on IPRCs, as well as the Individual Education Plan (IEP), can be found on the Ministry of Education website, www.edu.gov.on.ca. The relevant document is *Special Education in Ontario K-12: Policy and Resource Guide 2017*. In preparing for the IPRC, parent(s)/guardian(s) can also refer to *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs* (2007) at www.edu.gov.on.ca.

Standard 5: The Identification, Placement and Review Committee (IPRC) Process and Appeals

The purpose of the standard is to provide details of the Board's IPRC process [to the Ministry and the public](#).

Identification, Placement and Review Committee (IPRC)

It is essential that the parent(s)/guardian(s) are involved in the process.

Identification, Placement and Review Committee (IPRC)				
Preparation for the IPRC Meeting				
Principal/Designate	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Establishes a date for the meeting; Informs school and support personnel of the date; Communicates with parent(s)/guardian(s) regarding the upcoming meeting; Provides the Special Education Resource Guide to the parent(s)/guardian(s) ten (10) days prior to the meeting. 	<ul style="list-style-type: none"> Assists in gathering information for the meeting. 	<ul style="list-style-type: none"> Assists in gathering information for the meeting. 	<ul style="list-style-type: none"> May be invited to attend, as needed. 	<ul style="list-style-type: none"> Is invited to attend; Reads/reviews the Special Education Resource Guide Shares any available reports; May arrange for a representative to attend the meeting to speak on their behalf or support them; Provides any further information.
At the IPRC Meeting				
Principal/Designate	Referring Teacher(s)	LST	Support Personnel	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Chairs the meeting; Explains the role of the Committee; Invites each person present with knowledge of the student to present information; Considers information relevant to the student's needs and strengths. 	<ul style="list-style-type: none"> Presents all relevant information that supports identification (or not). 	<ul style="list-style-type: none"> Presents all relevant information that supports identification (or not). 	<ul style="list-style-type: none"> May be invited to attend to review any recent assessments; Act as a resource to assist in the interpretation of reports from other agencies. 	<ul style="list-style-type: none"> Shares any available reports with Principal; May arrange for a representative to attend the meeting to speak on their behalf or support them; Provides any further information; Asks questions.
At the IPRC Meeting, the Committee May Choose				
<ul style="list-style-type: none"> To recommend identification (or not); To recommend initial placement in regular class on an Individual Education Plan (IEP); 				

- To recommend continued placement in a regular class on an IEP;
- To deem a student no longer in need of Special Education services;
- To defer decision if the Committee requires more information.

After the IPRC Meeting

Principal/Designate

- Provides one copy of the Statement of Decision to the parent(s)/guardian(s) and the student who is sixteen (16) years or older;
- Places one copy of the letter of invitation and the Statement of Decision in the Ontario Student Record (OSR);
- Provides one copy of the IEP to the parent(s)/guardian(s) and the student who is sixteen (16) years or older within thirty days of the IPRC;
- Places one copy of the IEP in the OSR.

OR

System IPRC

~~At the request of the parent(s)/guardians(s) and/or as recommended by the Principal, a placement beyond the regular class is being considered. Therefore the System IPRC process begins.~~

Preparation for the System IPRC Meeting

Principal/Designate	Teacher(s)	LST	Support Personnel	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Submits the Application for System IPRC to the Learning Coordinator-Special Education; Informs the parent(s)/guardian(s) of the date, time and location of the meeting; Discusses the process with the parent(s)/guardian(s); Provides the Special Education Resource Guide to the parent(s)/guardians(s) ten (10) days prior to the meeting; Determines who will present the information at the meeting. 	<ul style="list-style-type: none"> Collaborates with LST to prepare for IPRC meeting; Gathers student information for the meeting. 	<ul style="list-style-type: none"> Collates any relevant reports from outside agencies; Collaborates with referring teacher(s) to prepare for IPRC; Prepares the Application to System IPRC; Gathers student information for the meeting. 	<ul style="list-style-type: none"> May be invited to attend, as required. 	<ul style="list-style-type: none"> Is invited to attend; Reads/reviews the Special Education Resource Guide; Shares any available reports with Principal; May arrange for a representative to attend the meeting to speak on their behalf or support them; Provides any further information.

At the System IPRC Meeting

Chair	Referring Teacher(s)	LST	Support Personnel	Parent(s)/Guardian(s)
-------	----------------------	-----	-------------------	-----------------------

<ul style="list-style-type: none"> Explains the role of the Committee; Invites each person present with knowledge of the student to present information; Considers information relevant to the student's needs. 	<ul style="list-style-type: none"> Presents information gathered. 	<ul style="list-style-type: none"> Presents information gathered. 	<ul style="list-style-type: none"> May be invited to attend to review any recent assessments; Act as a resource; Assist in the interpretation of reports from other agencies. 	<ul style="list-style-type: none"> Shares any available reports with Principal; May arrange for an advocate to attend the meeting to speak on their behalf or support them; Provides any further information; Asks questions as they arise.
--	--	--	--	---

At the IPRC Meeting, the Committee May Choose to

- Recommend initial placement in regular class or self-contained class on an IEP;
- Continue placement in regular class or self-contained class on an IEP;
- Demit a student no longer in need of Special Education services;
- Defer decision if the Committee requires more information.

After the System IPRC Meeting

Chair

- Provides a copy of the Statement of Decision to the parent(s)/guardians(s) and the student who is sixteen (16) years or older;
- Places one copy of the letter of invitation and the Statement of Decision in the OSR;
- Provides one copy of the IEP to the parent(s)/guardians(s) and the student who is sixteen (16) years or older within thirty (30) days of the IPRC;
- Places one copy of the IEP in the OSR.

Referrals

Regulation 181/98 requires that each board establish one or more Committee(s) for the identification, placement and review of exceptional students. The following procedures are based on Regulation 181/98 and outline the process school Principals are to follow.

A Principal refers the student to an IPRC:

- Upon written notification to the parent(s)/guardian(s);
- Upon written request of a parent(s)/guardian(s).

In ~~2018-2019~~2019-2020, a total of ~~1243~~852 initial referrals were made to the IPRC during the school year.

~~A School-Based IPRC~~Identification, Placement and Review Committee

- Makes initial identifications and placements or conducts the reviews of previously identified students in all special education placements. ~~ONLY when the placement will be in a regular class on an IEP.~~ For new identifications, it is imperative that the Learning Coordinator-Special Education review the documentation and provide input to the school Principal. Decisions

regarding placements in system programs are confirmed by a System Principal of Special Education.

~~A System-Based IPRC~~

- ~~• Makes initial identification and placements or conducts the reviews of previously identified students when the placement is anticipated to be in a self-contained class. It is imperative that the Learning Coordinator Special Education is involved in the preliminary discussions with the school Program Development Team (PDT) before placement in a self-contained class is considered.~~

Exceptionality

The IPRC determines whether a student is or is not exceptional, according to criteria established by the Ministry of Education.

The Committee shall:

- Consider an educational assessment;
- Interview the parent(s)/guardian(s), unless waived or refused;
- Interview the student where practical and permitted by the parent(s)/guardian(s). The parent(s)/guardian(s) has the right to be present during the interview;
- Obtain and consider a health assessment and/or achievement assessment and/or a psychological assessment if required by the IPRC and with permission of the parent(s)/guardian(s);
- Examine the description of the student's strengths and needs.

Placement

- ~~• The IPRC will determine whether placement will be in a regular class or in a self-contained class.~~ When making a placement decision, the Committee shall consider whether placement in a regular class, with appropriate Special Education services, would meet the student's needs and is consistent with parent(s)/guardian(s) preference (Reg. 181/98, Part IV, Sec. 17(1)), before considering the option of placement in a ~~self-contained~~ Special Education class.
- Applications for placement in Special Education classes are made upon the recommendation of the Program Development Team. Application packages are prepared by the school team in consultation with parents. Applications for placement in these programs are reviewed and confirmed by the System Special Education Application Review Committee. Offers of placement are communicated to the Principal. The IPRC will determine whether placement will be in a regular class or in a Special Education class.
- The Committee may discuss and make recommendations on any proposal for Special Education services or Special Education programs and shall do so at the request of the parent(s)/guardian(s), or the student who is sixteen (16) years of age or older. However, the Committee shall not make decisions about Special Education services or Special Education programs (Reg. 181/98, Part IV, Sec. 16(6)).

- [Decisions pertaining to System Special Education Class Placements are confirmed through an application process conducted by the Special Education department.](#)

After the IPRC Decision

- The IPRC shall send a Statement of Decision which includes the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (sixteen (16) years and over), and the Principal who made the referral. **This must be done as soon as possible after the completion of the IPRC meeting.**
- A parent(s)/guardian(s) who has questions about the IPRC's decision or is not sure whether he or she agrees with it may, within fifteen (15) days, make a written request to the Principal to meet with the IPRC before the school Board is notified of the decision. The IPRC will meet to discuss the decision. The IPRC may amend its decision after meeting with the parent(s)/guardian(s) but it is not required to do so.
- As soon as possible following the meeting to discuss the Statement of Decision, the chair of the Committee shall send a written notice to the parent(s)/guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the changes.
- An exceptional student shall not be placed in a Special Education program without the written consent of a parent(s)/guardian(s). If a parent(s)/guardian(s) fails to respond to the notice of the IPRC's decision within thirty (30) days, the Board may direct the Principal to implement the placement decision. Written notice of the implementation of the placement decision made by the Committee shall be given to the parent(s)/guardians(s).
- The Principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s)/guardian(s) for the exceptional student within thirty (30) school days.

Reviews

- An IPRC must review the identification and placement of an exceptional student at least once every school year unless a parent(s)/guardian(s) of a student gives written notice dispensing with the annual review (Reg. 181/98, Part V, Section 21, (3 and 4)).
- Where no changes to the identification or placement of a student are being considered, the school may choose to send home a Waiver Form to the parent(s)/guardian(s) for signature.
- A parent(s)/guardian(s) or the Principal may apply in writing for a review of the identification and placement by an IPRC after the placement has been in effect for three (3) months, but no more often than once every three (3) months (Reg. 181/98, Part V, Section 21 (2)).
- The IPRC shall review and/or consider a health assessment and/or an academic assessment and/or a psychological assessment if required and with permission of the parent(s)/guardian(s). The IPRC shall also consider any information about the student submitted by the parent(s)/guardian(s) or the student.
- As soon as possible after the IPRC decides that it is satisfied with the identification and placement of the student, the chair of the Committee shall send the Statement of Decision to:
 - The parent(s)/guardian(s);

- The student, where the student is sixteen (16) years of age or older;
- The Principal of the school at which the student's Special Education program is being provided.
- As soon as possible after a Committee decides the identification or placement or both should be changed, the chair of the Committee shall send the Statement of Decision to the persons described above. The Statement of Decision shall state:
 - Whether or not the Committee considers that the student should continue to be identified as an exceptional student and the reasons for that decision;
 - Whether the Committee considers that the student should be placed in a regular or ~~self-contained~~ Special Education class, and the reasons for that decision.
- Within fifteen (15) days of receiving the Statement of Decision, the parent(s)/guardian(s) may request in writing a meeting with the IPRC to discuss the Statement of Decision. As soon as possible following the meeting, the chair of the Committee shall send written notice stating whether any changes in its decisions were made as a result of the meeting. If changes were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the change.
- A placement decision will not be implemented until either the parent(s)/guardian(s) of the student consents in writing to the placement or the time period for filing a notice of appeal has expired.
- The Principal shall ensure a copy of the reviewed and updated IEP is sent to the parent(s)/guardian(s) and to the student who is sixteen (16) years of age or older. This is to be done within thirty (30) days of the notice to the Board of the IPRC decision.

During the ~~2018-2019~~ 2019-2020 school year a total of ~~1715~~ 1274 IPRC Reviews were conducted by the Thames Valley District School Board (TVDSB). During the 2019-2020 school year, due to the emergency closure of schools, 126 of IPRCs were deferred to September 2020, 5335 were waived.

Principal's Checklist for ~~School-Based~~ IPRC Process

The Principal, in consultation with the school PDT or at the written request of the parent(s)/guardian(s) determines that a student should be referred to an IPRC.

- The Principal or designate communicates with parent(s)/guardian(s) outlining the process.
- The Principal or designate provides an IPRC information package to parent(s)/guardian(s) and students who are sixteen (16) years of age or older, ten (10) days prior to the meeting. The package includes:

For Initial IPRC	For Reviews
<ul style="list-style-type: none"> ➤ The Letter of Invitation; ➤ Special Education Resource Guide (available from Printing Services); ➤ Any other written information that the Committee will consider. 	<ul style="list-style-type: none"> ➤ The Letter of Invitation OR the Waiver Form if no changes are being proposed; ➤ Special Education Resource Guide (available from Printing Services); ➤ Any other written information that the committee will consider.

- The ~~school-based~~ Committee will include members who have been approved by the Board. Each Committee must include a Principal or supervisory officer as one of its members.
- At the meeting, the chairperson will explain the role of the Committee, and what it can and cannot do. The chairperson will invite each person with knowledge of the student to present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The chairperson must inform parent(s)/guardian(s) of the review and appeal process.
- The Committee determines the identification and designation of the exceptionality based upon criteria established by the TVDSB and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
 - Place a student in a regular class;
 - Continue placement in a regular class;
 - Defer decision if the Committee requires more information.
- Following the IPRC meeting, one copy of the Letter of Invitation and the Statement of Decision is placed in the student's OSR.
- A copy of the Statement of Decision is given to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older.
- A copy of the IEP must be sent to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older by the Principal of the school where the student is attending within thirty (30) days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

Principal's Checklist for System-Based IPRC

- ~~If placement beyond a regular class (including Provincial Demonstration Schools) is being considered, the Principal will confer with the Learning Coordinator Special Education to ensure that the criteria for self-contained class placement has been met.~~
- ~~If a placement beyond a regular class (including Provincial Demonstration Schools) is being considered, the Principal will submit the Application to System IPRC to the Learning Coordinator Special Education for signature.~~
- ~~After consultation with the Learning Coordinator Special Education, the Principal will inform the parent(s)/guardian(s) by Letter of Invitation of the date, time and location of the meeting.~~
- ~~The Principal or designate communicates with the parent(s)/guardian(s) outlining the process.~~
- ~~The Principal or designate provides the information package to parent(s)/guardian(s), ten (10) days prior to the initial meeting. The package includes:~~

For Initial IPRC	For Reviews
-------------------------	--------------------

- The Letter of Invitation;
- Special Education Resource Guide (available from Printing Services);
- Any other written information that the Committee will consider.

- The Letter of Invitation OR the Waiver Form if no changes are being proposed;
- Special Education Resource Guide (available from Printing Services);
- Any other written information that the Committee will consider.

- Learning Support Services will forward a notice of the approved application to the Principal.
- At the meeting, the chairperson will explain the role of the Committee, and what it can and cannot do. The chairperson will invite each person with knowledge of the student to present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The chairperson must inform parent(s)/guardian(s) of the review and appeal process.
- The Committee determines the identification and designation of the exceptionality based upon criteria established by TVDSB and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
 - Place a student in a regular or self-contained class with an IEP in place;
 - Continue placement in a regular or self-contained class with an IEP in place;
 - Defer the decision if the Committee requires more information.
- Following the IPRC meeting, one copy of the Letter of Invitation and the Statement of Decision is placed in the student's OSR.
- A copy of the Statement of Decision is given to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older.
- A copy of the IEP must be sent to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older by the Principal of the school where the student is placed within thirty (30) days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

IPRC Structure

Committee	Responsibility	Members
School-Based IPRC	<ul style="list-style-type: none"> Initial identification, and placement of a student who will receive service in a regular class. Review of identified exceptional student who will continue to be placed in a regular class. 	<ul style="list-style-type: none"> A supervisory officer or Principal, AND two (2) additional members which may include another Principal, Vice-Principal, Coordinator, Teacher. <p><i>Note:</i></p> <ul style="list-style-type: none"> All three members may be staff at the same school. A supervisory officer may appoint a designate as long as at least one Principal is a member. No member of the Board may be appointed or designated to sit on a Committee.
System-Based IPRC	<ul style="list-style-type: none"> Student requiring initial placement in, review of, or demit from a self-contained class. Student for whom placement with Provincial/Demonstration school is being considered. 	<ul style="list-style-type: none"> A supervisory officer or Principal, AND two additional members which may include another Principal, Vice-Principal, Coordinator, Teacher. <p><i>Note:</i></p> <ul style="list-style-type: none"> All three members may be staff at the same school. A Superintendent may appoint a designate as long as at least one Principal is a member. No member of the Board may be appointed or designated to sit on a Committee.

If Parent(s)/Guardian(s) Disagree with the IPRC Decision

- If the parent(s)/guardian(s) does not agree with either the identification or placement decision made by the IPRC, he or she may:
 - Within fifteen (15) days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns;
 - Within thirty (30) days of receipt of the decision, file a notice of appeal with the Secretary of the Board.
 - If the parent(s)/guardian(s) does not agree with the decision after the second meeting, he or she may file a notice of appeal within fifteen (15) days of receipt of the decision.
- If the parent(s)/guardian(s) does not consent to the IPRC decision and does not appeal it, the Board will instruct the Principal to implement the IPRC decision.**

IPRC Appeals

- If the parent(s)/guardian(s) does not agree with the IPRC decision, a written notice of appeal may be filed with the Secretary of the Board within thirty (30) days of the original decision or within fifteen (15) days of receiving the decision of a review meeting. This notice of appeal must indicate the decision with which the parent(s)/guardian(s) disagree and must include a statement explaining why they disagree.

As of June ~~2019~~2020, TVDSB conducted no IPRC appeals for the ~~2018—2019~~2019-2020 school year.

- The appeal process involves the following steps:
 - The Board will arrange for a Special Education appeal board to be established to hear the appeal.
 - The appeal board will be composed of three people:
 - One member selected by the Board;
 - One member selected by the parent(s)/guardian(s) of the student; and
 - A chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair.
 - The first two selections shall be made within fifteen (15) days of the Board receiving notice of appeal. The Chair shall be selected within fifteen (15) days of the first two members being chosen.
 - Members of the appeal board may not have any prior knowledge of the matter under appeal.
 - The Chair of the appeal board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within thirty days of their selection unless written consent is received from both the parent(s) /guardian(s) and the Board agreeing to a later date.
 - The Chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.
 - The appeal board shall make its recommendation(s) in writing within three (3) days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, make recommendations about the pupil's identification and/or placement and give reasons for its decision and recommendations.
 - The Board shall provide written notice within thirty (30) days indicating what action it will take after considering the appeal board's decision and recommendations.
 - Parent(s)/guardian(s) may accept the appeal board's decision, or, if they do not accept the appeal board's decision, they may file a written request for a Special Education Tribunal.

IPRC Parent Guides

- IPRC Parent Resource Guide
https://www.tvdsb.ca/en/programs/resources/iprc_parent-resource-guide_single-pages.pdf
- Communication Parent Resource Guide
https://www.tvdsb.ca/en/programs/resources/communication-guide_single-pages-.pdf

Standard 6: Educational and Other Assessments

The purpose of the standard is to provide details of the Board's assessment policies and procedures [to the Ministry](#) and to make parent(s)/guardian(s) aware of the types of assessment tools used by the [School Board](#), the ways in which assessments [are obtained by IPRCs](#), and the ways in which assessments are used. ~~support programming, and the process by which assessment results may be used to inform Identification, Placement and Review Committee (IPRC) decisions.~~

A range of assessment strategies are used in order to develop appropriate programs and intervention for students. The intent of any assessment is ultimately to assist the student by providing staff with insights into the student's strengths, needs and learning profile.

The Thames Valley District School Board (TVDSB) considers assessment to be an integral part of the instructional process. Classroom teachers and Learning Support Teachers (LSTs) regularly use educational assessments to evaluate student achievement and student progress. Practitioners from Psychological Services and Speech-Language Pathology [and Audiology Services](#) conduct specialized assessments and review assessment reports from community practitioners to determine learning needs to inform programming.

Occupational Therapy and Physiotherapy assessments are accessed through referral to the Thames Valley Children's Centre (TVCC) upon the recommendation of the Program Development Team. These assessments are conducted under the *Regulated Health Professions Act* (1993) by occupational therapists and physiotherapists registered in the College of Occupational Therapists of Ontario and College of Physiotherapists of Ontario, respectively. Reports include recommendations for physical management (e.g., mobility, seating and positioning for function), activities of daily living skills and sensory integration.

Parent(s)/Guardian(s) Consent

- Written consent must be obtained for Behaviour Analysts, Psychological [Services](#), and Speech-Language Pathology and Audiology Services [staff](#) to access the student's Ontario Student Record (OSR).
- Information to be shared includes, but is not limited to, that which is contained in the Ontario Student Record. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the *Education Act*, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained and disposed of confidentially in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* (R.S.O. 1990 c. M. 56).

Informed written consent from parent(s)/guardian(s) for students under eighteen (18) years of age is obtained for all referrals for assessment by school personnel to Behaviour Analysts, Psychological Services, Speech-Language Pathology and Audiology Services.

Consent for Sharing Information and Protection of Privacy

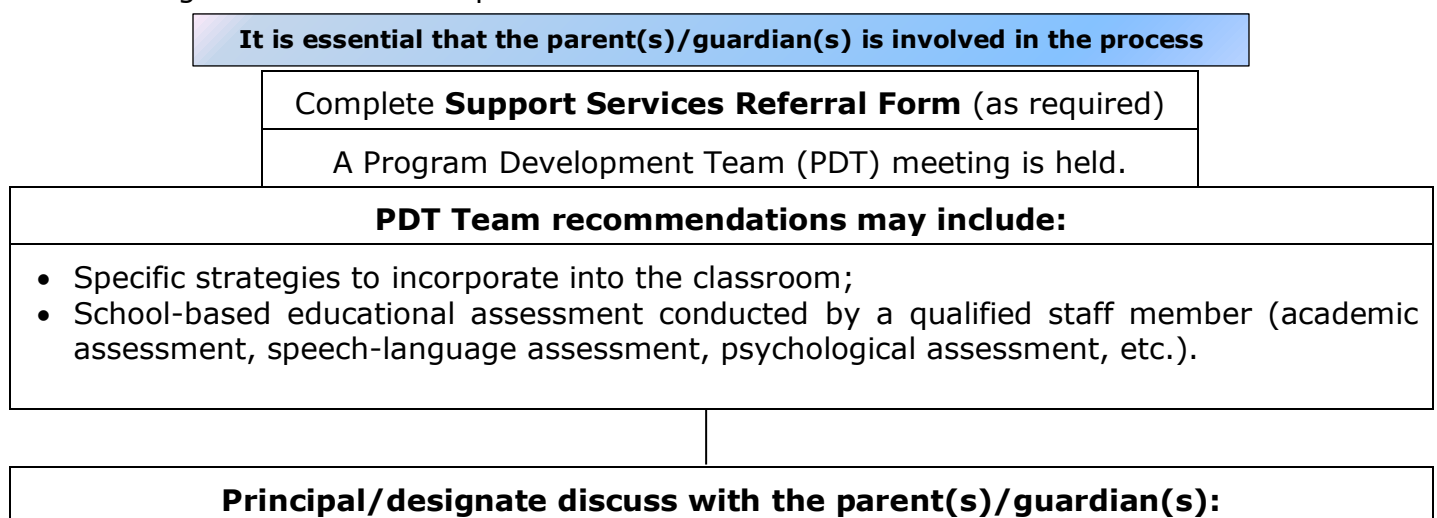
- All information is collected, stored, and shared in accordance with the *Education Act*, *Freedom of Information and Protection of Privacy Act* (FIPPA), *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Personal Health Information Protection Act* (PHIPA) and other legislation that governs the use of personal information.
- A separate consent form, Consent to the Disclosure, Transmittal and/or Examination of Records or Information, must be signed by the parent(s)/guardian(s) to share information with outside agencies (or by the student if sixteen (16) years of age or older).

Communication of Assessment Information

- Upon completion of an assessment, Behaviour Analysts, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists, discuss the results with the student and the parent(s)/guardian(s).
- A written confidential report is copied for the OSR and for the parent(s)/guardian(s).
- A copy of the Psychological report is held in the central files.
- Communication of a diagnosis (Psychological Services) is a controlled act in psychological practice under the *Registered Health Professions Act* (RHPA), 1991.
- The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly (by phone or face-to-face) by a Psychologist or a Psychological Associate who is licensed to do so.

School-Based Assessments

The following chart outlines the process used for school-based assessments:



- Strengths and areas of need for the student;
- Recommendation of referral for assessment;
- How the results will be used to enhance programming for the student.

Practitioner discusses with the parent(s)/guardian(s):

- Consent for assessment is obtained by the appropriate practitioner;
- A written report is also provided for the OSR;
- Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others;
- A release of information must be signed by parent(s)/guardian(s) to share information with other agencies;
- All files and records are maintained following the procedures outlined in the RHPA;
- Description of the assessment protocol;
- How the test results will be shared;
- Anticipated timeframe for assessment is shared.

Qualified practitioner conducts the assessment:

- Assessments are completed according to protocols;
- Principal/designate informed when assessment is completed;
- Qualified practitioner shares results with parent(s)/guardian(s) (by telephone or face to face);
- PDT meeting may be called to share assessment results.

At the PDT meeting:

- Staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the PDT;
- Recommendations regarding student learning are made based on assessment results;
- New strategies and interventions are put in place;
- The student's progress continues to be monitored to determine if current needs are met, or if further interventions are required.

Educational Assessments

Assessment Tools

- Canadian Cognitive Abilities Test (CCAT);
- Wechsler Individual Achievement Test – 3rd Edition (WIAT-III).

What Does It Measure?

- Educational Achievement and processes relevant to the acquisition of literacy and numeracy skills and academic knowledge.
- Some assessment tools also assess daily living skills (HELP and FISH).

Qualifications of Assessors

- Certified teachers (under the *Education Act*) who have received the relevant training for the assessment tool being utilized.

Parent(s)/Guardian(s) Consent and Feedback

- Parent(s)/guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(s) by the principal and/or designate.

Information Sharing and Privacy

- Results are shared by the school team with the parent(s)/guardian(s).

Average Wait Time for Assessments

- The average wait time for academic assessments conducted by the Learning Support Teacher is two to four weeks from referral by the PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Functional Assessments:**Functional Behaviour Assessment (FBA)***What Does it Measure?*

- An FBA gathers information to determine the function of a student's behaviour (i.e., why they are engaging in challenging behaviour) for the purpose of creating an individualized, function-based plan including strategies that will address challenging behaviour.
- Data collected as part of the FBA process will also help to identify skills that need to be taught in order to support the student in having their needs met in a safer, more appropriate way.
- The four functions of behaviour determined using an FBA include: escape from demands, access to tangible items, attention from others and automatic reinforcement.
- The FBA can also identify other key components related to the behaviour including, the baseline frequency or duration of the behaviour.

Qualifications of Assessors

- Many components of the FBA process can be completed by educators/support staff who have received specific training from a Board Certified Behaviour Analyst (BCBA)* or equivalent. These components include: defining the target behaviour, collecting functional assessment data, hypothesizing function of behaviour, selecting and implementing function-based strategies (antecedent, replacement and consequence) and ongoing data collection to monitor the impact of programming.

- If it is determined that a Functional Analysis is required to verify the function of a student's behaviour, these procedures must be completed by a BCBA*.
- If at any time an educator/support staff is unable to determine the function of a student's behaviour a BCBA* should be consulted.

Parental/Guardian Consent and Feedback

- Informed written consent from parent(s)/guardian(s) must be received prior to the assessment by a BCBA for students under eighteen (18) years of age, or from the student if 18 years of age or older.
- Results are communicated to the parent(s)/guardian(s) by a TVDSB Behaviour Analyst.
- Parent(s)/guardian(s) receive a copy of the assessment report.

Information Sharing and Privacy

- Results are shared with the school team.
- Parent(s)/guardian(s) may be legally able to withhold permission for a TVDSB Behaviour Analyst to disclose information to others.
- A written report is also provided for the OSR. A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.
- BCBA's* maintain student records and raw data for 7 years after discharge.

Average Wait Time for Assessments

- The average wait time for assessments by a Behaviour Analyst is 0-3 months from referral by the PDT.

*Refers to Board Certified Behaviour Analysts only (those who meet this criteria, as per the Behaviour Analyst Certification Board).

Functional Vision Assessment (FVA)

What does it measure?

- The FVA measures how a student uses their vision in the educational learning environment, and identifies what accommodations are required in order to access their educational program.
- The FVA considers visual acuity (sharpness of vision), colour vision, visual fields, visual tracking skills, visual motor skills, visual efficiency skills, reading, printing, etc.
- An FVA is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner.

Qualifications of Assessors

- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision.

Parental/Guardian Consent and Feedback

- Parent(s)/Guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(s) by the Vision Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.
- The FVA Report is retained in the OSR.
- The FVA Report is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program.

Average Wait Time for Assessments

- The average wait time for FVA conducted by the Vision Resource Teacher is two to four weeks from referral.
- These averages vary and are dependent on referral rates.

Speech and Language Assessments

Assessment Tools

- Bracken Basic Concept Scale – Third Edition; Clinical Evaluation of Language Fundamentals Fifth Edition (CELF 5);
- Comprehensive Assessment of Spoken Language – Second Edition (CASL-2);
- Clinical Evaluation of Language Fundamentals PreSchool – Second Edition (CELF P2);
- Comprehensive Test of Phonological Processing (CTOPP);
- Emerging Literacy & Language Assessment Record Form (ELLA);
- Expression, Reception and Recall of Narrative Instrument (ERRN1);
- Expressive One Word Picture Vocabulary Test 4th Edition (EOWPVT);
- Expressive Vocabulary Test – Third Edition (EVT 3);
- Goldman Fristoe 3 Test of Articulation (GFTA 3);
- Kaufman Speech Praxis Test (KSPT);
- Language Processing Test – Elementary (LPT 3);
- Marshalla Oral Sensorimotor Test (MOST);
- Montgomery Assessment of Vocabulary Acquisition (MAVA);
- Oral and Written Language Scales (OWLS);
- Peabody Picture Vocabulary Test – Fourth Edition (PPVT 4);
- Preschool Language Assessment Instrument Profile (PLAI 2);
- Preschool Language Scales Fifth Edition (PLS5);
- Receptive – Expressive Emergent Language Scale (REEL 3);
- Social Language Development Test – Adolescent/Elementary Versions;
- Structured Photographic Articulation Test (SPAT DII);
- Structured Photographic Expressive Language Test Preschool (SPELT – P2);
- Stuttering Severity Instrument 3 (SSI 3);
- Test for Auditory Comprehension of Language – Third Edition (TACL 3);
- Test of Childhood Stuttering (TOCS);
- Test of Language Development – Primary 4th Edition (TOLD P:4);
- Test of Narrative Language (TNL);
- Test of Pragmatic Language (TOPL 2);
- Test of Problem Solving 2 Adolescent (TOPS 2);
- Test of Problem Solving 3 Elementary (TOPS 3);
- Test of Word Finding – Second Edition (TWF 2);
- Test of Written Language – Fourth Edition (TOWL 4);

- The Listening Comprehension Test 2;
- The Phonological Awareness Test 2 (PAT 2);
- The Rosetti-Infant Toddler Language Scale;
- The Word Test 2 Elementary (WORD);
- Verbal Motor Production Assessment VMPAC).

What Does It Measure?

- These tests measure all aspects of Speech (Articulation, Motor Speech, Fluency, Voice), Language (Vocabulary, Grammar/Syntax, Linguistic concepts, Memory, Narrative Development), reading readiness/Phonological Awareness, and Social Language (Pragmatics, Social Skills). Areas measured address both comprehension and expression for oral and written language.

Qualifications of Assessors

- Registered Speech-Language Pathologists (*Regulated Health Professions Act (RHPA)*).

Parent(s)/Guardian(s) Consent and Feedback

- Informed written consent from parent(s)/guardian(s) must be received prior to the assessment for students under [eighteen \(18\)](#) years of age, or from the student if [eighteen \(18\)](#) years of age or older.
- Results are communicated to parent(s)/guardian(s) by a Speech-Language Pathologist.
- Parent(s)/guardian(s) receives a copy of the assessment report.

Information Sharing and Privacy

- Results are shared with the school team.
- Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR. A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.
- All speech and language files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Speech-Language Pathologists is one to four months from referral by the PDT or through the Early Identification Process.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Psychological Services Assessments

Assessment Tools

- Measures of Intellectual Functioning:
 - Wechsler Preschool and Primary Scale of Intelligence – 3rd Edition (WPPSI-III);
 - Wechsler Intelligence Scale for Children – 5th Edition (WISC-V);
 - Wechsler Nonverbal Scale of Ability (WNV);
 - Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV);

- Stanford-Binet Intelligence Scales – Fifth Edition (SB-5);
- Leiter International Performance Scale – 3rd Edition;
- Psychological Processes Related to Learning (e.g., Memory, Attention, Phonological/Language, Perceptual-Motor, Visual-Spatial, Executive Functioning):
 - Child and Adolescent Memory Profile (chAMP);
 - Brown ADD Scales
 - Conners Rating Scales – 3rd Edition;
 - Comprehensive Test of Phonological Processing – 2nd Edition (CTOPP-2);
 - Beery-Buktenica Developmental Test of Visual-Motor Integration – 5th Edition (VMI-V);
 - Delis-Kaplan Executive Functioning System (DKEFS);
 - Behaviour Rating Inventory of Executive Functioning – 2nd Edition (BRIEF-2);
 - NEPSY-II: A Developmental Neuropsychological Assessment;
- Academic Achievement:
 - Wechsler Individual Achievement Test – 3rd Edition (WIAT-III);
 - Wide Range Achievement Test – 4th Edition (WRAT-4);
- Adaptive Skills:
 - Adaptive Behaviour Assessment System – 3rd Edition (ABAS-3);
 - Vineland Adaptive Behaviour Scales – 2nd Edition (VABS-2);
- Personality, Behavioural, and Social-Emotional Functioning:
 - Achenbach Child Behaviour Checklist;
 - Behaviour Assessment System for Children – 2nd Edition (BASC-2);

What Does It Measure?

- Psychological assessment tools are selected to provide information on a student's intellectual functioning, cognitive and processing skills, attitudes or interests, and other behavioural and social-emotional skills that are relevant to the development of academic skills, adaptive and life functioning, and overall adaptation and adjustment.

In conjunction with other sources of information, assessment information may lead to a Psychological diagnosis. Diagnoses are communicated by members of the College of Psychologists who are legally authorized to do so.

Qualifications of Assessors

- Registered Psychologists and Psychological Associates; Psychometrists supervised by members of the College of Psychologists (all under the RHPA).

Parent(s)/Guardian(s) Consent and Feedback

- Informed written consent from parent(s)/guardian(s) must be received prior to the assessment for students under [eighteen \(18\)](#) years of age, or from the student if [eighteen \(18\)](#) years of age or older.
- Results are communicated in person by a Psychological Services staff member.

Parent(s)/guardian(s) receive a copy of the assessment report.

Communication of Diagnosis is a *Restricted Act* under the RHPA. Diagnoses (e.g., Learning Disability) must be communicated by a member of the College of Psychologists of Ontario who is legally authorized to do so.

Information Sharing and Privacy

- Results are shared with the school team.
- Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR.
- A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.
- All psychological files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Psychological Services staff is five months from referral by the PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Criteria for Managing Wait Times

- Wait lists for Speech-Language Pathologists and Psychological Services staff are decentralized, and staff are responsible for managing their schools' wait lists. Criteria for managing wait lists include:
 - Triaging with school teams;
 - Running assessment blitzes at strategic times;
 - Reallocation of staffing resources to address and reduce wait times.

Standard 7: Specialized Health Support Services in School Settings

The purpose of the standard is to provide details of the Board's specialized health support services [to the Ministry and to the public](#).

The provision of Health Support Services in school settings is addressed through Policy/Program Memorandum (PPM 81) issued July 19, 1984 and the Ministry of Education Office Memorandum issued August 17, 1989.

The responsibility for ensuring the provision of health support services is shared among the Ministries of Education, Health and Long-Term Care, and Children, Community and Social Services.

At the local level, the responsibility is shared by school boards, the Ministry of Health and Long-Term Care through the South West Local Health Integration Network (SW-LHIN), and the Ministry of Children, Community and Social Services through Thames Valley Children's Centre.

Summary of Services Provided to the Board

- The Ontario Ministry of Health and Long-Term Care through the SW-LHIN is responsible for assessing student needs, and for providing such services as injection of medication, sterile catheterization, manual expression of the bladder, stoma care, postural drainage, deep suctioning and tube feeding.
- The Ministry of Children, Community and Social Services through Thames Valley Children's Centre (TVCC) is responsible for the rehabilitation services of physiotherapy, occupational and some aspects of speech and language therapies.
- Administration of prescribed medication to students during the school day is addressed under the Board's Supporting Students with Prevalent Medical/Health Conditions in Schools Policy and Procedure.
- The Ontario Ministry of Children, Community and Social Services is responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

Process for Determining Eligibility

- Requests for assessments and services through the LHIN and/or TVCC may be initiated by either the parent(s)/guardian(s) or the Program Development Team.
- For Occupational Therapy and Physiotherapy the school and parent(s)/guardian(s) complete the School Therapy Services Referral Package. Completed referral packages are authorized by the principal and submitted to TVCC for determination of eligibility and prioritization of services.
- In the case of referrals for speech therapy, the referral process is initiated by the Board Speech-Language Pathologist in consultation with the parent(s)/guardian(s). If involved, the Preschool Speech-Language Pathologist can make a direct referral to TVCC by submitting a TVCC School Therapy Services Referral Package.
- For nursing care [and diabetic services](#), [a LHIN Care Coordinator from the School Health Support Services Program, assesses students to determine supports required to safely attend](#)

school. -The school may obtain the Board's Consent to the Disclosure, Transmittal and/or Examination of Records or Information and have it signed by parent(s)/guardian(s). This allows the school to release information to the LHIN that may assist in determining eligibility for nursing care (e.g., reports on interventions from other agencies). The school then forwards any documentation that would support the request for service to the LHIN.

Specialized Health Support Services	Agency or position of person who performs the service (e.g., LHIN, TVCC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support.	Criteria for determining when the service is no longer required.	Procedures for resolving disputes about eligibility (If available)
Nursing	LHIN contracted service provider	As determined by LHIN Care Coordinator	LHIN Care Coordinator	As determined by LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Occupational Therapy	TVCC contracted service provider, programming carried out by TVDSB staff, parent/guardian, student	As determined by TVCC	TVCC Intake Coordinator/TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Physiotherapy	TVCC contracted service provider, programming carried out by TVDSB staff, parent/guardian, student	As determined by TVCC	TVCC Intake Coordinator/TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Nutrition	LHIN	LHIN Care Coordinator	LHIN Care Coordinator	LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Speech and language therapy (TVCC)	TVCC contracted service provider	As determined by TVDSB SLPs in consultation with TVCC (Speech Disorders)	Board SLP/TVSS-eligibility TVCC-level of support	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Speech and language intervention (school board)	TVDSB SLPs	As determined by Speech and Language Pathology and Audiology Services (Language and Speech Disorders that affect academics)	Board SLP	When student no longer has moderate/severe speech and/or language disorder or can be maintained by classroom teacher	TVDSB SLP in consultation with the principal, teacher and parent/guardian

Specialized Health Support Services	Agency or position of person who performs the service (e.g., CCAC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support.	Criteria for determining when the service is no longer required.	Procedures for resolving disputes about eligibility (If available)
Administering of prescribed medications	TVDSB staff, the parent/guardian, student, LHIN contracted service provider	LHIN Care Coordinator, physician's prescription	LHIN Care Coordinator	Physician, LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Catheterization	TVDSB staff-clean intermittent LHIN contracted service provider-sterile intermittent	LHIN Care Coordinator	LHIN Care Coordinator	Physician, LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Suctioning	TVDSB staff-shallow surface suctioning LHIN contracted service provider-deep suctioning	LHIN Care Coordinator	LHIN Care Coordinator	Physician, LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Lifting and positioning	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	TVDSB staff, TVCC Care Coordinator	TVDSB staff, TVCC service provider	Consultation with the principal and TVCC Manager
Assistance with mobility	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	TVDSB staff, TVCC	TVDSB staff, TVCC service provider	Consultation with the principal and TVCC Manager
Feeding	TVDSB staff, LHIN contracted service provider (enteral feeds)	TVDSB staff, LHIN Care Coordinator Coordinator , parent/guardian	The principal, LHIN Care Coordinator	TVDSB staff, and LHIN service provider	Consultation with the principal and LHIN Care Coordinator
Toileting	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	The principal, TVCC	TVDSB staff and TVCC service provider	Consultation with the principal and TVCC Manager

Standard 8: Categories and Definitions of Exceptionalities

The purpose of the standard is to make information on the categories and definitions of exceptionalities available to the public, including parents and community associations. ~~provide details of the range of placements provided by the Board, and to inform the public that the placement of a student in a regular class is the first option considered by the Identification, Placement and Review Committee (IPRC).~~

There are five categories of exceptionality recognized in the *Education Act*. For some of the categories, the Ministry has defined additional sub-categories.

In order for a student to be identified as exceptional, they must meet the requirements for at least one of the categories listed in this section.

Behaviour

Definition¹

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

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

Criteria for Identification

- The need for identification is based on longstanding difficulties.
- Children who are candidates for formal identification have severe behavioural and social-emotional difficulties. These behavioural concerns have lasted for a significant duration of time and the previous efforts of school-based and system-based personnel have met with limited success.
- As part of these supportive efforts, an investigation of the student's academic or learning skill profile has occurred, with an examination of how various demands (e.g., academic, learning, environmental) may impact the student's behaviour.
- In many cases, children who are candidates for formal identification have severe behavioural and social-emotional difficulties and they may have received a diagnosis by a member of the College of Psychologists or medical practitioner regarding their profile of needs.
- The student's profile of needs is not better described under another exceptionality category.

¹ Ministry of Education document *Special Education in Ontario K-12*

Communication: Autism*Definition²*

A severe learning disorder that is characterized by:

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

Criteria for Identification

- A diagnosis of an Autism Spectrum Disorder has been provided by a member of the College of Psychologists or by a medical practitioner.

Communication: Deaf and Hard of Hearing*Definition³*

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

Criteria for Identification

- A permanent hearing loss, substantiated by an audiological assessment (within the previous twelve months) by a registered Audiologist, which results in a need for accommodations and/or modifications to the classroom environment and/or program.

Communication: Language Impairment*Definition⁴*

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

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

Criteria for Identification

- A language impairment that, based on an assessment by a qualified Speech-Language Pathologist or a diagnosis of a language disorder by a member of the College of Psychologists which results in a need for accommodations and/or modifications to the classroom environment and/or program.

² Ministry of Education document *Special Education in Ontario K-12*

³ Ministry of Education document *Special Education in Ontario K-12*

⁴ Ministry of Education document *Special Education in Ontario K-12*

Examples, But Not Limited To

- A student whose specific learning disability is related to language and/or communication.
- A student who is functionally non-verbal and requires an augmentative/alternative communication system (such as an iPad, or GoTalkNow) to be programmed with routine classroom requests in order to demonstrate their knowledge of the curriculum.

Communication: Speech Impairment*Definition⁵*

A disorder in language formulation that:

- May be associated with neurological, psychological, physical, or sensory factors;
- Involves perceptual motor aspects of transmitting oral messages;
- May be characterized by impairment in articulation, rhythm, and stress.

Criteria for Identification

- An impairment or disorder in articulation, voice or fluency that significantly interferes with communication, social interaction and academic progress to the extent that, based on an assessment by a qualified Speech-Language Pathologist, an augmentative/alternative communication system may be required.

Examples, But Not Limited To:

- A student with a developmental apraxia of speech (motor planning) who is so unintelligible that picture communication symbols or other augmentative/alternative systems are necessary to supplement oral communication.
- Student whose stuttering is so severe during oral presentations in the classroom or in other interactions that written communication or other media styles becomes more effective.
- A student with a cleft palate whose speech is so unintelligible due to resonance difficulties that an augmentative/alternative communication system is programmed with routine classroom requests.

Communication: Learning Disability*Definition⁶*

A learning disability is 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:
 - Academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range);
 - Academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.

⁵ Ministry of Education document *Special Education in Ontario K-12*

⁶ Ministry of Education Policy/Program Memorandum No. 8

- 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 one or more cognitive process such as:
 - Phonological processing;
 - Memory and attention;
 - Processing speed;
 - Perceptual-motor processing;
 - Visual-spatial processing;
 - Executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).
- May be associated with:
 - Difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others;
 - Various other conditions or disorders diagnosed or undiagnosed;
 - 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.

Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford-Binet) has been completed. Although the cognitive results may vary from the Low Average to Very Superior range of functioning, the overall estimate of intellectual ability would fall at least within the broad Average range.
- A discrepancy is evident between assessed intellectual ability and current standardized assessment of academic achievement. This academic achievement is below a level appropriate for their intelligence and age. The academic achievement is manifested in at least one of the following academic areas:
 - Word recognition/decoding;
 - Reading fluency;
 - Reading comprehension;
 - Written language;
 - Mathematics;
 - Work habits and learning skills.
- In some cases, a discrepancy may not be evident between the student's intellectual ability and academic achievement, but the academic achievement can be maintained by the student only with extremely high levels of effort and/or with additional support.
- Within the assessment, there has been an attempt to identify the student's profile of processing skills and learning strengths and needs. In most cases, psychometric tests will identify processing deficits or areas of learning need connected to Below Average academic performance.

- The academic weaknesses are not solely due to physical, environmental (e.g., a lack of opportunity or insufficient instruction or intervention), social-emotional, or cultural factors and are not better described under another exceptionality category.
- Related learning difficulties, however, may be apparent in social skills, emotional maturation, and classroom behaviour.

Intellectual: Giftedness

Definition⁷

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.

- The Canadian Cognitive Abilities Testing (CCAT-7) assessment is administered to Grade 3 students at all schools within the Thames Valley District School Board (TVDSB).
- CCAT-7 is a group-administered assessment which provides information about cognitive, thinking and reasoning skills that are strongly related to high academic achievement. The cut-off score for exceptionality is determined statistically and reflects those students who demonstrate the highest level of intellectual ability and who will most likely benefit from the principles and practices of gifted education. On the CCAT-7, a General Ability score at or above the 99% percentile would indicate that a student is eligible for identifications as Exceptional Student-Gifted.
- For individual students who are assessed outside the Grade 3 CCAT-7 group-testing, the following criteria is adopted as basis for identification as Exceptional Student – Gifted.
- Two sub-tests of the Wechsler Individual Achievement Test-Third Edition (WIAT-III) are administered:
 - Reading Comprehension
 - Math Problem-Solving
- On the WIAT-III, if both scores are at, or above, the 50% percentile and one score is above the 84th percentile, then a referral may be made by the school team to Psychological Services for further assessment.
- On the WISC-V, if the Full Scale Score or General Abilities Index is at or above a standard score of 130 (98% percentile), then the student meets the criteria for identification as Exceptional Student-Gifted.

Intellectual: Mild Intellectual Disability

Definition⁸

A learning disorder characterized by:

- An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- 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.

⁷ Ministry of Education document *Special Education in Ontario K-12*

⁸ Ministry of Education document *Special Education in Ontario K-12*

Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, the overall estimate of intellectual ability would fall within the Borderline range of functioning.
- The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming.

Intellectual: Developmental Disability*Definition⁹*

A severe learning disorder characterized by:

- An inability to profit from a Special Education program for students with mild intellectual disabilities because of a 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.

Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, overall estimate of intellectual ability would fall within the Extremely Low range of functioning.
- The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming.
- An assessment of the student's adaptive functioning in the home, community, and/or school setting has been completed. The student exhibits significant adaptive skill deficits that limit their conceptual, social or practical adaptive functioning.

Physical: Physical Disability*Definition¹⁰*

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 developmental level.

Criteria for Identification

- An ongoing physical or medical disability or condition as identified by a medical practitioner which results in a need for accommodations and/or modifications to the classroom environment and/or program.

⁹ Ministry of Education document *Special Education in Ontario K-12*

¹⁰ Ministry of Education document *Special Education in Ontario K-12*

Physical: Blind and Low Vision*Definition¹¹*

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

Criteria for Identification

- Results from a Medical Eye Report completed by an ophthalmologist, optometrist, or an orthoptist indicating a diagnosis of the students visual functioning which may be described by one (or more) of the following:
 - a visual acuity of 20/70 or less in the better eye after correction;
 - a visual field of 20 degrees or less;
 - any progressive eye disease with a prognosis of becoming one the above;
 - a visual problem or related visual stamina that is not correctable and that results in the students functioning as if their visual acuity is limited to 20/70 or less.
- Results from a Functional Vision/Tactile Assessment completed by an Itinerant Vision Resource Teacher from the TVDSB Vision Services Program (consistent with diagnosis outlined in Medical Eye Report) indicating visual functioning which may require:
 - the need for alternative format(s) textbooks and curriculum materials to conventional print (i.e. large print, e-text, braille);
 - the need for accommodations in areas of Instructional, Environmental, and Assessment;
 - the development the of alternative program area(s) of the Expanded Core Curriculum (i.e. braille instruction, assistive technology, orientation and mobility).

Multiple*Definition¹²*

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one (1) or more teachers holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Criteria for Identification

- Student meets the criteria for identification in two (2) or more exceptionalities with supporting documentation and/or assessment provided by the appropriate practitioners.

¹¹ Ministry of Education document *Special Education in Ontario K-12*

¹² Ministry of Education document *Special Education in Ontario K-12*

Standard 9: Special Education Placements Provided by the Board

The purpose of the standard is to provide [the Ministry and the public with](#) 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, [Special Education](#) ~~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

- **A regular class with indirect support** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- **A regular class with resource assistance** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- **A regular class with withdrawal assistance** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.

- **A special education class with partial integration** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **A full-time special education class** where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

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

- Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum.

Alternative Expectations

- 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

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

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA).

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need presenting with behaviour challenges. The Special Education TOSA also provides occasional and/or ongoing school-based in-service.

- In a ~~self-contained~~ Special Education Transition program class with partial integration at the elementary level.

Placement in a ~~self-contained~~ Special Education 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 classroom 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, 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;
- Is capable of accessing curriculum with accommodations and/or modifications to expectations and the learning environment.

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 Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (DSM-V). Students identified with a diagnosis of Autism Spectrum Disorder, as outlined in the Diagnostic and Statistical Manual of Mental Disorders–5th Edition (DSM-V), may receive support in the following placements:

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education [Teacher on Special Assignment \(TOSA\)](#) and/or Speech-~~and~~-Language [Pathology and Audiology](#) Services.

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been diagnosed as having ASD. The Special Education TOSA also provides occasional and/or ongoing school-based in-service.

- *In a ~~self-contained~~ [Special Education](#) ASD class with partial integration [at the elementary level](#).*

Placement in a ~~self-contained~~-[Special Education](#) 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 Special Education TOSA;
- 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 placements:

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

Supports may include:

- Support from an Itinerant Hearing Resource Teacher
- Support from a Speech/Language Pathologist
- Access to an Educational Audiologist

The above listed team members, through a multidisciplinary approach, may provide direct and consultative services to support students with hearing loss to develop speech and language skills; to support hearing technology management and self-advocacy skills; and to support the classroom team through coaching, modelling and staff in-service.

- *In a ~~self-contained~~ Special Education class program with partial integration at the elementary level.*

Placement in a ~~self-contained~~ Special Education class program, taught by a qualified teacher of the deaf, with partial integration to the regular classroom must be recommended through the ~~system~~-IPRC process.

The purpose of this class is to:

- Offer a two-year placement to develop skills which will enable students to return to a regular classroom in their home school;
 - Foster self-esteem, independence and self-advocacy;
 - Support development of Auditory Verbal/Oral (AV/O) communication skills;
 - Develop skills in the use and management of hearing technology;
 - Receive intensive support from a qualified Teacher of the Deaf.
- *In a regular classroom with withdrawal assistance at the secondary level.*

Placement in a regular class program with withdrawal assistance at the secondary 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 by providing support to students in their regular classes through a learning resource model provided by a qualified Teacher of the Deaf;
 - Program focus includes management of hearing technology, self-advocacy, and support to develop language and literacy skills that may be impacted by hearing loss.
- *In a Provincial School for the Deaf.*

Placement in a Provincial School for the Deaf must be recommended through the ~~system~~-IPRC process and is reserved for those students requiring instruction in American Sign Language. Final decision for acceptance and placement into a Provincial school program rests with the Provincial and Demonstration School Branch.

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 within the last year confirming permanent bilateral hearing loss;
- Assessed speech/language delay of greater than one year compared to chronological age or cognitive ability;
- Student uses personal amplification as recommended by their audiologist;
- Is capable of accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment.

Speech and Language Impairment

Students identified with speech and language impairments (fluency, voice, articulation, and/or language disorders) receive support in the following placements:

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

Supports may include:

- Support from Speech ~~and~~ Language Pathologists;
- 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 can 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:
 - o Mediator-based support of Educational Assistants (EAs);
 - o In-class interventions;
 - o Home programming to support carry-over of communication goals to student's home and other community settings;
 - o Consultation and collaboration with classroom teachers;
 - o Recommendations for assistive technology.

Learning Disability

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

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education Teacher on Special Assignment ([TOSA](#));
- Use of Assistive Technology to support the student in accessing the curriculum

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been diagnosed as having a learning disability. The TOSA also provides occasional and/or ongoing school-based in-service.

- *In a ~~self-contained~~ [Special Education](#) Accelerate Class ~~with partial integration~~.*

Placement in a ~~self-contained~~ [Special Education](#) 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;
- 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;
- Will respond to intensive levels of support.

Gifted

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

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

Supports may include:

- In-classroom curriculum-related enrichment opportunities;
- ~~Consultation with~~ [Support for programming for school staff from an Itinerant Gifted Resource Teacher the Special Education Teacher on Special Assignment \(TOSA\);](#)
- Participation in ~~the Itinerant Gifted Program~~ [Regional Sessions](#) at the elementary level.

[The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been identified as having an exceptionality of giftedness. The Special Education TOSA provides occasional and/or ongoing school-based in-service and supports the development, organization, and implementation of Regional Sessions.](#)

~~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 ~~self-contained~~ [Special Education](#) Gifted class.

Placement in a ~~self-contained~~ [Special Education](#) 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;
- 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 Tier 1 and 2 interventions in a regular class have been insufficient to meet the student's needs;
- 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 support on an IEP.*

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education [Teacher on Special Assignment](#) (TOSA).

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator–Special Education, and is available for students in need who have been diagnosed as having a Mild Intellectual Disability. The TOSA also provides occasional and/or ongoing school-based in-service.

Developmental Disability

Students with a diagnosis of Developmental Disability, as outlined in the Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (DSM-V), may receive support in the following placements:

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education [Teacher on Special Assignment \(TOSA\)](#) and/or Speech-Language Pathology [and Audiology](#) Services.

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator–Special Education, and is available students in need who have been diagnosed as having a Developmental Disability. The TOSA also provides occasional and/or ongoing school-based in-service.

- *In a ~~self-contained~~ [Special Education](#) Developmental Education (DE) class.*

Placement in a ~~self-contained~~ [Special Education](#) 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;
- 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;
- Engage in a blend of alternative curriculum and work-place training, individualized to match strengths, interests and needs;

Criteria for placement in a DE ~~self-contained~~ [Special Education](#) class:

A student who:

- Has been identified as exceptional through the IRPC process under the category of Intellectual: Developmental Disability;
 - 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;
 - 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~~ [Special Education](#) Developmental Education Work Experience (WE) class with 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 placements:

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

Supports may include:

- In-classroom assistance;
- Support for programming to school staff from the Special Education [Teacher on Special Assignment \(TOSA\)](#);
- On-going and/or consultative services from other agencies.

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator–Special Education, and is available for students in need who have been diagnosed as having a Physical Disability. The TOSA also provides occasional and/or ongoing school-based in-service.

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 Local Health Integration Network (LHIN) 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~~ [Special Education](#) 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 placements:

- *In a regular class with indirect support 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;
 - 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 a regular class with withdrawal assistance from a qualified teacher of students who are blind or low vision.*~~

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.

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 and/or a Learning Media Assessment;
-
- In a Provincial School for the Blind.

Standard 10: Individual Education Plans (IEPs)

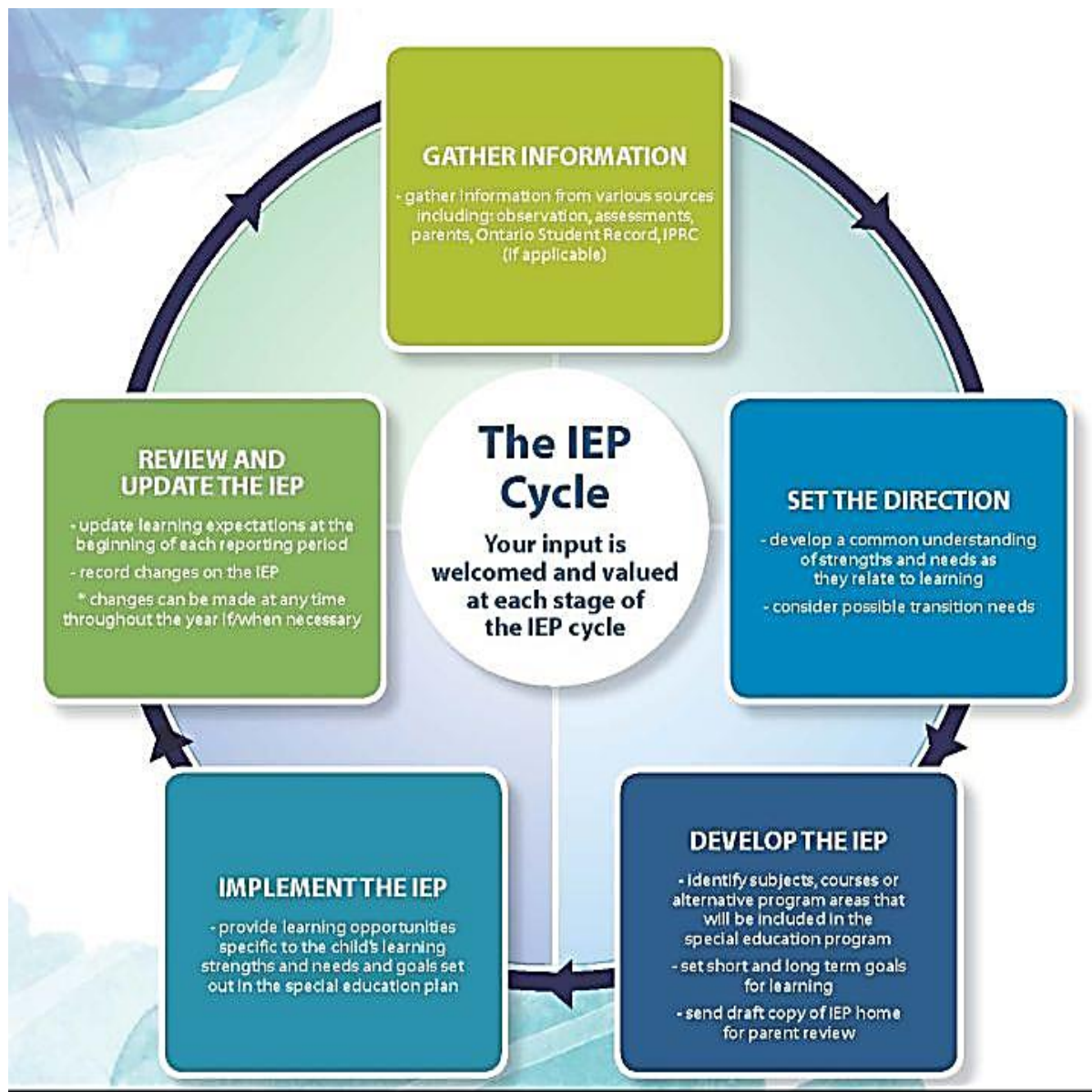
The purpose of the standard is to inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

The Individual Education Plan (IEP)

- A written plan of action to support your child in their learning. The plan is based on the results of different types of assessment. It also contains learning goals and an outline of supports and services that help build the success of your child in their learning.
- The IEP is collaboratively developed by a team of people who know the student best. Members of the team should include the parent(s)/guardian(s), the student's teacher(s), the Learning Support Teacher (LST), the Principal and where appropriate, the student.
- Parent(s)/Guardian(s) and students (who are sixteen (16) years of age or older) must be consulted in the development (including revision) of the IEP and must receive a copy upon completion.
- Individual Education Plans (IEPs) will be completed as follows:
 - IEP #1 will be completed within the first thirty (30) days of school in compliance with Ministry Guidelines and will include program expectations from September until the end of January;
 - IEP #2 will include program expectations from February until the end of June and will be sent home with the Term 1 Report Cards;
 - IEP #3 will address IPRC and waiver dates, and offer an opportunity to personalize transition plans for the upcoming school year, as per PPM 156, and will be sent home with Term 2 Report Cards. This IEP will not include program expectations.
- The IEP includes a transition plan that outlines goals for your child as they move from grade to grade, school and/or between school and the community once high school is completed (Program Policy Memorandum 156).
- An IEP must be developed for all students identified as exceptional through the Identification Placement and Review Committee (IPRC) process. An IEP must be developed within thirty (30) days of the initial IPRC decision (Ministry of Education Regulation 181/98).
- An IEP may be developed for a student upon recommendation of the Program Development Team (PDT). This recommendation is based on assessment information indicating that specific accommodations and/or program modifications are required for instruction and assessment purposes in response to the student's individual strengths and needs.
- The Principal is responsible for ensuring the implementation and review of the IEP.

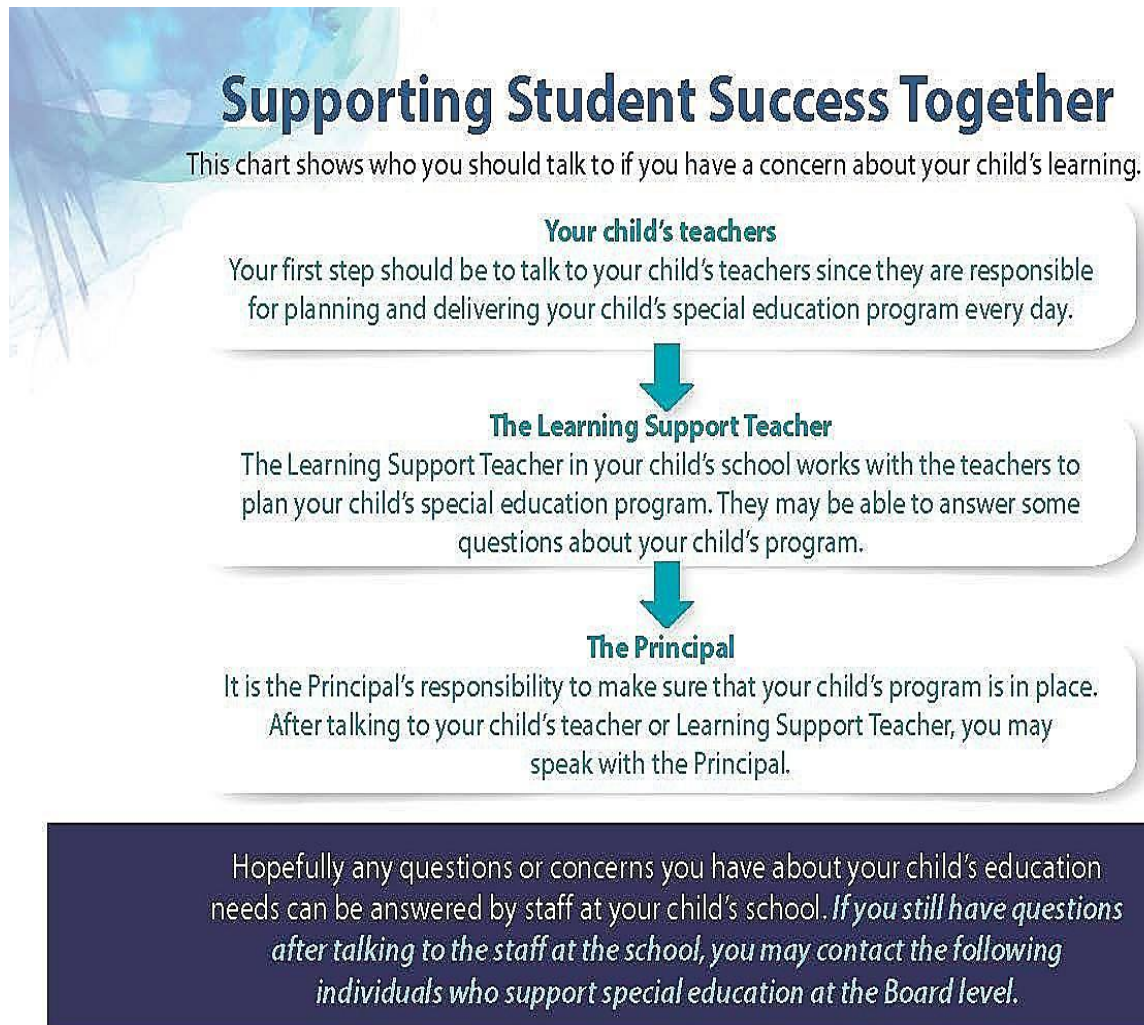
The IEP Process

It is essential that the parent(s)/guardian(s) and student, as able,
-be involved throughout the IEP Cycle process.



Process for Expressing Concerns Regarding the IEP

- As indicated in our Parent Resource Guide: Supporting Student Success Together, this chart shows who a parent(s)/guardian(s) should contact, should they have concerns regarding the IEP:



Learning Coordinator of Special Education

The Learning Coordinator of special education supports school staff in providing for students with special education needs.



Learning Supervisor of Special Education

The Learning Supervisor of special education leads the team of special education Learning Coordinators.



Superintendent of Student Achievement

Each school is assigned a Superintendent of student achievement who supports the school in all aspects of education.



Superintendent of Student Achievement - Special Education

The Superintendent of student achievement oversees all special education programming within TVDSB.



Director of Education

IEP Parent Guide

A Parent Resource Guide – Individual Education Plan (IEP)

https://www.tvdsb.ca/en/programs/resources/iep_parent-resource-guide_single-pages.pdf

IEP Review

In 2000, the Ontario Ministry of Education released **Individual Education Plans: Standards for Development, Program Planning and Implementation**. Provincial Individual Education Reviews were conducted with all Ontario school boards as follows:

2001 – 2003 First Provincial IEP Review

2006 - 2007 Second Provincial IEP review

2011 – 2012 Third Provincial IEP Review

The Thames Valley District School Board follows an annual IEP Audit process to conduct a qualitative review of Individual Education Plans relative to the Provincial Standard. The last IEP audit was conducted during the 2018-2019 school. An IEP Audit was not conducted during the 2019-2020 school year due to the emergency closure of schools.

~~In 2011–12 the Ministry conducted a Provincial IEP review.~~

~~In 2018–2019, an internal IEP audit was conducted.~~

Standard 11: Provincial and Demonstration Schools in Ontario

The purpose of the standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Provincial Schools

Provincial Schools may:

- Provide an alternative education option for students who are deaf, blind, or deaf-blind;
- Be accessed as a resource by Thames Valley District School Board (TVDSB) teachers/special education teachers;
- Provide pre-school home visiting services for students who are deaf, blind, or deaf-blind.

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 298.

When a student has received admission to a Provincial School, the Provincial School provides the parent with the Provincial Schools Transportation Form. Once completed, the form is sent to Student Transportation Services (STS) for processing and transportation arrangements are confirmed.

- The TVDSB has students attending three different Provincial Schools:
 - W. Ross Macdonald School: School for the Blind and Deaf (~~15~~14 students);
 - Roberts School for the Deaf (~~24~~26 students);
 - Ernest C. Drury School for the Deaf (2 students).

W Ross Macdonald School: School for the Blind and Deafblind

- W. Ross Macdonald School is located in Brantford and provides a residential, alternative education option for TVDSB students who are blind, visually impaired, or deaf-blind. Programs at W. Ross Macdonald School are tailored to the needs of the individual student.
- These programs:
 - Are designed to help these students learn to live independently in a non-sheltered environment;
 - Are delivered by specially trained teachers;
 - Follow the Ontario curriculum developed for all students in the province;
 - Offer a full range of courses at the secondary level;
 - Offer courses in special subject areas such as music, technological studies, family studies, physical education, and mobility training;
 - Are individualized, to offer a comprehensive "life skills" program;
 - Provide a home-visiting program for parent(s)/guardian(s) and families of preschool deaf-blind children to assist in preparing these children for future education.

- The resource services department may be accessed by TVDSB teachers to provide special learning materials, such as Braille materials, audiotapes, and large-print text books. Assessments and information sharing/expertise can also be accessed.

Provincial Schools for the Deaf

- The following Provincial Schools offer services for TVDSB deaf and hard-of-hearing students:
 - Roberts School for the Deaf in London is a day school serving Western Ontario;
 - Ernest C. Drury School for the Deaf in Milton is a residential school serving Central and Northern Ontario;
 - Centre Jules-Léger in Ottawa is a residential school serving francophone students and families throughout Ontario.
- These schools provide elementary and secondary school programs for deaf students from pre-school level to high school graduation. These programs:
 - Provide rich and supportive bilingual/bi-cultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
 - Are delivered by specially trained teachers;
 - Follow the Ontario curriculum developed for all students in the province.
- The resource services department may be accessed by TVDSB teachers to provide consultative support as well as workshops, in-service, and information. The resource services department also provides a home-visiting program for parent(s)/guardian(s) and families of deaf and hard-of-hearing pre-school children delivered by teachers trained in pre-school and deaf education.

Demonstration Schools

- Provincial Demonstration Schools provide residential programs for students with severe learning disabilities. In addition, these schools have special programs for students with severe learning disabilities in association with attention deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.
- The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a program for students with severe learning disabilities who require an additional level of social/emotional support.
- Application for admission to a Provincial Demonstration School is made on behalf of students by TVDSB, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.
- The following Demonstration Schools offer services for TVDSB students:
 - Amethyst School in London, with Learning Disability (LD) and LD/ADHD programs serving Western and North-Western Ontario;
 - Trillium School with the LEAD Program serving Central and Mid-Northern Ontario;
 - Centre Jules-Léger in Ottawa which is a residential school serving francophone students and families throughout Ontario.
- These schools provide special residential education programs for students between the ages of 5 and 21 years. These programs:
 - Enhance the development of each student's academic and social skills;

- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by TVDSB within two (2) years;
- Provide, upon referral from schools, specialized consultative assistance for individual students;
- Provide in-service and teacher education programs designed to share methodologies and materials with TVDSB staff.

Standard 12: Special Education Permanent Staffing Allocation

~~2019-2020~~ **2020-2021**

The purpose of this standard is to provide specific details on Board staff to the Ministry and to the public.

Special Education Staff	Elementary	Secondary	Total
TEACHING STAFF			
Learning Support Teachers	213.6 201	59.35 55.35	272.95 256.35
Teachers for self-contained classes			
Developmental Education Classes	45.0 42.0	79.0 80.00	124.0 122.00
Gifted Special Education Self-Contained Classes (Elementary) / Lines (Secondary)	4.0	4.70	8.7
ASD Special Education Self-Contained Classes (Elementary) / Resource Withdrawal (Secondary)	6.0	6.00	12.0
Deaf and Hard of Hearing Special Education Self-Contained Classes (Elem.) / Resource Withdrawal (Sec.)	2.0	1.00	3.0
Transition Classes (Elementary) / Resource Withdrawal (Secondary)	6 5.0	5.00	11.0 10.0
Accelerate Special Education Self-Contained Classes (Elementary - Junior)	4.0	-	4.0
Accelerate Special Education Self-Contained Class (Elementary - Primary)	-	-	-
Total Number of Special Education Self-Contained Classroom Teachers	67.0	95.7 92.70	162.7 159.7
Special Education Self-Contained Classes (Prep)	13.02	29.98 29.04	43.0 42.06
Total Special Education Self-Contained Classes Staffing (Classroom Teachers / Prep)	80.02	125.68 121.74	205.70 201.76
Other special education teachers			
Itinerant Teachers (Hearing - 7.0, Vision Resource - 11.6) <input type="checkbox"/> Gifted Resource - 5.2 Elementary <input type="checkbox"/> Hearing Resource - 7.0 Elementary <input type="checkbox"/> Vision Resource - 11.6 Elementary	18.6 23.8	-	18.6 23.8
Teacher On Special Assignment (TOSA)	16.0 12.0	4.0 3.0	20.0 15
Teachers on Special Assignment (TOSA), Assistive Technology	7.0	<u>1</u>	8.0 7.0
Learning Coordinators	8.0 7.0	4.0	12.0 11.0
Learning Supervisors System Principals			2.00
EDUCATIONAL ASSISTANTS			
Educational Assistants	769.65 735.15	222.00	991.65 957.15
<input type="checkbox"/> Special Incident Portion (SIP)	16.0 17.00	25.0 28.0	41.0 45.0
Total Educational Assistants	785.65 752.15	247.0 250.0	1032.65 1002.15
COMPUTER TECHNICIANS			
Technical Support Analysts (TSA)			5.50
OTHER PROFESSIONAL RESOURCE STAFF			
Manager s , Professional Services			2.00
Psychological Services			28.80
Speech-Language Pathology and Audiology Services			36.5 35.0
Audiologists			1.00
School Counselling and Social Work / School Support Counselling Services			32.3 24.8
Behaviour Analyst			5.0
Special Equipment Allocation Project Coordinator			1.00
Special Education Allocation Assistant	75		.75

Standard 13: Staff Development

The purpose of the standard is to provide details of the board's professional development plans for special education staff to the Ministry and to the public.

Goal

The goal of Special Education Staff Professional Development is to develop the capacity of administrators and staff in each of our schools to provide the best possible learning experience for all students in that school's community. By enabling the classroom teacher and support personnel to apply a variety of learning strategies and access a wide range of in-school and system resources, the educational experience for every child will be tailored to their particular learning needs.

Involving the Stakeholders

- The Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC) is involved in providing input for staff development. This occurs through ongoing reports and presentations to SEAC from system Special Education staff. SEAC provides system staff with suggestions for consideration when reviewing Special Education programs.
- System personnel are required to be current in their understanding of Ministry policies and legislation which have an impact on Special Education. This information is presented to Principals and school Special Education personnel who in turn are responsible to implement new policy and legislative directions at the school level.

Ongoing Review of Staff Professional Development Needs

- The TVDSB SEAC and staff from Learning Support Services have identified the need to continue to provide regular and coordinated in-service for school staff in order to facilitate the understanding of issues and current research.
- The staff development and training programs of the TVDSB include programs and workshops provided by community agencies and recognized experts from the region and province.
- Staff development will also take place at the direction of the Ministry of Education as required.
- The Special Education department regularly reviews priorities requiring additional professional development opportunities for school and system staff. These reviews take place at monthly meetings, such as SEAC, Special Education Coordinators Meetings, [Special Education teams](#), Joint Health and Safety Meetings and Labour Management Meetings.

Awareness of Professional Development Opportunities

Professional development opportunities are announced through our e-mail service and Learning Support Services weekly memorandum. School and system staff are informed by Learning Coordinators-Special Education of upcoming opportunities through regular Learning Support Teacher (LST) meetings and meetings with Itinerant staff.

Communication of the Special Education Plan

Once approved by the Board of Trustees, the Special Education Plan will be submitted to the Ministry and posted on the Board's external website. Special Education department staff will be informed of revisions through staff meetings. Administrators and staff are informed of changes to the Special Education Plan through a variety of means. LSTs will have an opportunity to review the Special Education Plan at the first LST meeting of the school year.

Professional Development and Training

- Priorities for staff development include the following areas:
 - Implementation plans for new and/or revised Ministry policies and documents;
 - Areas related to exceptional students identified at individual schools;
 - Recommendations from Learning Support Services that examines system programs and placements;
 - Areas or gaps that can be addressed through staff development and have been identified by Learning Support Services staff working in consultation with members of the SEAC.
- Staff development is provided in a variety of formats:
 - Targeted professional learning through collaboration supported by Special Education Learning Coordinators, Teachers on Special Assignment and Professional Staff;
 - Workshops on system and site-based professional activity days and during summer in-service sessions;
 - Monthly Learning Support Teacher meetings;
 - School and system training throughout the school year as required to develop an understanding of new and existing Ministry requirements;
 - School and system training on new assessment procedures and/or materials;
 - Workshops provided by outside sources such as the Thames Valley Children's Centre or Child and Parent Resource Institute attended by designated staff;
 - Conferences attended by designated staff such as Coaching to Inclusion, Building Inclusive Communities, ~~and~~ the Geneva Centre for Autism International Symposium, and the Learning Disabilities Conference;
 - Collaboration between system staff and a variety of community groups on workshops and conferences;
 - Ongoing in-service to new teachers as well as new administrators;
 - Dedicated professional learning series for Educational Assistants;
 - Continuing training in areas such as Behaviour Management System (BMS), Individual Education Plan (IEP) development;
 - Under the auspices of System Staff Development, professional learning related to Special Education is included in the New Administrator Professional Learning Series, New Teacher Induction Program and Occasional Teacher Training Opportunities.
- The ~~budget lines which support our Itinerant Special Education staff are listed below~~ budget allocation dedicated to the staff development plan in the area of special education, includes funding for the following activities:-
~~—Release time;~~

~~Professional learning.~~

- Professional learning opportunities for system support staff and special education teachers;
 - Release funds for school staff to participate in system staff development;
 - Collaboration funding for school teams to participate in targeted professional learning with system support staff;
 - Cost-sharing of joint curriculum and special education professional learning opportunities;
 - Cost-sharing of professional learning opportunities and parent information sessions with community partners;
 - Purchase of online courses for administrators, teachers and educational assistants.
- In ~~2018-2019~~2019-2020, the TVDSB engaged in cost-sharing arrangements for professional development with the following agencies/organizations:
 - London District Catholic School Board;
 - ~~Learning Disabilities Association of London~~
 - Thames Valley Children's Centre.

Standard 14: Equipment

The purpose of the standard is to inform the Ministry, Board staff members and other professionals, and parents ~~provide details~~ about the provision of individualized equipment for some students with special needs.

Equipment

- The Thames Valley District School Board (TVDSB) is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs.
- Student equipment needs are identified through the Program Development Team (PDT) process. Recommendations are received from Board professional personnel and community professional practitioners. Professional assessments can come from a Ppsychologist, Ppsychologist Associate, Optometrist, Ophthalmologist, Occupational Therapist, Physiotherapist, Speech-Language Pathologist and specialist teachers of the blind, deaf or deaf-blind.
- There are two types of Special Equipment Amount (SEA) claims;
 - SEA Per Pupil Amount (computer hardware, software and related equipment);
 - SEA Claims-based Amounts (i.e., lifts, Braille, furniture, etc.).
- A SEA application is completed by the Learning Support Teacher (LST) and forwarded through the SEA Automation process to the school's area Learning Coordinator–Special Education for processing.
- Criteria for Specialized Equipment:
 - Practitioner's report (Occupational Therapist, Physiotherapists, Psychologist, Speech-Language Pathologist, etc.);
 - Student must be on an Individual Education Plan (IEP);
 - Parent(s)/guardian(s) ~~consent for~~ acknowledgement for the SEA application.
- The Ministry of Education allocates to school boards SEA revenue generated from the SEA per Pupil Amount and SEA Claims-based Amounts for expenses exceeding \$800.00. The Board is responsible for SEA approved equipment costs equal to and less than \$800.00.
- All specialized equipment is the property of the Thames Valley District School Board and is allocated at the discretion of the Board. Any required repair for maintenance will be provided by the Board. Repairs and maintenance concerns are to be shared with the LST ~~Learning Support Teacher~~ of the school.

Standard 15: Accessibility of School Buildings

The purpose of the standard is to provide the Ministry with further details of the Board's multi-year ~~Accessibility P~~lan, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

Accessibility

- The Learning Support Services staff and School Administrators identify immediate and anticipated accessibility needs to be addressed at specific school sites based upon existing and anticipated students enrolled at each school.
- The TVDSB provides funds annually to Facility Services specifically targeted to building renewal and improvement projects. Facilities Services staff work collaboratively with Learning Support Services staff to determine appropriate priority of capital projects.
- Members of the public can obtain a copy of the completed Plan from the TVDSB website, annual Special Education Advisory Committee (SEAC) presentation, annual TVDSB presentation, or by contacting Learning Support Services.
- The TVDSB is committed to making its programs, practices and buildings accessible to all students, staff and community members. As such, TVDSB has, under the *Accessibility for Ontarians with Disabilities Act* (AODA), 2005, struck an Accessibility Working Group that is responsible for developing and monitoring the implementation of the Plan, and publishing annual status reports on the progress made in achieving the Plan's objectives. This Group meets quarterly to review and update the Plan.
- The Board's Accessibility Plan, and a list of accessibility features at each school and Board site, can be found on the Board's website. The Plan is also available in alternate accessible formats upon request, by contacting the TVDSB Diversity and Equity Coordinator:
a.marlowe@tvdsb.ca.

Projects Complete During the ~~2018-2019~~2019-2020 School Year

The following projects were completed in response to individual student needs and AODA audits:

~~**Blenheim District PS**—Installed an auto door operator on existing universal washroom door on first and second floor.~~

~~**Bonaventure Meadows PS**—Created a universal washroom, replaced three exterior doors to improve barrier-free path of travel and provided auto door operators on two exterior doors.~~

~~**CC Carrothers PS**—Created a universal washroom, provided vertical lift to access first and second floor and inclined stair lift to access the lobby and gym level.~~

~~**Chippewa PS**—Constructed a ramp addition to access the playground.~~

~~**Hickson Central PS**—Installed an auto door operator on existing universal washroom door.~~

Jack Chambers PS — ~~Installed an auto door operator on existing universal washroom door and existing exterior entrance door to playground.~~

John P Roberts PS — ~~Created a universal washroom on first and second floors and provided a vertical lift to access second floor. Constructed a ramp addition to access the playground.~~

Oxbow PS — ~~Provided a new concrete sidewalk to provide barrier free path of travel to main entrance.~~

Tavistock PS — ~~Installed an auto door operator on the existing universal washroom door.~~

AB Lucas SS — ~~Installed an auto door operator on library door.~~

College Avenue SS — ~~Created a barrier free washroom on first floor, created a universal washroom on the second floor, and replaced the existing vertical lift and provided inclined stair lift to access to the stage.~~

East Elgin SS — ~~Replaced existing inclined stair lift from lower floor to main floor.~~

H-B Beal SS — ~~Provided existing passenger elevator with enhancements to modernize the unit and replaced various exterior doors to improve barrier free path of travel.~~

Huron Park SS — ~~Provided universal washroom on main floor and improved barrier free path of travel on second floor.~~

Ingersoll District Collegiate Institute — ~~Provided braille signage throughout school.~~

Montcalm SS — ~~Provided braille signage throughout school.~~

Saunders SS — ~~Provided braille signage throughout school.~~

Sir Wilfrid Laurier SS — ~~Provided universal washroom on first and second floor, replaced four interior corridor doors and frames to improve barrier free path of travel and provide auto door operator on the auditorium door, main office door, Guidance door and three gym doors. Additionally, a paved sidewalk on the south side of the school was added to improve barrier free path of travel.~~

[Glen Cairn P.S. – Provide universal washrooms](#)

[Mountsfield P.S. – Provide elevator and universal washrooms](#)

[Nicholas Wilson P.S. – Provide universal washroom](#)

[Oliver Stephens P.S. – Provide elevator and universal washroom](#)

Special Education Plan

Princess Anne F.I.P.S. – Provide universal washroom and new fire alarm with strobe feature for the visually impaired

Sir John A. Macdonald P.S. – Provide elevator addition and universal washroom

Westmount P.S. - Provide elevator and universal washroom

Zorra Highland Park P.S. – Provide auto door operator

Central S.S. - Provide universal washroom and elevator modernization

H. B. Beal S.S. – Highlight stairs for visually impaired

Medway S.S. – Installed Braille signage

Parkside Collegiate Institute – Provide lift to stage and second floor

Westminster S.S. – Provide elevator addition and universal washroom on second floor

Standard 16: Transportation

The purpose of the standard is to provide details of the Board's transportation ~~processes and policies~~ to the Ministry and to the public.

Provision of Transportation for Exceptional Students

- The Thames Valley District School Board's (TVDSB) Transportation Policy outlines that the Board, specifically the Special Education department staff, will approve and direct the service parameters of Southwestern Ontario Student Transportation Services (STS) on an annual basis.
- STS will make special transportation arrangements for TVDSB students who have been identified and approved by the School Board having either:
 - A permanent physical, mental or emotional disability that prevents them from safely getting to and from their Board-designated school;
 - A placement in a ~~self-contained~~ Special Education classroom or withdrawal assistance program (secondary).
- Parent(s)/Guardian(s) in conjunction with the school, will need to complete the Special Transportation Application annually.
- STS will manage and administer all of the Board's home-to-school transportation for exceptional students who attend the following programs through an application process:
 - System Special Education classes (Developmental Education, Accelerate, Hearing, Gifted, Autism Spectrum Disorder and Transition);
 - Care and/or Treatment, Custody and Correctional (CTCC) day treatment programs offered through Vanier Children's Services, The Child and Parent Resource Institute (CPRI) or Wellkin Child and Youth Mental Wellness;
 - Provincial and Demonstration Schools (day students only).
- For students in regular class programs who require specialized transportation to their designated school, a ~~Specialized~~ Transportation Application Form may be completed by the school and parent(s)/guardian(s) and submitted to STS.
- Specialized Transportation arrangements will be made by the TVDSB on behalf of students with a permanent physical, mental or emotional disability that prevents them from safely getting to and from their Board-designated school to access Summer School Programs.
- A determination as to whether the student will be transported with other children or separately is made by the ~~Learning Supervisor~~ System Principal of Special Education upon application by the school Principal.
- An individual school transportation plan is developed for each student who requires Specialized Transportation. An individual transportation plan is a written plan that details:
 - How each student will board, be secure while driving, and de-board;

- What assistance students may need while boarding, securing themselves, or de-boarding;
 - Responsibilities of students, parents, drivers, school staff, school boards, and transportation companies.
- Consideration by STS during selection of transportation providers for all exceptional students includes criteria related to safety, including, but not limited to:
 - Drivers must have first-aid training;
 - Wheelchairs must be secured while being transported;
 - Criminal record checks must be completed for drivers and bus monitors.

Standard 17: The Board's Special Education Advisory Committee

The purpose of the standard is to provide details of the operation of the Board's Special Education Advisory Committee (SEAC) [to the Ministry](#) and to give the members of the public information to which they are entitled.

SEAC was established in compliance with Regulation 464/97.

SEAC Roles and Responsibilities

The Thames Valley District School Board (TVDSB) [Special Education Advisory Committee \(SEAC\)](#) has the following roles and responsibilities:

- To make recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services. SEAC activities which support this role include:
 - Receiving and responding to reports about Special Education programs and services;
 - Collaborative development of Special Education Resources for parent(s)/guardian(s) and staff related to IPRC, IEP, effective communication practices and parent(s)/guardian(s) engagement;
 - Discussing program recommendations that are presented by staff and/or sub-committees;
 - Bringing forward issues for discussion and action by administration and/or the Board;
 - Sharing information about association activities and issues.
- To participate in the annual review of the Special Education Plan. SEAC activities which support this role include:
 - Reviewing changes to the Standards at SEAC meetings during the ~~2019-20~~[2020-2021](#) school year;
 - Responding to suggestions of the Special Education Audit;
 - Participating in sub-committees involved in reviewing sections or parts of the Special Education Plan;
 - Reviewing changes to the Plan and providing feedback to the staff and Board.
- To participate in the annual budget process for Special Education. SEAC activities which support this role include:
 - Receiving one or more presentations from administration about the budget process and key issues;
 - Reviewing the financial statements of the Board as they relate to Special Education;
 - Having the opportunity to ask questions, offer suggestions and provide feedback throughout the budget process;
 - Having the opportunity to make presentations to the Planning and Priorities Advisory Committee or the Trustees about proposed expenditures or funding allocations.
- To communicate with parent(s)/guardian(s) and members of the public about Special Education programs and services and the activities of SEAC. SEAC activities which support this role include:

- Holding open meetings which members of the public can attend;
 - Developing and distributing information about Special Education and SEAC;
 - Distributing information and consulting with members of the associations represented by SEAC members;
 - Providing input into the Board website and publications which provide information about Special Education;
 - Participating in the Thames Valley Parent Involvement Committee Symposium by sharing information on the role of SEAC;
 - Increase awareness of Ministry of Education Special Education resources, including the Ministry of Education and SEAC websites.
- To interact with other Ministries. SEAC activities which support this role include:
 - Responding to Ministry of Education consultations on Special Education policy and procedures;
 - Responding to government consultations on programs and policies which may impact on students who require Special Education programs and services;
 - Consulting and collaborating with other Ministries, community partners and agencies regarding the development or changes in services and programs which may affect students who require Special Education.

Role of TVDSB

- To provide personnel and facilities necessary for the proper functioning of this committee.
- The work of SEAC is supported by the following Administrative Resource Staff to the Committee:
 - Riley Culhane, Associate Director
 - Andrew Canham, Superintendent of Student Achievement
 - Andrea Leatham, ~~Learning Supervisor~~ [System Principal](#)
 - Roseanne Ferrara, ~~Learning Supervisor~~ [System Principal](#)
 - Matthew Chevalier, Elementary Principal
 - ~~Jeff Bruce, Elementary Principal~~ [Helen Mahabir, Elementary Principal](#)
 - Tiffany Birtch, Secondary Principal
 - ~~Dan Clarke, Secondary Principal~~ [Mike Phillips, Secondary Principal](#)

SEAC Meetings

SEAC meetings occur on either ~~on~~ the first ~~or second~~ Tuesday from 12:15 p.m. to 3:00 p.m., or the first or second Monday from 6:30 p.m. to 9:00 p.m. each month (with the exception of December and May). Meetings are held at the TVDSB Education Centre at 1250 Dundas Street East, London, Ontario unless otherwise scheduled. The proposed schedule for ~~2019-20~~ [2020-2021](#) is as follows.

~~2019-20~~ [2020-2021](#) Special Education Advisory Committee Meeting Dates

Monday, September ~~9~~ [14](#), 20~~19~~ [20](#) 6:30 p.m.
~~Tuesday~~ [Monday](#), October ~~15~~, 20~~19~~ [20](#) ~~12:15~~ [6:30](#) p.m.

~~Monday~~ ~~Tuesday~~, November ~~11~~3, 201920 ~~6:30~~12:15 p.m.
 Tuesday, January ~~7~~5, 20201 12:15 p.m.
 Tuesday, February ~~4~~2, 20201 12:15 p.m.
 Monday, March ~~9~~8, 20201 6:30 p.m.
~~Tuesday~~ ~~Monday~~, April ~~7~~12, 20201 ~~12:15~~6:30 p.m.
~~Monday~~ ~~Tuesday~~, May 4, 20201 ~~6:30~~12:15 p.m.
 Monday, May ~~25~~17, 20201 6:30 p.m.
~~Monday~~ ~~Tuesday~~, June 8, 20201 ~~6:30~~12:15 p.m.

Members of the public are welcome and encouraged to attend.

SEAC Membership

SEAC consists of three trustees, representatives of local associations and additional members committed to furthering the interests of students with special education needs.

Special Education Advisory Committee Membership 2019-2022

ASSOCIATION	REPRESENTATIVE	ALTERNATE
TVDSB – Trustee	Joyce Bennett j.bennett@tvdsb.ca	
TVDSB – Trustee	Lori-Ann Pizzolato l.pizzolato@tvdsb.ca	
TVDSB – Trustee	Barb Yeoman b.yeoman@tvdsb.ca	
Association for Bright Children www.abcontario.ca	Christine Thammavongsa thammavo@oxford.net	Beth Mai President.abclondon@gmail.com
Autism Ontario 1340 Dundas St. E., London, ON N6G 2V9 Phone: 519-433-3390 autismontariolondon@bellnet.ca www.autismontario.com/london	Nadia Brown nadiabrown2000@rogers.com Sarah Lawrence Farrants Sarahlawrence1@outlook.com	Kelly Wilson Langley38jane@hotmail.com
CAS of London & Middlesex P.O. Box 7010, 1680 Oxford St. London, Ontario N5Y 5R8 Phone: 519-455-9000 www.caslondon.on.ca	Mike Cvetkovich Mike.cvetkovich@caslondon.on.ca	
Community Living London 190 Adelaide Street South London, Ontario N5Z 3L1 www.cll.on.ca	Barbara Furac barb.furac@ccll.on.ca	
Community Services Coordination Network (CSCN) www.cscn.on.ca	Judy Wright judywright@cscn.on.ca	Cassie Krygsman cassiekrygsman@cscn.on.ca

ASSOCIATION	REPRESENTATIVE	ALTERNATE
Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, Ontario M3C 3N6 Toll Free: 1-800-668-6252 easterseals.org London Office 2265 Oxford Street W., Unit 1 London, Ontario N6K 4P1 Phone: 519-432-9669 Toll Free: 1-888-278-7797	Alison Morse amorse@easterseals.org	
Epilepsy Support Centre 690 Hale Street London, Ontario N5W 1H4 Phone: 519-433-4073 Executive Director: Michelle Franklin www.epilepsysupport.ca	Bob Harvey bsharvey@execulink.com	Jayme Arts jayme@epilepsyswo.ca
Fetal Alcohol Spectrum Disorder Network fasdelmo@gmail.com www.fasdelmo.wordpress.com	Tracy Grant ss12grants@gmail.com	Wendy Conforzi con4zi@rogers.com
Learning Disabilities Association of Ontario London Region 303 Richmond Street Unit 205 London, Ontario N6B 2H8 Phone: 519-438-6213 www.ldalondon.ca	Paul Cook ed@ldalondon.ca	Deborah Shore Reid supportgroup@ldalondon.ca
London Autism Developmental Disabilities Support Group	Suzanne Young suzanne_young1@hotmail.com	Christina Devlin Christina.m.devlin@gmail.com
Ontario Parents Advocating for Children with Cancer Phone: 705-828-7965 Email: info@opacc.org www.opacc.org	Lori Turner-Otte Lori.otte@lhsc.on.ca	Kim Vander Scheide oliviakickincancer@gmail.com
Thames Valley Council of Home and School Association www.tvchsa.com	Jennifer Courtney-Nuyens jennnuyens@yahoo.ca Sarah Thompson sarahhoelke@hotmail.com	Melissa Noszenko mnoszenko@gmail.com
Thames Valley Children's Centre 779 Baseline Road, East London, ON N6C 5Y6 Phone: 519-685-8700 www.tvcc.on.ca	Janet Gritzan janet.gritzan@tvcc.on.ca	Colleen Willoughby Colleen.willoughby@tvcc.on.ca
VOICE for the Deaf and Hard of Hearing admin@voicefordeafkids.com www.voicefordeafkids.com 302-177 Danforth Avenue Toronto, Ontario M4K 1N2 Phone: 416-487-7719	Michele Barbeau michelebarbeau65@gmail.com	Natalie Davison N5davison@sympatico.ca
Vanier Children's Services 871 Trafalgar Street London, ON N5Z 1E6	Laura Dunlop-Dibbs ldunlop@vanier.com	Sheri Grabstas accounting@vupointsystems.ca



Special Education Plan

ASSOCIATION	REPRESENTATIVE	ALTERNATE
Phone: 519-433-3101 www.vanier.com		
Chippewas of the Thames First Nations www.cottfn.com	Crystal Kechego, Education Director ckechego@chippewa-ed.on.ca Vickler Slay vslay@cottares.ca	
Munsee-Delaware Nation www.munsee.ca	Karen Snake karenbsnake@gmail.com	

Members of the public are encouraged to make their views known to SEAC by requesting a delegate presentation to SEAC, contacting representatives directly, [using the 'Contact us' link on the Special Education page of the TVDSB website](#), or calling the Special Education department at the board office.

SEAC Activities

In the ~~2018-19~~2019-2020 school year, SEAC provided input on a wide range of special education department initiatives, the annual review of the Special Education Plan and the ~~2019-20~~2020-2021 special education budget.

The SEAC included two sub-committees that support [the priorities of the Special Education Department](#): ~~two priorities:~~ the revisions to the Special Education Plan, and [a review of the supports for students with a Giftedness exceptionality](#). ~~the development of a SEAC brochure.~~ As a result of this work, the SEAC sub-committee has worked to [enhance the supports for all learners in the TVDSB with special education needs](#). ~~create greater awareness of SEAC and the Special Education Plan by providing School Councils with information on the plan, which was shared through all school Principals. In addition, the committee has created a Special Education Plan Summary which outlines the information that is included in the plan.~~

SEAC had a number of staff presentations on exceptionality specific programs and resources including:

- CTCC
- Speech and Language Summer Camps
- ~~Supervised Alternative Learning~~
- Budget
- [Programming for students with a Giftedness exceptionality](#)

SEAC had an opportunity to ask questions and provide suggestions on each of these topics.

In addition, SEAC had presentations or reviewed processes related to:

- Empower™ in TVDSB
- ~~Work Experience Program~~
- [Lexia Reading in TVDSB](#)
- [Exclusion of a Student Policy and Procedure](#)
- [Student Use of Guide Dogs and Service Animals Policy and Procedure](#)

SEAC representatives were also invited to participate in board activities including:

- ~~Annual Thames Valley Parent Involvement Committee (TVPIC) Symposium~~
- Annual PASSAGES transition conference
- ~~The Special Education INConference~~

SEAC had representation on the following committees:

- IEP Audit Committee
- Accessibility Working Group Committee
- Culture for Learning Committee
- The Mental Health & Behaviour Review Committee
- ~~Gifted Screening Tool Committee~~

SEAC Handbook

To assist SEAC members, a Special Education Advisory Committee (SEAC) Handbook has been developed that provides members with information about the:

- Procedures for selecting of Members and Filling Vacancies;
- Eligibility for SEAC membership;
- Committee Governance;
- Election Procedures for Chair and Vice Chair;
- Thames Valley District School Board's (TVDSB's) SEAC;
- Minister's Advisory Council on Special Education (MACSE);
- Provincial Parent Association Advisory Committee (PAAC) on SEAC;
- Member resources.

Standard 18: Coordination of ~~Other~~ Services with Other Ministries or Agencies

The purpose of the standard is to provide the Ministry and the public with details of the Board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Pre-School Initiatives

- The Ministry of Health and Long-Term Care, Ministry of Children, Community and Social Services and the Ministry of Education work in harmony to provide services for Pre-School children.
- Examples of some of the programs are:
 - Infant Hearing Program;
 - Provincial Schools Branch – Home Visiting Program;
 - tykeTALK (Thames Valley Preschool Speech and Language Alliance serviced by Thames Valley Children's Centre (London, Middlesex and Elgin sites), Western University and Woodstock General Hospital).
- Learning Support Services representatives meet with representatives from the Ministries above to establish links and relationships with parent(s)/guardian(s) and children prior to the child's entry into school in the Thames Valley District School Board (TVDSB).

Pre-School Speech and Language Initiative

- The TVDSB Speech ~~and~~ Language Pathology and Audiology Services staff have been working very closely with the local initiative, the Thames Valley Preschool Speech and Language Alliance (tykeTALK) in the following ways:
 - ~~Representative on the Alliance Steering Committee;~~
 - Representatives on the Transition to School Committee;
 - Representatives on Services and Liaison Committees;
 - Participation in the development of policies for the transition from pre-school services to school-age programs;
 - Participation in the strategic planning process;
 - Participation in the evaluation process - development of outcome measures and tracking of JK students in need of initial or continued speech and language services;
 - Provision of parent(s)/guardian(s) workshops;
 - Participation in transition to school meetings for parent(s)/guardian(s).

Pre-School Nursery Programs

- Transition plans are developed for students with exceptional needs to ensure a smooth transition from pre-school child care settings to school.
- Learning Coordinators-Special Education and/or the Teacher on Special Assignment (TOSA)-Special Education, collaborate with staff from pre-school child care settings.

- Parent(s)/Guardian(s) are provided a copy of the planning document “Early Years Checklist” in order to assist with the transition planning process.
- Learning Coordinators-Special Education and/or the TOSA-Special Education, liaise with pre-school resource teachers from All Kids Belong, A Child First, and the Elgin Ontario Early Years Centre.

Intervention Programs for Children with Autism

- It is the TVDSB policy and practice to work collaboratively with community-based teams such as the Child and Parent Resource Institute (CPRI), All Kids Belong, and Ontario Autism Program (OAP) providers who support early and ongoing intervention programs for children with Autism.
- A protocol has been developed with Thames Valley Children’s Centre (TVCC) to ensure a smooth transition for students with Autism new to school and to collaboratively support OAP Behaviour Plans.

The Applied Behaviour Analysis (ABA) Team supports the Connections for Students Process for students transitioning from Intensive Behaviour Intervention (IBI) programs to full-time attendance at school and works in collaboration with OAP providers in support of the OAP Family Service Plan.

First Nations, Métis, and Inuit ~~(FNMI)~~

- In consultation with First Nation Communities, [First Nations, Métis and Inuit](#) ~~FNMI~~-specific programs are provided to support First Nations students by the TVDSB in elementary and secondary schools.
- Native Second Language (Oneida) studies at the elementary school level are provided at Aberdeen, Woodland Heights, East Carling, Delaware, East Carling and Lambeth Public Schools.
- Native Second Language (Ojibwe/Oneida) studies at the secondary school level are provided at HB Beal, Strathroy District Collegiate Institute and Saunders Secondary Schools.
- TVDSB also provides [First Nations, Métis and Inuit](#) ~~FNMI~~-specific courses that are available to all students at HB Beal, Arthur Voaden, Sir Wilfrid Laurier, Clarke Road, Saunders Secondary Schools, London South Collegiate Institute, B. Davison, Strathroy Collegiate Institute, Central Elgin Secondary School and Parkside Collegiate Institute. Additional sites may be added through the budgeting process.
- [First Nations, Métis and Inuit](#) ~~FNMI~~ counsellors are available on a referral basis for [First Nations, Métis and Inuit](#) ~~FNMI~~ students at both elementary and secondary schools.
- Alternative secondary classes are provided at N’Amerind Friendship Centre and at the Anishnaabe Skiniw site within the Chippewas of the Thames First Nation Community.
- TVDSB site personnel work collaboratively with representatives from the Munsee-Delaware Nation, the Oneida Education Office and the Chippewas of the Thames Board of Education to plan and support for successful transitions, including applications, if appropriate, for Special Equipment Amount (SEA) equipment of First Nations students enrolled in TVDSB.
- First Nation Communities maintain representation on the TVDSB Special Education Advisory Committee (SEAC).

~~The Board's First Nations Tuition Agreements and the Memorandum of Understanding with N'Amerind outline the Board's and Communities' responsibilities. For more information, regarding specific Agreements with First Nations' communities, please contact Learning Support Services at 519-452-2000.~~

Coordinated Service Planning (CSP) – Special Needs Strategy

- TVDSB Special Education representatives met with community partners to implement improved service coordination for students with complex needs.
- This initiative is part of the Special Needs Strategy in collaboration with community partners, including:
 - Community Services Coordination Network (CSCN);
 - Thames Valley Children's Centre (TVCC);
 - Community Living Elgin and London;
 - Community Living Tillsonburg;
 - Middlesex London Health Unit;
 - South West Local Health Integration Network;
 - Preschool Speech-Language program (tykeTALK);

Joint Protocol for Student Achievement (JPSA)

- The Joint Protocol for Student Achievement (JPSA) is intended to facilitate collaboration between partnering CASs and school boards in their efforts to enable Kindergarten to Grade 12 students who are in the care of, or receiving services from, a CAS to benefit from the learning opportunities and supports available in schools and to achieve academic success. A Realizing Educational Achievement for Children/Youth (REACH) Team must be offered to every student that has been identified by the CAS to the school board, with appropriate consents. Students with consent and who agree to have a REACH Team should be offered the opportunity to have an individualized Education Success Plan developed to support their educational success.

~~Care/Treatment, Custody and Correctional Programs~~ Education and Community Partnership Programs (ECP)

- Students entering or leaving an Education and Community Partnership Program ~~Care, Treatment or Correctional program~~ require a transition meeting between the program and the home/receiving school.

Assessments from Other Boards, Ministries or Agencies

- The school, in conjunction with the appropriate personnel (such as Psychological Services or Speech-Language Pathology and Audiology Services) will review assessments accompanying students entering the school system from other Boards, Ministries, or Agencies.
- Where identification as an exceptional pupil is concerned, the Ontario Student Record (OSR) contents and assessments will be reviewed by appropriate TVDSB personnel to determine

whether or not the student meets the criteria for Identification as set out in the Board's Criteria for Identification.

- Additional assessments will be recommended if additional information is required.
- Assessments would generally be completed within a four (4) month period.

Information Sharing

- For students entering TVDSB, relevant information is shared between other school boards, ministries, community agencies and the parent(s)/guardian(s); permission forms are to be obtained and signed by the parent(s)/guardian(s) or by the student if the student is of the age of consent.
 - The Learning Coordinator-Special Education for that school will assist by acting as a liaison between the various community partners and the school.
 - For students leaving the Board to attend other programs or Boards, the sending school's Principal, Learning Support Teacher (LST), or the Learning Coordinator-Special Education for that school may share information with the receiving agency or school, provided permission has been obtained from the parent(s)/guardian(s).
 - The Principal is responsible for ensuring transition planning for these students is conducted by the sending or receiving school, in collaboration with Care/Treatment, Custody and Correctional staff and parent(s)/guardian(s). Where appropriate, the Learning Coordinator-Special Education for that school and other system or agency staff are to be included in the transition planning.
- [For more information regarding these specific partnerships, please call the TVDSB Education Centre at 519-452-2000.](#)



Special Education Plan 2020/2021

Table of Contents

Acronyms Related to Special Education	1
Standard 1: The Board's Consultation Process for the Special Education Plan	3
Standard 2: The Board's General Model for Special Education.....	5
Standard 3: Roles and Responsibilities.....	12
Standard 4: Early and Ongoing Identification Process.....	18
Early and Ongoing Identification Process Chart.....	21
Proactive Approach to Supporting Students Prior to IPRC Meetings	22
Standard 5:	
The Identification, Placement and Review Committee (IPRC) Process and Appeals.....	27
Standard 6: Educational and Other Assessments	34
Standard 7: Specialized Health Support Services in School Settings	43
Standard 8: Categories and Definitions of Exceptionalities	47
Standard 9: Special Education Placements Provided by the Board	54
Standard 10: Individual Education Plans (IEPs)	66
Standard 11: Provincial and Demonstration Schools in Ontario	71
Standard 12: Special Education Permanent Staffing Allocation.....	74
Standard 13: Staff Development	75
Standard 14: Equipment	78
Standard 15: Accessibility of School Buildings.....	79
Standard 16: Transportation	81
Standard 17: The Board's Special Education Advisory Committee.....	83
Standard 18: Coordination of Services with Other Ministries or Agencies	89

Acronyms Related to Special Education

Acronym	Definition
ABA	Applied Behaviour Analysis
ADHD	Attention Deficit Hyperactive Disorder
AODA	Accessibility for Ontarians with Disabilities Act
APD	Auditory Processing Disorder
ASD	Autism Spectrum Disorder
ASL	American Sign Language
BMS	Behaviour Management Systems
CCAT	Canadian Cognitive Abilities Test
DE	Developmental Education
D/HH	Deaf and Hard of Hearing
DSENA	Differentiated Special Education Needs Amounts
DSM	Diagnostic and Statistical Manual of Mental Disorders
EA	Educational Assistant
ECPP	Education and Community Partnership Program
FASD	Fetal Alcohol Spectrum Disorder
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
LHIN	Local Health Integration Network
LST	Learning Support Teacher
MID	Mild Intellectual Disability
O&M	Orientation and Mobility
OAP	Ontario Autism Program
OSR	Ontario Student Record
OT	Occupational Therapist
PDT	Program Development Team
PT	Physiotherapist
RHPA	Registered Health Professionals Act
SEA	Special Equipment Amount

SEAC	Special Education Advisory Committee
SEAS	Special Education Administrative System
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist
TOSA	Teacher on Special Assignment
TVDSB	Thames Valley District School Board
VMI	Visual-Motor Integration
WIAT	Wechsler Individual Achievement Test
WISC	Wechsler Intelligence Scale for Children

Standard 1: The Board's Consultation Process for the Special Education Plan

The purpose of the standard is to provide details of the Board's consultation process to the Ministry and to the public.

The Thames Valley District School Board (TVDSB) values collaboration with families, community partners and stakeholders, and welcomes input into the Special Education Plan at any time through the Special Education website. Staff members have regular and ongoing communication with parents/guardians, system staff and community agencies/associations. As a school board committed to continuous improvement, we value and welcome input received through formal and informal processes. The feedback gathered influences the decisions by the TVDSB on the provision of programs, services and resources.

Public Consultation with Support from SEAC

In Ontario, school boards are required to establish a Special Education Advisory Committee (SEAC) to provide advice about special education programs and services. SEAC is currently comprised of 9 associations, 3 Trustees and 6 "members at large" that further the interests and well-being of students identified with exceptionalities. SEAC members make recommendations to their board on any matter affecting the establishment, development and delivery of special education programs and services for exceptional students.

Every member of SEAC assumes responsibility for speaking with members of the public, either through association meetings, or through informal conversations with parents/guardians. This input is reflected in the feedback provided through monthly SEAC meetings.

Every monthly agenda includes a section for "Association Updates", at which time members may introduce matters of interest or concern. Key initiatives of the associations can be shared through this process.

SEAC meetings are open to members of the public. Members of the public are welcome to attend and observe the proceedings. SEAC meeting processes allow for members of the public to speak as a delegation to SEAC. If members of the public would like to make a presentation to SEAC, they are encouraged to contact the SEAC chair or the TVDSB Superintendent responsible for overseeing the Special Education Department. Delegations may be given up to 10 minutes for presentations as determined by the chair. SEAC meeting processes also allow for members of SEAC to ask questions of the delegation. Depending on the nature of the questions, answers may be received during the meeting or at the next meeting.

SEAC Involvement in the Review Process

Each year SEAC is provided with the opportunity to participate in the annual review of the board's Special Education Plan and makes recommendations about improving special education resources, programs and services. A subcommittee is formed of staff and SEAC members to

review the plan and make necessary revisions. The plan is revised by staff and reviewed with the SEAC committee at monthly meetings to gain further input. The SEAC committee then votes to endorse or not endorse the amended plan each year.

Majority or Minority Reports, Board Response

SEAC Member Associations have an opportunity each year to submit a Majority or Minority Report to the Chair and Trustees of the Board concerning the Board's Special Education Plan. The Board issues a response to this report and both are attached as appendices to the plan.

There were two minority reports submitted during the 2019-2020 academic year.*

Means of Communication

TVDSB communicates with parents/guardians, board employees and the community in a number of ways.

TVDSB and SEAC are continuously looking for ways to improve the special education section on the TVDSB website. We endeavour to improve the online experience for parents/guardians to easily access information about our board's special education programs and services. Furthermore, there is a section for SEAC that includes member contact information, agendas and minutes.

- It is a goal of the TVDSB's SEAC to raise awareness and understanding of the Special Education Plan and related services. To endeavor to meet this focus, SEAC:
 - Increased awareness of the Special Education Plan as part of parent(s)/guardian(s) information nights, regular professional development with administrators, Learning Support Teachers and other staff;
 - Continued to revise each standard to ensure current information and clarity of content;
 - Annually review the SEAC brochure;
 - Reviewed Identification Placement Review Committee (IPRC) placement options;
 - Conducted surveys of staff and parents/guardians to inform the Special Education Behavioural/Mental Health Program Review;
 - Established a sub-committee to review Gifted programming.

What are our next steps?

- Share information with all school councils about the Special Education Plan and invite input;
- Share information with TVPIC about the Special Education Plan and invite input;
- Distribute an article about the Special Education Plan in school newsletters and invite input;
- Monitor and review Special Education programs and services and the model of delivery, with an emphasis on professional services (Psychological Services, School Counselling and Social Work Services, Speech-Language Pathology and Audiology Services, and Behaviour Analysis), and the Role of the Teacher on Special Assignment.

*A majority/minority report is made by a group of people within a larger group who agree/disagree with the report of the whole group.

Standard 2: The Board's General Model for Special Education

The purpose of the standard is to provide the Ministry and the public with information on the Board's philosophy and service delivery model for the provision of Special Education programs and services.

The Thames Valley District School Board (TVDSB) Special Education Plan has been designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, and Regulations made under the Act.

The TVDSB's approaches to Special Education and its Special Education delivery system are consistent with the Board's Mission, Vision and Strategic Priorities. The TVDSB Mission, "*We build each student's tomorrow, every day*" lies at the heart of the programs and services that the TVDSB provides through its Special Education department. What has developed is a multi-sourced approach dedicated to the student. This approach illustrates how different stakeholders, both individuals and groups, play integral roles in maximizing student learning.

Approach to Special Education

The following statements represent the position of the TVDSB regarding the provision of Special Education programs and services:

- The general goals of education apply equally to Special Education. For students with special needs, however, differentiated teaching strategies, additional support, facilities and/or equipment may be required.
- Programs shall be designed to assist students with special needs to develop their maximum potential in the affective (social/emotional/behavioural), cognitive and psychomotor domains of learning.
- Early and ongoing procedures for the identification of the learning needs, learning styles and abilities of students shall be provided. School Program Development Teams (PDTs), which include the parent(s)/guardian(s) and student, as appropriate, and in consultation with health agencies and/or social agencies will support program accommodations and/or modifications.
- The TVDSB uses a variety of strategies, techniques and resource support, in order to meet the needs of all students.
- Special Education is a changing and dynamic entity. Over time, the response of the system will change as the needs of the students change. Therefore, ongoing input from students, parents/guardians and the public is not only invited, it is a vital component in the change process. To provide input, please email spcedplan@tvdsb.ca.

Goals for Special Education 2020-2021

The Special Education Department supports all members of the learning community to maximize potential, promote well-being and enhance student learning and achievement. The goals of the Special Education Department are reviewed annually and linked to the TVDSB Operational Plan.

RELATIONSHIPS: We build positive relationships with all members of our education community to foster an engaged and inclusive board culture.

Goals:

1. Students, families and staff are welcomed, respected and valued as partners.
2. Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community.
3. Create opportunities for collaboration and partnerships.

EQUITY AND DIVERSITY: We provide an equitable and inclusive environment that champions learning opportunities for all.

Goals:

1. Create opportunities for equitable access to programs and services for students.
2. Students and all partners feel heard, valued and supported.
3. Programs and services embrace the culture and diversity of students and all partners.

ACHIEVEMENT AND WELL-BEING: We engage in innovative learning experiences that promote excellence in student achievement and well-being.

Goals:

1. More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy.
2. Staff will demonstrate excellence in instructional practices.
3. Enhance the safety and well-being of students and staff.

OBJECTIVE: Improve Student Achievement in Mathematics

Members of Special Education Services will support the development and implementation of effective Individual Education Plans (IEPs) which identify appropriate evidence-based practices, informed by assessment, for the provision of personalized and precise programming in Mathematics.

How will this be accomplished?

- Special Education staff support the timely completion, review and interpretation of specialized assessments to provide staff with insights into the student's strengths, needs and learning profile to inform programming;
- Collaboration within Learning Support Services to integrate universal design and differentiated instructional strategies into professional learning opportunities to support student's programming and learning environments;
- Providing educators professional learning related to:
 - The use of assessment results and recommendations when developing IEPs;
 - Accommodation and modification of program for improved student achievement and well-being.

How will this be measured?

- Analysis of EQAO data for students on IEPs;
- Audit of IEPs: alignment of strategies with assessment data and recommendations;

- Tracking and monitoring of the number of students receiving modified programming in mathematics;
- Collaborative professional learning opportunities;
- Development and use of system resources: evidence-based intervention strategies and differentiated approaches to meet the specific learning needs of students (as documented in PDT Summary Forms and Special Education Program Applications).

OBJECTIVE: Improve Student Achievement in Literacy

Members of Special Education Services will support the development and implementation of effective Individual Education Plans (IEPs) which identify appropriate evidence-based practices, informed by assessment, for the provision of personalized and precise programming in early oral literacy skills, reading comprehension, and the student's ability to demonstrate their understanding of implicit information through their written responses.

How will this be accomplished?

- Provide professional learning opportunities and resources to educators on the new Early Identification and Intervention Tool;
- Collaboration within Learning Support Services to integrate universal design and differentiated instructional strategies into professional learning opportunities to support student's programming and learning environments through a tiered approach to intervention;
- The Empower™ Reading program provides guided practice and consolidation of strategies that support students to become independent and more confident readers;
- The school team works collaboratively with Learning Support Services to interpret early literacy data (e.g., DRA, Running Records, Spelling Inventories, Phonological Awareness assessments) to complete student profiles and inform tiered literacy interventions; Phonological Awareness strategies and instruction in the classroom;
- Tiered Literacy Intervention.

How will this be measured?

- Analysis of Early Identification and Intervention data at the school and system level;
- Monitoring and analysis of Empower™ data collected throughout the year;
- Development and use of system resources: evidence-based intervention strategies and differentiated approaches to meet the specific learning needs of students (as documented in PDT Summary Forms and Special Education Program Applications);
- The Phonological Awareness assessment results are used in conjunction with educator data to support classroom programming, professional learning and small group intervention;
- DRA, PM Benchmarks, GB Plus.

OBJECTIVE: Enhance Two-Way Communication and Improve Engagement within our TVDSB Community

Members of Special Education Services strengthen collaborative practices by facilitating engagement of parent(s)/guardian(s) and student, support personnel, professionals, and representatives of community agencies consulting on the development and implementation of student IEPs.

How will this be accomplished?

- Support the PDT process through training and the provision of resources to support best practices;
- Engage with multi-disciplinary school teams in the PDT Process;
- Support the documentation of PDT meeting summaries with a focus on effective action plans (interventions/referrals/assessments, timelines and follow-up);
- Focus on effective action plans which reflect input from all participants and specify intervention, timelines for implementation;
- Support the IEP consultation, development and implementation process;
- Engage with school teams twice a year to review Special Education Supports and Services to support improved student learning and well-being.

How will this be measured?

- Evidence of parent(s)/guardian(s), student, staff, community practitioner, and agency involvement as documented in the IEP consultation record;
- Evidence of stakeholder input/recommendations into action plans as documented in PDT summaries;
- Evidence of data tracking of targeted intervention;
- Yearly review of Case Management System quantitative and qualitative data:
 - Number of referrals supported by Special Education staff;
 - Number of Collaboration meetings supported by Special Education Staff.

OBJECTIVE: Create Secondary Learning Environments that are Engaging, Inclusive and Relevant

Members of Special Education Services promote inclusive environments and practices that are responsive to the diversity of students, enabling all students to access course content, fully participate in learning activities and demonstrate their knowledge and strengths through varied opportunities for assessment.

How will this be accomplished?

- Support the establishment of universally designed classrooms which provide differentiated instruction and assessment at the secondary school level;
- Identify and support the implementation of subject specific universal supports and accommodations;
- Monitor achievement data of exceptional students to inform professional learning focus;
- Work collaboratively with Student Success and Guidance to support the PDT process;
- Ensure equitable access to special education programs and services.

How will this be measured?

- Review of PDT minutes and targeted intervention tracking;
- Review of IEP consultation logs through the IEP Audit;
- Development of the Universal Design for Learning (UDL) Resource for Secondary School;
- Credit accumulation and graduation rates;
- Establish criteria for referral to PDT;
- Contribute to standards of practice for Student Success Meetings;

- Special Education Placement data and analysis.

OBJECTIVE: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success

Members of Special Education Services will work with all key stakeholders to *optimize student engagement, achievement and well-being* using the tiered approach to prevention and intervention.

How will this be accomplished?

- Engage staff in professional learning opportunities that support the use of a tiered approach to prevention and intervention with members of Special Education Services, educators, administrators, parents/guardians, and community partners (communication messages, Community of Schools (COS) meetings, website, forms);
- Support the implementation of UDL, Differentiated Instruction and access to appropriate accommodations at the tier one level;
- Collaborate with parent(s)/guardian(s) and student to inform the tiered intervention approach and ensure that parent(s)/guardian(s) and student voice is reflected in the process;
- Ensure timely assessment and interventions to support students to realize their achievement potential.

How will this be measured?

- Provision and alignment of resources to support the tiered approach to prevention and intervention;
- Student achievement (EQAO/pass rates) and engagement (attendance) data;
- PDT referrals reflect a tiered intervention approach;
- Tiered interventions are documented in Special Education Program applications.

Reporting on Goals for Special Education

A yearly report is provided to the Special Education Advisory Committee (SEAC) by the department outlining the accomplishments of our goals.

Guiding Principles for Special Education

Twelve guiding principles have emerged as a result of the input received by the Board and serve as a "road map" in the development and implementation of Special Education programs and services.

1. All students can succeed.
2. Each student has their own unique patterns of learning. Patterns of learning may vary greatly within a classroom. Teachers need to plan for diversity, give students tasks that respect their abilities, use dynamic and flexible groups for instruction, and provide ongoing assessment.
3. The TVDSB Mission of, "We build each student's tomorrow, every day" should be supported by maximizing student learning.
4. The practice of providing a range of services and placements shall be maintained.

5. Regular classrooms should be the first placement of choice for all students throughout their education career as per [Regulation 181/98](#).
6. Parent(s)/guardian(s), student and staff must be engaged as equal partners in achieving student success. Group collaboration is imperative to ensure appropriate programming, placement decisions and the implementation of an effective IEP.
7. Parent(s)/guardian(s), student, staff and public involvement is essential in creating a caring culture of learning designed to optimize the development, establishment and implementation of programs and support services.
8. Educators, students and families require the support of the broader community to create a learning environment that supports students with Special Education needs.
9. Ongoing communication with student, parent(s)/guardian(s), staff, SEAC and other stakeholders is an important strategy in maintaining links with the broader community sector.
10. Fairness is not sameness. Fairness can be achieved through the recognition of individual needs and addressed through modified programs, accommodations, universal designs and classroom practice.
11. Universal design, differentiated instruction and assessment "for" learning are effective and interconnected means of meeting the learning or productivity needs of any group of students.
12. Special Education programs and services are founded on evidence-informed and evidence-based research, tempered by experience.

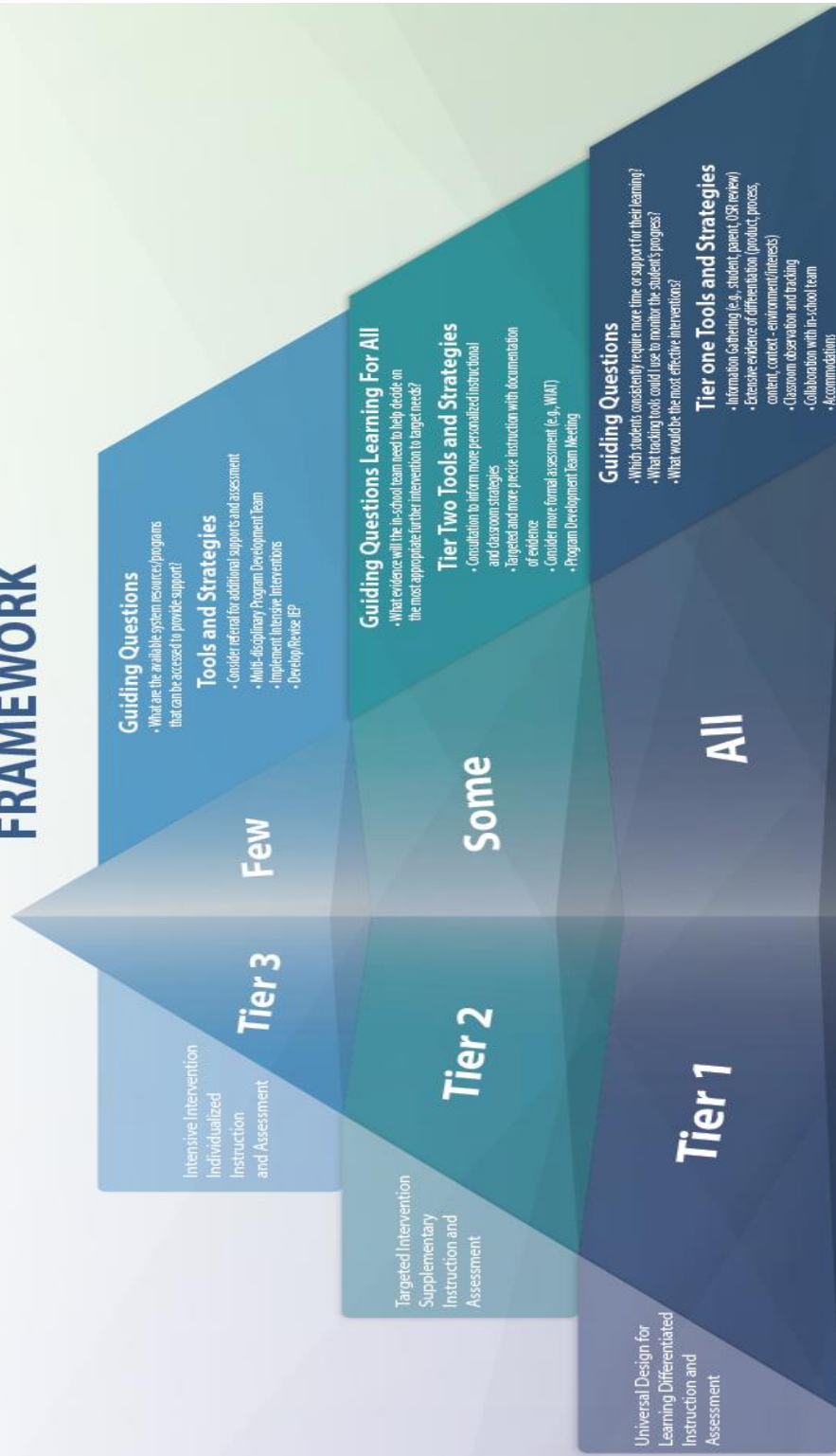
Special Education Delivery System

The TVDSB's Special Education delivery system includes a continuum of Special Education programs and services. It is a delivery system based upon the needs of the student that strives to match the individual with appropriate programs and services.

This continuum includes:

- Regular classrooms with support, accommodations and/or modifications. The curriculum, method of presentation, instructional strategies and/or classroom environments may be areas of accommodations and modifications;
- Special education classrooms in which educational programs and services are provided for part or all of the school day, in order to meet the identified needs of the student;
- Programs in the student's home school, or in another school or setting, in which educational programs and services are designed to meet the identified needs. (i.e., itinerant programs);
- Services in other locations as determined by the student's needs, when such services are not available in the home school. These services may include, but are not limited to, special programs in which educational services are provided in order to meet the needs of the student.

The Tiered Approach to Prevention and Intervention FRAMEWORK



Standard 3: Roles & Responsibilities

The purpose of the standard is to provide the public with information on roles and responsibilities in the area of Special Education.

The Ministry of Education¹

- Defines, through the *Education Act*, regulations, and policy/program memoranda, the legal obligations of school boards regarding the provision of Special Education programs and services, and prescribes the categories and definitions of exceptionality;
- Ensures that school boards provide appropriate Special Education programs and services for their exceptional pupils;
- Establishes the funding for Special Education through the structure of the funding model, consisting of a combination of the Foundation Grant, the Special Education Per Pupil Amount, and the Differentiated Special Education Needs Amount (DSENA);
- Requires school boards to report on their expenditures for Special Education;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires school boards to maintain Special Education Plans, review them annually, and submit amendments to the Ministry of Education;
- Requires school boards to establish Special Education Advisory Committees (SEACs);
- Establishes Special Education Tribunals to hear disputes between parent(s)/guardian(s) and school boards regarding the identification and placement of exceptional pupils;
- Establishes a provincial Advisory Council on Special Education to advise the Minister of Education on matters related to Special Education programs and services;
- Operates Provincial and Demonstration Schools for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities.

The District School Board²

- Establishes Board policy and practices that comply with the *Education Act*, Regulations, and Policy/Program Memoranda;
- Monitors school compliance with the *Education Act*, Regulations and Policy/Program Memoranda;
- Requires staff to comply with the *Education Act*, Regulations, and Policy/Program Memoranda;
- Provides appropriately qualified staff to provide programs and services for the exceptional pupils of the Board;
- Obtains the appropriate funding and reports on the expenditures for Special Education;
- Develops and maintains a Special Education Plan that is amended from time to time to meet the current needs of the exceptional pupils of the Board;
- Reviews the Plan annually and submits amendments to the Minister of Education;
- Provides statistical reports to the Ministry of Education as required and as requested;

¹ Ministry of Education document *Special Education in Ontario K-12*

² Ministry of Education document *Special Education in Ontario K-12*

- Prepares a parent(s)/guardian(s) guide to provide parent(s)/guardian(s) with information about Special Education programs, services and procedures;
- Establishes one or more Identification, Placement, and Review Committees (IPRCs) to identify exceptional pupils and determine appropriate placements for them;
- Establishes a SEAC;
- Provides professional learning opportunities to staff on Special Education.

The Special Education Advisory Committee³

- Makes recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services;
- Participates in the Board's annual review of its Special Education Plan;
- Participates in the Board's annual budget process as it relates to Special Education;
- Reviews the financial statements of the Board as they relate to Special Education;
- Provides information to parent(s)/guardian(s), as requested;
- Shares information about association activities and issues.

The School Principal⁴

- Carries out duties as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda, and through Board policies;
- Communicates Ministry of Education and School Board expectations to staff;
- Ensures that appropriately qualified staff are assigned to teach Special Education classes;
- Communicates Board policies and procedures about Special Education to staff, students, and parents/guardians;
- Ensures that the identification and placement of exceptional pupils through an IPRC is done according to the procedures outlined in the *Education Act*, Regulations, and Board policies;
- Consults with parent(s)/guardian(s) and with school Board staff to determine the most appropriate program for exceptional pupils;
- Ensures the development, implementation, and review of a student's Individual Education Plan (IEP), including a transition plan, according to provincial requirements;
- Ensures that parent(s)/guardian(s) are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures the delivery of the program as set out in the IEP;
- Ensures that appropriate assessments are requested if necessary and that parents/guardians consent is obtained.

The Teacher⁵

- Carries out duties as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda;
- Follows Board policies and procedures regarding Special Education;
- Maintains current knowledge of Special Education practices;

³ Ministry of Education document *Special Education in Ontario K-12*

⁴ Ministry of Education document *Special Education in Ontario K-12*

⁵ Ministry of Education document *Special Education in Ontario K-12*

- Where appropriate, works with Special Education staff and parent(s)/guardian(s) to develop the IEP for an exceptional pupil;
- Provides the program for the exceptional pupil in the regular class, as outlined in the IEP;
- Communicates the student's progress to parent(s)/guardian(s);
- Works with other school board staff to review and update the student's IEP.

The Special Education Teacher⁶

In addition to the responsibilities listed under "The Teacher":

- Holds qualifications, in accordance with Regulation 298, to teach Special Education;
- Monitors the student's progress with reference to the IEP and modifies the program as necessary;
- Assists in providing educational assessments for exceptional pupils;
- In the Thames Valley District School Board (TVDSB), the Special Education Teacher is either a Teacher of a Special Education class, a Learning Support Teacher, a Teacher on Special Assignment (TOSA) or an Itinerant Teacher assigned to a specific Special Education Team;
- The Learning Support Teacher (LST) provides support to students and staff, assists with program planning and coordination and facilitates communication and collaboration.

The Parent/Guardian⁷

- Becomes familiar with and informed about Board policies and procedures in areas that affect the student;
- Participates in IPRCs, parent(s)/guardian(s)-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Becomes acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and teachers to solve problems;
- Are responsible for the student's attendance at school.

The Student⁸

- Complies with the requirements as outlined in the *Education Act*, Regulations, and Policy/Program Memoranda;
- Complies with Board policies and procedures;
- Participates in IPRCs, parent(s)/guardian(s)-teacher conferences, and other activities, as appropriate.

The Superintendent of Student Achievement

- Interprets and implements Ministry direction and legislation that pertains to the delivery of Special Education within the TVDSB;

⁶ Ministry of Education document *Special Education in Ontario K-12*

⁷ Ministry of Education document *Special Education in Ontario K-12*

⁸ Ministry of Education document *Special Education in Ontario K-12*

- Supervises the Managers of Professional Services.

The System Principal-Special Education

- Provides leadership and support in the development, implementation and review of Special Education department goals and initiatives;
- Supports parent(s)/guardian(s) of students with special needs regarding programming choices;
- Supports school and board staff in addressing students with complex Special Education needs;
- Supervises and coordinates Special Education Learning Coordinators;
- Supervises TOSAs, Itinerant Teachers and Educational Assistants.

The Learning Coordinator-Special Education

- Supports school staff in addressing students with complex Special Education needs;
- Provides to principals and teachers, clarification on system and Ministry directions;
- Coordinates with principals and school teams, the implementation of Ministry and system Special Education program initiatives;
- Promotes, encourages and facilitates teacher professional development that will assist schools in the implementation of quality instruction and learning;
- Assumes lead responsibilities for projects as assigned;
- Liaise with subject associations, divisional groups and provincial organizations as assigned.

The Special Education Teacher on Special Assignment

- Supports the development of staff capacity for improved student achievement and well-being through the implementation of evidence-based strategies and best practices responsive to individual student strengths, needs and interests;
- Develops and delivers professional learning opportunities for educators on evidence-based practices, instructional resources, system initiatives and Ministry of Education Policy/Program Memorandum;
- Works collaboratively and communicates effectively with school teams, system support staff and community partners and contributes to the development, revision and implementation of individual student plans based on students' strength-based goals;
- Demonstrates recommended evidence-based strategies for staff through a process of observation, coaching, modeling and monitoring;
- Supports the development of students' Individual Education Plans;
- Develops, organizes, and conducts Regional Sessions for students with a Giftedness exceptionality.

Managers of Professional Services

- Provides administrative management and supervision and monitors the performance of Psychological Services staff, School Counselling and Social Work Services staff, and Speech-Language Pathology and Audiology Services staff (hereafter referred to as Professional

Services staff) ensuring that staff comply with expectations of professional regulatory bodies, legislation and Board policies;

- Participates in personnel practices related to recruitment and selection, labour relations issues, and collective bargaining;
- Conducts performance appraisal and manages performance concerns;
- Allocates Professional Services staff to schools and special programs;
- Develops, implements and provides professional development opportunities for Professional Services staff and system; Assesses, develops, modifies and implements system wide professional programs and services in accordance with applicable legislation to support system objectives and student achievement;
- Establishes and monitors Professional Services departmental policies;
- Ensures Board policies and procedures comply with relevant professional regulatory bodies and legislation;
- Contributes to research that supports the development of efficient and effective delivery of Professional Services;
- Manages, monitors and authorizes budget expenditures;
- Serves as a system resource to administration, teachers, and support staff on discipline specific matters related to theory, diagnoses and interventions;
- Participates in crisis intervention activities as required and/or responds as necessary to related issues that have significant system implications;
- Contributes to department and Board strategies and outcomes as a member of the Special Education Management Team and Learning Support Services;
- Liaises and collaborates with external agencies as required to coordinate services and exchange critical information;
- Serves as a Board representative on external (local and provincial) professional, educational and health services committees.

Clinical Lead Psychological Services

- Acts as the primary resource to the Managers of Professional Services with respect to the development and delivery of related Psychological Services for students in the Board and the assessment, development, modification and implementation of system-wide Psychological Services to support system objectives and student achievement;
- Serves as a consultative resource to department staff, administration, teachers, system and support staff, on theory, diagnosis, and treatment of school-age psychological disorders;
- Provides clinical supervision and advice to the Psychological Services staff;
- Supports the orientation of new Psychological Services staff;
- Collaborates on professional development opportunities offered to and by members of the Psychological Services Department;
- Assists the Managers of Professional Services in planning and conducting staff meetings;
- Participates on assigned committees/teams at the departmental, system, community and provincial level;
- Provides direct professional service to reduced caseload of schools.

The Educational Assistant

- Is allocated through the Special Education department and is assigned to schools to assist students identified with extensive and pervasive needs;
- Is assigned to system programs;
- Is assigned to schools based on the following hierarchy of student needs:
 - Physical/Medical: Activities of daily living, positioning, toileting, shallow suctioning, clean catheterization and feeding (bottle and spoon feeding, preparing foods);
 - Behavioural/Safety: Situations where the students are a serious threat to themselves and/or others, and restraint may be required;
 - Severe Developmental Disorders: Students with debilitating social and communication deficits;
 - Interveners: For students who are deaf/blind;
 - Transcribers (braille): For students who are blind;
 - Interpreters (ASL): For students who are deaf.

Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of the standard is to provide details of the Board's early identification procedures and intervention strategies to the Ministry and to the public.

During the 2020-2021 school year, the Early Identification processes will be revised.

Early identification and intervention strategies are recognized as contributing to the well-being of all students. The Thames Valley District School Board (TVDSB) recognizes the importance of early identification of student's strengths and areas for growth. The purpose is to help students succeed by providing early assessment, monitoring, instruction, intervention and community support as needed.

The TVDSB pursues a "tiered" approach to prevention and intervention. This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges in learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. The tiered approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team, always on the basis of evidence derived from monitoring student achievement. (Learning for All, 2013)

The tiered approach can:

- facilitate early identification of both students who may be at risk and students who may benefit from greater challenges;
- ensure appropriate and timely intervention to address these students' needs.

"These procedures are a part of the continuous assessment and program planning process which should be initiated when a child is first enrolled in school and no later than the beginning of the program of studies immediately following Kindergarten and should continue throughout a child's school life." (Ministry of Education Policy/Program Memorandum No. 11)

The purpose of Early Identification is to ascertain each child's strengths and learning needs, and to track the success of interventions tried to date.

The Early Identification Process involves the home, the school, and the community which:

- Follows a consistent procedure;
- Considers the child's emotional, social, language, math, and physical development;
- Views language development as a major component;
- Is continuous and may result in changes to the child's program;
- Identifies resources available to support student, teacher and parent(s)/guardian(s);

- Is used to inform instruction by providing the basis for program planning, on-going assessment, and reporting;
- Treats information from the assessment as confidential.

The Educator's Role in Early Identification:

- makes systematic observations of the student in various settings;
- co-ordinates the information that is available from others who are involved with the student and works collaboratively with them to determine appropriate supports;
- collaborates with the school based team, e.g., the Learning Support Teacher (LST), the multidisciplinary team and, in some cases, community resource personnel;
- coordinates and monitors the delivery of program for the student.

The Parent/Guardian's Role in Early Identification:

- shares observations based on interactions in the home and outside the school setting;
- shares information between the school and community-based resources;
- gathers and communicates valuable information which may include assessments about their child that adds to the overall understanding of their child's needs.

Early Identification and Intervention Strategies – Kindergarten to Grade 3

The Early Identification process consists of a meeting with the administrator, teacher, Early Childhood Educator (ECE) in a Kindergarten classroom and the LST, where the strengths and learning needs of all students in the class are discussed.

Prior to the meeting, the classroom teacher (in collaboration with the ECE in Kindergarten) prepares the Early Identification Class Review Form. This form will record information from four areas of development as defined in A Guide to Observation:

- Social and Emotional Development;
- Physical Development;
- Language Development;
- Mathematical Skills Development.

The teacher summarizes each student's learning strengths and needs that have been identified to date, and any changes that have been made to the program.

To assist the teacher in completing this Class Review Form, the following resources are recommended:

- Elementary Progress Report Card;
- Speech-Language Identification Checklist Junior Kindergarten/Kindergarten;
- A Guide to Observation;
- English as a Second Language (ESL) Program Interpretations;
- The Kindergarten Program (2016);
- Early Identification Student Record;
- Ontario Student Record (OSR);
- Learning For All;

- The Ontario Curriculum.

The teacher (and an ECE in a Kindergarten classroom), in consultation with the administrator and the LST, will determine the response entered beside each of the four areas of development:

- N = Additional program support or intervention is not required at this time.
- Y = Additional and/or ongoing program support or intervention is required.
- W = Wait and Watch (due to specific circumstances which are recorded in the Recommended Actions section of the Early Identification Student Record, the school team determines that there is insufficient information to make a recommendation at this time).

For students needing ongoing and/or additional support or intervention (Y) in any of the four areas, discussion regarding what has been attempted to date, the success of these interventions and what further support is required or recommended should occur. It should also be determined if the involvement of the school Program Development Team (PDT) is necessary. The final decision is recorded in the Recommended Actions section of the form.

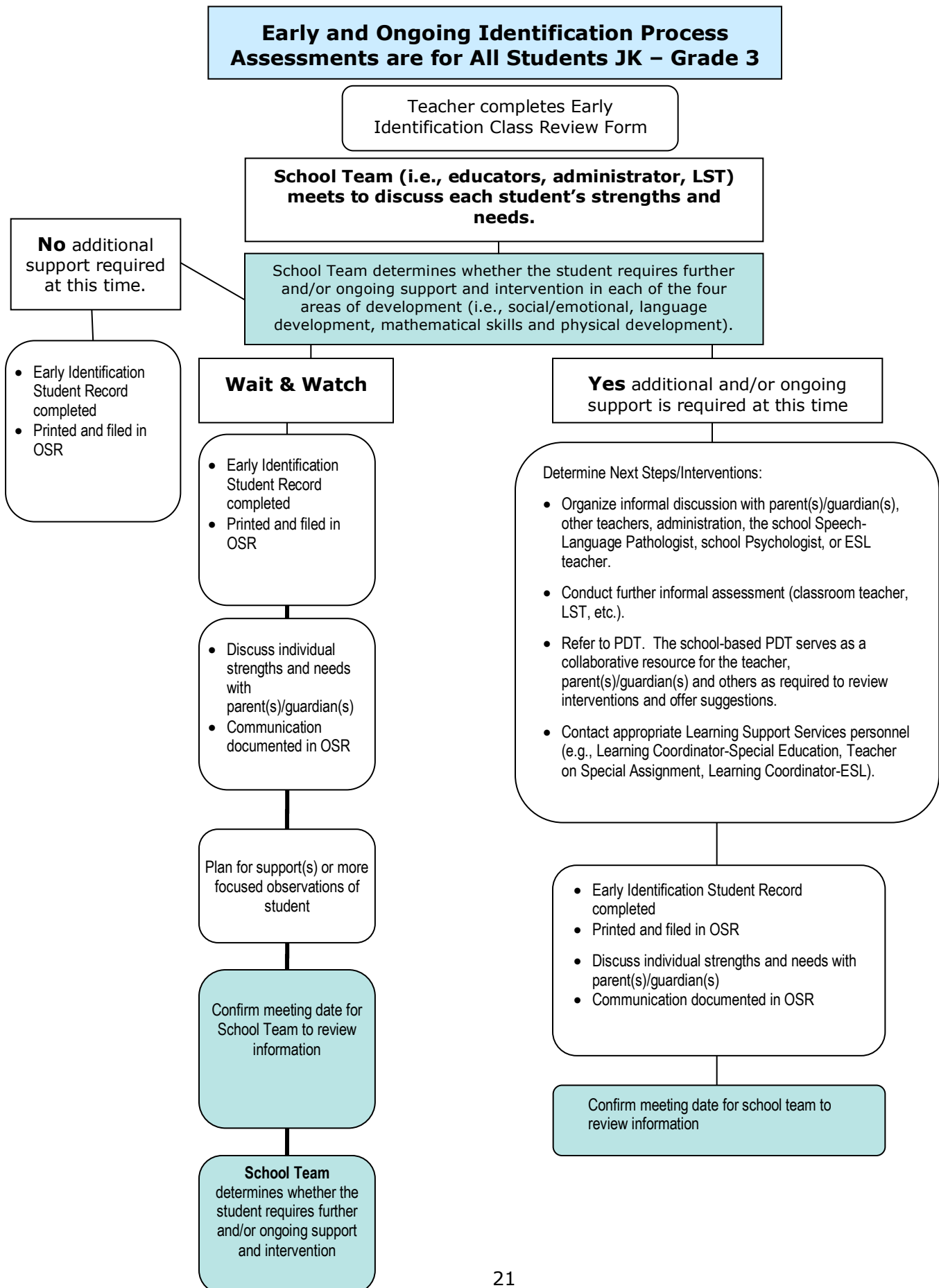
For students recorded as Wait and Watch (W) in any of the four areas, discussion should focus on further planned observations and/or proposed interventions. The Committee will set and record a future meeting date to review classroom observations, interventions, or outside documentation. The committee will make a final decision on what is to be recorded on the Early Identification Student Record.

It is the responsibility of the classroom teacher to communicate with the parent(s)/guardian(s) of students who, in any of the four areas, require further support or interventions (Y) or those who are at the Wait and Watch (W) stage. To communicate with parent(s)/guardian(s), schools may wish to use the sample parent/guardian letter.

The Early Identification Student Record will be generated at the school and filed in the student's OSR.

Timelines

	Early Identification Process	Reporting
Kindergarten	by February 1st - Process by May 1st - Revisit Wait & Watch	Fall - contact parent(s)/guardian(s) November - conference February - first report card using the Communication of Learning Template June - final report card using the Communication of Learning Template
Grades 1 to 3	by December 31st - Process by March 1st - Revisit Wait & Watch	Fall - contact parent(s)/guardian(s) November - progress report / conference February - first report card June - final report card



Proactive Approach to Supporting Students Prior to Identification, Placement and Review Committee (IPRC) Meetings

The following interventions outline the process for addressing student needs, from the initial identification of need through to formal Identification by the IPRC.

Classroom Supports

It is essential that the parent(s)/guardian(s) is involved in the process.

Classroom teacher/parent(s)/guardian(s) recognizes/discusses need.

Areas of need may include:

- Academic;
- Attendance;
- Behaviour/social;
- Health/physical;
- Speech/language;
- Advanced intellectual development.

Interventions within the regular class will include informal consultation with other staff members in the school.

Documentation of results of intervention(s)

Need is addressed

Need is ongoing

Consultation with Learning Support Teacher (LST)/principal about referral to Program Development Team (PDT)

Program Development Team (PDT) Meeting

In-service training has been provided for school administration on the PDT process.

It is essential that the parent(s)/guardian(s) is involved in the process.

Preparation for PDT Meeting

Principal/Designate	Referring Teacher(s)	LST	Support Personnel*	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Schedules PDT meeting; Determines participants; Continues tracking/documentation; Distributes agendas and minutes to team members which includes parent(s)/guardian(s). 	<ul style="list-style-type: none"> Prepares information for PDT meeting; Collects work samples and documentation; Will have discussed previous interventions with parent(s)/guardian(s). 	<ul style="list-style-type: none"> May observe student; May review work samples; Consults with teacher(s); May review previous interventions/strategies. 	<ul style="list-style-type: none"> May be invited as needed to the PDT meeting with consent as required by legislation. 	<ul style="list-style-type: none"> May provide additional information that affects student learning.

At the PDT Meeting

The Program Development Team:

- Reviews data and any previously completed assessments;
- Defines/prioritizes concerns;
- Reviews interventions previously used;
- Establishes needs;
- Plans additional intervention/classroom strategies which are recorded;
- Sends out communications from the meeting to all participants including parent(s)/guardian(s).

Additional PDT Meeting

- Review and record results of interventions;
- Review, modify, and record strategies according to needs.

- Interventions are successful;
- Teacher continues strategies.

- Interventions are not successful;
- PDT requests a School-Based Assessment.

* Support Personnel might include:
 Learning Coordinator - Special Education
 Teacher on Special Assignment
 Educational Assistants
 Speech-Language Pathology and Audiology Services staff
 Psychological Services staff
 School Counselling and Social Work Services staff
 Community Agency Personnel

School-Based Assessments

The following chart outlines the process used for school-based assessments:

It is essential that the parent(s)/guardian(s) is involved in the process.

Complete **Support Services Referral Form**
(as required)

A PDT meeting is held.

PDT Team recommendations may include:

- Specific strategies to incorporate into the classroom;
- School-based educational assessment conducted by a qualified staff member (academic assessment, speech-language assessment, psychological assessment, etc.).

Principal/designate discuss with the parent(s)/guardians(s):

- Strengths and areas of need for the student;
- Recommendation of referral for assessment;
- Description of the assessment protocol;
- How the test results will be shared;
- How the results will be used to enhance programming for the student.

Practitioner discusses with the parent(s)/guardian(s):

- Consent for assessment is obtained by the appropriate practitioner;
- A written report is also provided for the Ontario Student Record (OSR);
- Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others;
- A release of information must be signed by parent(s)/guardian(s) to share information with other agencies;
- All files and records are maintained following the procedures outlined in the RHPA;
- Anticipated timeframe for assessment is shared.

Qualified practitioner conducts the assessment:

- Assessments are completed according to protocols;
- Principal/designate informed when assessment is completed;
- PDT meeting may be called to share assessment results.

At the PDT meeting:

- Staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the PDT;
- Recommendations regarding student learning are made based on assessment results;
- New strategies and interventions are put in place;
- The student's progress continues to be monitored to determine if current needs are met, or if further interventions are required.

Assessment needs to:

- Take place within the natural context of the classroom;
- Reference the stated expectations for the grade (The Ontario Curriculum, Grades 1-8; The Kindergarten Program, Revised, 2006);
- Use a variety of tools (e.g., surveys, speech-language checklists, collections of student work, teacher anecdotal notes, Developmental Reading Assessment (DRA), Phonological Awareness Screening);
- Take place over a period of time;
- Reflect the importance of the on-going observations of growth and progress;
- Include information gathered from parent(s)/guardian(s) and other professionals who may be involved with the child.

Assessment of Children for Whom English is a Second Language

- When observing or assessing the learning strengths and needs of students whose first language is not English (English as a Second Language [ESL]/English Literacy Development [ELD]), it is essential to keep in mind that receptive and expressive English language skills will likely be at varied levels of skill development.
- Assessment tools such as language checklists may help determine where an English Language Learner (ELL) student is presently functioning, but may not indicate intellectual or developmental needs.
- If there are significant concerns regarding an ELL student's language development and programming strategies are required, this should be noted in the Early Identification process.

Assessment of Children with Speech and Language Needs

- There is a wide range of communicative competence among children in the primary division.
- Many students are continuing to develop basic speech and language skills.
- Early intervention for students with speech and language needs is critical for academic, social and emotional development.
- A Speech and Language Identification Checklist (JK/K) (Gr 1 to 3) is available to teachers to assist them in determining when students may be in need of further support from the school's Speech-Language Pathologist.

System Support Services

It is essential that the parent(s)/guardian(s) is involved in the process.

Principal/Designate Contacts Parent(s)/Guardian(s):

- To discuss referral with parent(s)/guardian(s);
- To answer questions;
- To gain written permission to conduct interviews and/or assessments as required;
- To notify parent(s)/guardian(s) of the date of the assessment, once that has been determined.

School Assessment Conducted:

- System staff member reports to the Principal/designate that the assessment is complete;
- System staff member makes a request to the principal/designate that a PDT meeting be called to share the assessment results with the parent(s)/guardian(s) and the PDT.

PDT Meeting Called:

- To share results of the assessment;
- To include new interventions and strategies in the student's program plan from the information gained from this assessment.

At this PDT Meeting the Team May Recommend:

- That the student's progress be monitored for at least the next three months with the new program plan in place and reviewed within at least three months' time to determine if current needs are being addressed or if further interventions are required;
- That the student's needs indicate that it would be beneficial for that student to move the IPRC;
- That an Individual Education Plan (IEP) be developed.

The Identification, Placement and Review Committee (IPRC) is described in detail in Regulation 181/98 of the *Education Act*. Information on IPRCs, as well as the Individual Education Plan (IEP), can be found on the Ministry of Education website, www.edu.gov.on.ca. The relevant document is *Special Education in Ontario K-12: Policy and Resource Guide 2017*. In preparing for the IPRC, parent(s)/guardian(s) can also refer to *Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs* (2007) at www.edu.gov.on.ca.

Standard 5: The Identification, Placement and Review Committee (IPRC) Process and Appeals

The purpose of the standard is to provide details of the Board's IPRC process to the Ministry and the public.

Identification, Placement and Review Committee (IPRC)

It is essential that the parent(s)/guardian(s) are involved in the process.

Identification, Placement and Review Committee (IPRC)				
Preparation for the IPRC Meeting				
Principal/Designate	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Establishes a date for the meeting; Informs school and support personnel of the date; Communicates with parent(s)/guardian(s) regarding the upcoming meeting; Provides the Special Education Resource Guide to the parent(s)/guardian(s) ten (10) days prior to the meeting. 	<ul style="list-style-type: none"> Assists in gathering information for the meeting. 	<ul style="list-style-type: none"> Assists in gathering information for the meeting. 	<ul style="list-style-type: none"> May be invited to attend, as needed. 	<ul style="list-style-type: none"> Is invited to attend; Reads/reviews the Special Education Resource Guide Shares any available reports; May arrange for a representative to attend the meeting to speak on their behalf or support them; Provides any further information.
At the IPRC Meeting				
Principal/Designate	Referring Teacher(s)	LST	Support Personnel	Parent(s)/Guardian(s)
<ul style="list-style-type: none"> Chairs the meeting; Explains the role of the Committee; Invites each person present with knowledge of the student to present information; Considers information relevant to the student's needs and strengths. 	<ul style="list-style-type: none"> Presents all relevant information that supports identification (or not). 	<ul style="list-style-type: none"> Presents all relevant information that supports identification (or not). 	<ul style="list-style-type: none"> May be invited to attend to review any recent assessments; Act as a resource to assist in the interpretation of reports from other agencies. 	<ul style="list-style-type: none"> Shares any available reports with Principal; May arrange for a representative to attend the meeting to speak on their behalf or support them; Provides any further information; Asks questions.

At the IPRC Meeting, the Committee May Choose

- To recommend identification (or not);
- To recommend initial placement in regular class on an Individual Education Plan (IEP);
- To recommend continued placement in a regular class on an IEP;
- To demit a student no longer in need of Special Education services;
- To defer decision if the Committee requires more information.

After the IPRC Meeting

Principal/Designate

- Provides one copy of the Statement of Decision to the parent(s)/guardian(s) and the student who is sixteen (16) years or older;
- Places one copy of the letter of invitation and the Statement of Decision in the Ontario Student Record (OSR);
- Provides one copy of the IEP to the parent(s)/guardian(s) and the student who is sixteen (16) years or older within thirty days of the IPRC;
- Places one copy of the IEP in the OSR.

Referrals

Regulation 181/98 requires that each board establish one or more Committee(s) for the identification, placement and review of exceptional students. The following procedures are based on Regulation 181/98 and outline the process school Principals are to follow.

A Principal refers the student to an IPRC:

- Upon written notification to the parent(s)/guardian(s);
- Upon written request of a parent(s)/guardian(s).

In 2019-2020, a total of 852 initial referrals were made to the IPRC during the school year.

Identification, Placement and Review Committee

- Makes initial identifications and placements or conducts the reviews of previously identified students in all special education placements. For new identifications, it is imperative that the Learning Coordinator-Special Education review the documentation and provide input to the school Principal. Decisions regarding placements in system programs are confirmed by a System Principal of Special Education.

Exceptionality

The IPRC determines whether a student is or is not exceptional, according to criteria established by the Ministry of Education.

The Committee shall:

- Consider an educational assessment;
- Interview the parent(s)/guardian(s), unless waived or refused;
- Interview the student where practical and permitted by the parent(s)/guardian(s). The parent(s)/guardians(s) has the right to be present during the interview;

- Obtain and consider a health assessment and/or achievement assessment and/or a psychological assessment if required by the IPRC and with permission of the parent(s)/guardian(s);
- Examine the description of the student's strengths and needs.

Placement

- When making a placement decision, the Committee shall consider whether placement in a regular class, with appropriate Special Education services, would meet the student's needs and is consistent with parent(s)/guardian(s) preference (Reg. 181/98, Part IV, Sec. 17(1)), before considering the option of placement in a Special Education class.
- Applications for placement in Special Education classes are made upon the recommendation of the Program Development Team. Application packages are prepared by the school team in consultation with parents. Applications for placement in these programs are reviewed and confirmed by the System Special Education Application Review Committee. Offers of placement are communicated to the Principal. The IPRC will determine whether placement will be in a regular class or in a Special Education class.
- The Committee may discuss and make recommendations on any proposal for Special Education services or Special Education programs and shall do so at the request of the parent(s)/guardians(s), or the student who is sixteen (16) years of age or older. However, the Committee shall not make decisions about Special Education services or Special Education programs (Reg. 181/98, Part IV, Sec. 16(6)).
- Decisions pertaining to System Special Education Class Placements are confirmed through an application process conducted by the Special Education department.

After the IPRC Decision

- The IPRC shall send a Statement of Decision which includes the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (sixteen (16) years and over), and the Principal who made the referral. **This must be done as soon as possible after the completion of the IPRC meeting.**
- A parent(s)/guardian(s) who has questions about the IPRC's decision or is not sure whether he or she agrees with it may, within fifteen (15) days, make a written request to the Principal to meet with the IPRC before the school Board is notified of the decision. The IPRC will meet to discuss the decision. The IPRC may amend its decision after meeting with the parent(s)/guardian(s) but it is not required to do so.
- As soon as possible following the meeting to discuss the Statement of Decision, the chair of the Committee shall send a written notice to the parent(s)/guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the changes.
- An exceptional student shall not be placed in a Special Education program without the written consent of a parent(s)/guardian(s). If a parent(s)/guardian(s) fails to respond to the notice of the IPRC's decision within thirty (30) days, the Board may direct the Principal to implement the placement decision. Written notice of the implementation of the placement decision made by the Committee shall be given to the parent(s)/guardians(s).

- The Principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s)/guardian(s) for the exceptional student within thirty (30) school days.

Reviews

- An IPRC must review the identification and placement of an exceptional student at least once every school year unless a parent(s)/guardian(s) of a student gives written notice dispensing with the annual review (Reg. 181/98, Part V, Section 21, (3 and 4)).
- Where no changes to the identification or placement of a student are being considered, the school may choose to send home a Waiver Form to the parent(s)/guardian(s) for signature.
- A parent(s)/guardian(s) or the Principal may apply in writing for a review of the identification and placement by an IPRC after the placement has been in effect for three (3) months, but no more often than once every three (3) months (Reg. 181/98, Part V, Section 21 (2)).
- The IPRC shall review and/or consider a health assessment and/or an academic assessment and/or a psychological assessment if required and with permission of the parent(s)/guardian(s). The IPRC shall also consider any information about the student submitted by the parent(s)/guardian(s) or the student.
- As soon as possible after the IPRC decides that it is satisfied with the identification and placement of the student, the chair of the Committee shall send the Statement of Decision to:
 - The parent(s)/guardian(s);
 - The student, where the student is sixteen (16) years of age or older;
 - The Principal of the school at which the student's Special Education program is being provided.
- As soon as possible after a Committee decides the identification or placement or both should be changed, the chair of the Committee shall send the Statement of Decision to the persons described above. The Statement of Decision shall state:
 - Whether or not the Committee considers that the student should continue to be identified as an exceptional student and the reasons for that decision;
 - Whether the Committee considers that the student should be placed in a regular or Special Education class, and the reasons for that decision.
- Within fifteen (15) days of receiving the Statement of Decision, the parent(s)/guardian(s) may request in writing a meeting with the IPRC to discuss the Statement of Decision. As soon as possible following the meeting, the chair of the Committee shall send written notice stating whether any changes in its decisions were made as a result of the meeting. If changes were made as a result of the meeting, the notice shall be accompanied by a revised Statement of Decision together with written reasons for the change.
- A placement decision will not be implemented until either the parent(s)/guardian(s) of the student consents in writing to the placement or the time period for filing a notice of appeal has expired.
- The Principal shall ensure a copy of the reviewed and updated IEP is sent to the parent(s)/guardian(s) and to the student who is sixteen (16) years of age or older. This is to be done within thirty (30) days of the notice to the Board of the IPRC decision.

During the 2019-2020 school year a total of 1274 IPRC Reviews were conducted by the Thames Valley District School Board (TVDSB). During the 2019-2020 school year, due to the emergency closure of schools, 126 of IPRCs were deferred to September 2020, 5335 were waived.

Principal's Checklist for IPRC Process

The Principal, in consultation with the school PDT or at the written request of the parent(s)/guardian(s) determines that a student should be referred to an IPRC.

- The Principal or designate communicates with parent(s)/guardian(s) outlining the process.
- The Principal or designate provides an IPRC information package to parent(s)/guardian(s) and students who are sixteen (16) years of age or older, ten (10) days prior to the meeting. The package includes:

For Initial IPRC	For Reviews
<ul style="list-style-type: none"> ➤ The Letter of Invitation; ➤ Special Education Resource Guide (available from Printing Services); ➤ Any other written information that the Committee will consider. 	<ul style="list-style-type: none"> ➤ The Letter of Invitation OR the Waiver Form if no changes are being proposed; ➤ Special Education Resource Guide (available from Printing Services); ➤ Any other written information that the committee will consider.

- The Committee will include members who have been approved by the Board. Each Committee must include a Principal or supervisory officer as one of its members.
- At the meeting, the chairperson will explain the role of the Committee, and what it can and cannot do. The chairperson will invite each person with knowledge of the student to present information and allow discussion relevant to the identification and placement with reference to the student's strengths and needs. The Committee will come to a decision in the presence of the invitees. The chairperson must inform parent(s)/guardian(s) of the review and appeal process.
- The Committee determines the identification and designation of the exceptionality based upon criteria established by the TVDSB and the Ministry of Education categories and definitions. The Committee may also determine that the student is not exceptional based upon the available information. Another meeting may be convened in the future if further information becomes available.
- The Committee also decides to:
 - Place a student in a regular class;
 - Continue placement in a regular class;
 - Defer decision if the Committee requires more information.
- Following the IPRC meeting, one copy of the Letter of Invitation and the Statement of Decision is placed in the student's OSR.
- A copy of the Statement of Decision is given to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older.
- A copy of the IEP must be sent to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older by the Principal of the school where the student is attending within thirty (30) days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

IPRC Structure

Committee	Responsibility	Members
IPRC	<ul style="list-style-type: none"> Initial identification, and placement of a student who will receive service in a regular class. Review of identified exceptional student who will continue to be placed in a regular class. 	<ul style="list-style-type: none"> A supervisory officer or Principal, AND two (2) additional members which may include another Principal, Vice-Principal, Coordinator, Teacher. <p><i>Note:</i></p> <ul style="list-style-type: none"> All three members may be staff at the same school. A supervisory officer may appoint a designate as long as at least one Principal is a member. No member of the Board may be appointed or designated to sit on a Committee.

If Parent(s)/Guardian(s) Disagree with the IPRC Decision

- If the parent(s)/guardian(s) does not agree with either the identification or placement decision made by the IPRC, he or she may:
 - Within fifteen (15) days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns;
 - Within thirty (30) days of receipt of the decision, file a notice of appeal with the Secretary of the Board.
 - If the parent(s)/guardian(s) does not agree with the decision after the second meeting, he or she may file a notice of appeal within fifteen (15) days of receipt of the decision.
- If the parent(s)/guardian(s) does not consent to the IPRC decision and does not appeal it, the Board will instruct the Principal to implement the IPRC decision.**

IPRC Appeals

- If the parent(s)/guardian(s) does not agree with the IPRC decision, a written notice of appeal may be filed with the Secretary of the Board within thirty (30) days of the original decision or within fifteen (15) days of receiving the decision of a review meeting. This notice of appeal must indicate the decision with which the parent(s)/guardian(s) disagree and must include a statement explaining why they disagree.

As of June 2020, TVDSB conducted no IPRC appeals for the 2019-2020 school year.

- The appeal process involves the following steps:
 - The Board will arrange for a Special Education appeal board to be established to hear the appeal.
 - The appeal board will be composed of three people:
 - One member selected by the Board;
 - One member selected by the parent(s)/guardian(s) of the student; and
 - A chair, who is selected jointly by the first two members. If those two members cannot agree, the appropriate district manager of the Ministry will select a chair.

- The first two selections shall be made within fifteen (15) days of the Board receiving notice of appeal. The Chair shall be selected within fifteen (15) days of the first two members being chosen.
- Members of the appeal board may not have any prior knowledge of the matter under appeal.
- The Chair of the appeal board will arrange for a meeting, which will be conducted in an informal manner, to take place at a convenient time and place within thirty days of their selection unless written consent is received from both the parent(s) /guardian(s) and the Board agreeing to a later date.
- The Chair may invite to the meeting anyone who can contribute information with respect to the matters under appeal.
- The appeal board shall make its recommendation(s) in writing within three (3) days of completing the meeting, stating whether it agrees or disagrees with the original IPRC decision, make recommendations about the pupil's identification and/or placement and give reasons for its decision and recommendations.
- The Board shall provide written notice within thirty (30) days indicating what action it will take after considering the appeal board's decision and recommendations.
- Parent(s)/guardian(s) may accept the appeal board's decision, or, if they do not accept the appeal board's decision, they may file a written request for a Special Education Tribunal.

IPRC Parent Guides

- IPRC Parent Resource Guide
https://www.tvdsb.ca/en/programs/resources/iprc_parent-resource-guide_single-pages.pdf
- Communication Parent Resource Guide
https://www.tvdsb.ca/en/programs/resources/communication-guide_single-pages-.pdf

Standard 6: Educational and Other Assessments

The purpose of the standard is to provide details of the Board's assessment policies and procedures to the Ministry and to make parent(s)/guardian(s) aware of the types of assessment tools used by the School Board, the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used.

A range of assessment strategies are used in order to develop appropriate programs and intervention for students. The intent of any assessment is ultimately to assist the student by providing staff with insights into the student's strengths, needs and learning profile.

The Thames Valley District School Board (TVDSB) considers assessment to be an integral part of the instructional process. Classroom teachers and Learning Support Teachers (LSTs) regularly use educational assessments to evaluate student achievement and student progress. Practitioners from Psychological Services and Speech-Language Pathology and Audiology Services conduct specialized assessments and review assessment reports from community practitioners to determine learning needs to inform programming.

Occupational Therapy and Physiotherapy assessments are accessed through referral to the Thames Valley Children's Centre (TVCC) upon the recommendation of the Program Development Team. These assessments are conducted under the *Regulated Health Professions Act* (1993) by occupational therapists and physiotherapists registered in the College of Occupational Therapists of Ontario and College of Physiotherapists of Ontario, respectively. Reports include recommendations for physical management (e.g., mobility, seating and positioning for function), activities of daily living skills and sensory integration.

Parent(s)/Guardian(s) Consent

- Written consent must be obtained for Behaviour Analysts, Psychological Services, and Speech-Language Pathology and Audiology Services staff to access the student's Ontario Student Record (OSR).
- Information to be shared includes, but is not limited to, that which is contained in the Ontario Student Record. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the *Education Act*, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained and disposed of confidentially in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* (R.S.O. 1990 c. M. 56).

Informed written consent from parent(s)/guardian(s) for students under eighteen (18) years of age is obtained for all referrals for assessment by school personnel to Behaviour Analysts, Psychological Services, Speech-Language Pathology and Audiology Services.

Consent for Sharing Information and Protection of Privacy

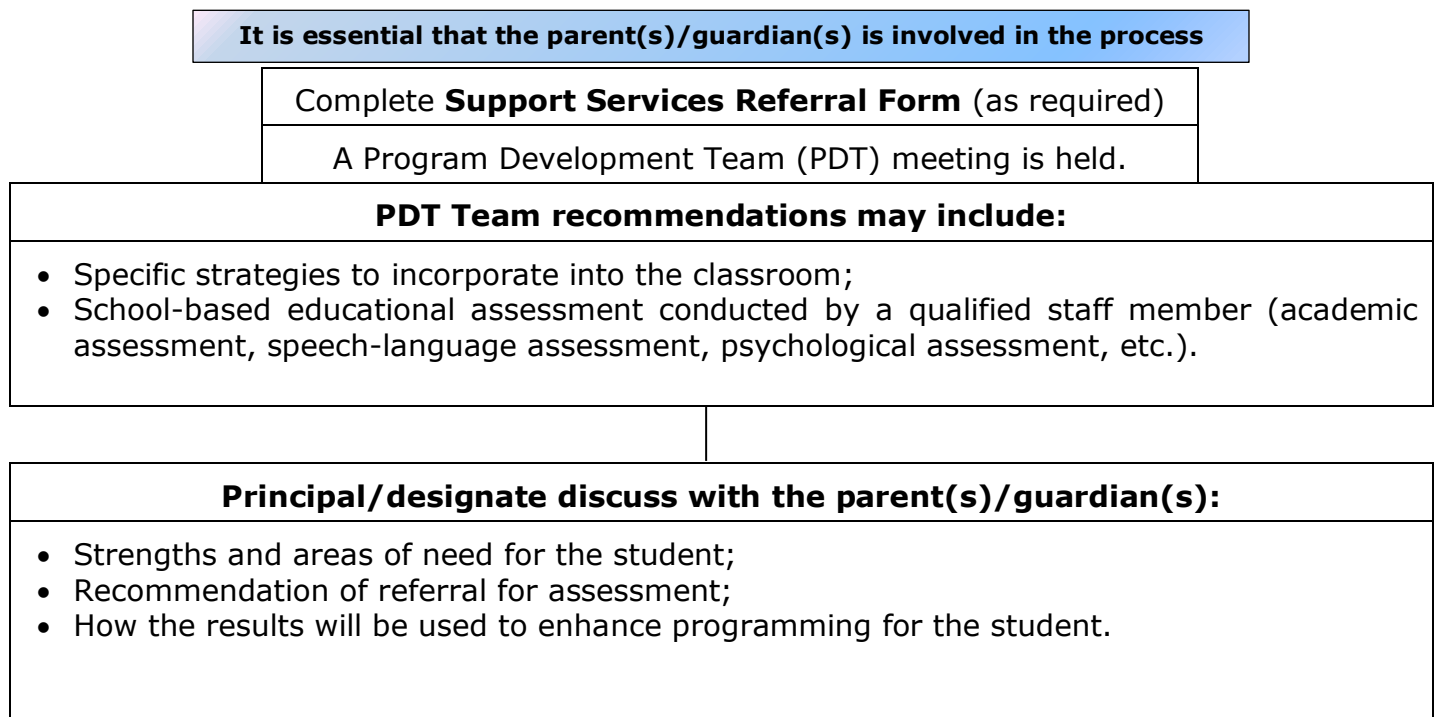
- All information is collected, stored, and shared in accordance with the *Education Act*, *Freedom of Information and Protection of Privacy Act* (FIPPA), *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA), *Personal Health Information Protection Act* (PHIPA) and other legislation that governs the use of personal information.
- A separate consent form, Consent to the Disclosure, Transmittal and/or Examination of Records or Information, must be signed by the parent(s)/guardian(s) to share information with outside agencies (or by the student if sixteen (16) years of age or older).

Communication of Assessment Information

- Upon completion of an assessment, Behaviour Analysts, Speech-Language Pathologists, Audiologists, Psychologists, Psychological Associates, and/or Psychometrists, discuss the results with the student and the parent(s)/guardian(s).
- A written confidential report is copied for the OSR and for the parent(s)/guardian(s).
- A copy of the Psychological report is held in the central files.
- Communication of a diagnosis (Psychological Services) is a controlled act in psychological practice under the *Registered Health Professions Act* (RHPA), 1991.
- The Act requires that diagnoses (e.g., learning disabilities, intellectual disabilities, etc.) be formulated and communicated directly (by phone or face-to-face) by a Psychologist or a Psychological Associate who is licensed to do so.

School-Based Assessments

The following chart outlines the process used for school-based assessments:



Practitioner discusses with the parent(s)/guardian(s):

- Consent for assessment is obtained by the appropriate practitioner;
- A written report is also provided for the OSR;
- Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others;
- A release of information must be signed by parent(s)/guardian(s) to share information with other agencies;
- All files and records are maintained following the procedures outlined in the RHPA;
- Description of the assessment protocol;
- How the test results will be shared;
- Anticipated timeframe for assessment is shared.

Qualified practitioner conducts the assessment:

- Assessments are completed according to protocols;
- Principal/designate informed when assessment is completed;
- Qualified practitioner shares results with parent(s)/guardian(s) (by telephone or face to face);
- PDT meeting may be called to share assessment results.

At the PDT meeting:

- Staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the PDT;
- Recommendations regarding student learning are made based on assessment results;
- New strategies and interventions are put in place;
- The student's progress continues to be monitored to determine if current needs are met, or if further interventions are required.

Educational Assessments

Assessment Tools

- Canadian Cognitive Abilities Test (CCAT);
- Wechsler Individual Achievement Test – 3rd Edition (WIAT-III).

What Does It Measure?

- Educational Achievement and processes relevant to the acquisition of literacy and numeracy skills and academic knowledge.
- Some assessment tools also assess daily living skills (HELP and FISH).

Qualifications of Assessors

- Certified teachers (under the *Education Act*) who have received the relevant training for the assessment tool being utilized.

Parent(s)/Guardian(s) Consent and Feedback

- Parent(s)/guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(s) by the principal and/or designate.

Information Sharing and Privacy

- Results are shared by the school team with the parent(s)/guardian(s).

Average Wait Time for Assessments

- The average wait time for academic assessments conducted by the Learning Support Teacher is two to four weeks from referral by the PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Functional Assessments:**Functional Behaviour Assessment (FBA)***What Does it Measure?*

- An FBA gathers information to determine the function of a student's behaviour (i.e., why they are engaging in challenging behaviour) for the purpose of creating an individualized, function-based plan including strategies that will address challenging behaviour.
- Data collected as part of the FBA process will also help to identify skills that need to be taught in order to support the student in having their needs met in a safer, more appropriate way.
- The four functions of behaviour determined using an FBA include: escape from demands, access to tangible items, attention from others and automatic reinforcement.
- The FBA can also identify other key components related to the behaviour including, the baseline frequency or duration of the behaviour.

Qualifications of Assessors

- Many components of the FBA process can be completed by educators/support staff who have received specific training from a Board Certified Behaviour Analyst (BCBA)* or equivalent. These components include: defining the target behaviour, collecting functional assessment data, hypothesizing function of behaviour, selecting and implementing function-based strategies (antecedent, replacement and consequence) and ongoing data collection to monitor the impact of programming.
- If it is determined that a Functional Analysis is required to verify the function of a student's behaviour, these procedures must be completed by a BCBA*.
- If at any time an educator/support staff is unable to determine the function of a student's behaviour a BCBA* should be consulted.

Parental/Guardian Consent and Feedback

- Informed written consent from parent(s)/guardian(s) must be received prior to the assessment by a BCBA for students under eighteen (18) years of age, or from the student if eighteen (18) years of age or older.
- Results are communicated to the parent(s)/guardian(s) by a TVDSB Behaviour Analyst.
- Parent(s)/guardian(s) receive a copy of the assessment report.

Information Sharing and Privacy

- Results are shared with the school team.
- Parent(s)/guardian(s) may be legally able to withhold permission for a TVDSB Behaviour Analyst to disclose information to others.
- A written report is also provided for the OSR. A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.
- BCBA's* maintain student records and raw data for 7 years after discharge.

Average Wait Time for Assessments

- The average wait time for assessments by a Behaviour Analyst is 0-3 months from referral by the PDT.

*Refers to Board Certified Behaviour Analysts only (those who meet this criteria, as per the Behaviour Analyst Certification Board).

Functional Vision Assessment (FVA)*What does it measure?*

- The FVA measures how a student uses their vision in the educational learning environment, and identifies what accommodations are required in order to access their educational program.
- The FVA considers visual acuity (sharpness of vision), colour vision, visual fields, visual tracking skills, visual motor skills, visual efficiency skills, reading, printing, etc.
- An FVA is governed by professional standards of practice and is based on a current Medical Eye Report completed by a qualified vision practitioner.

Qualifications of Assessors

- Certified teachers (under the Education Act) who have completed additional qualification courses for teaching students who are blind/low vision.

Parental/Guardian Consent and Feedback

- Parent(s)/Guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(s) by the Vision Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s) and the school team.
- The FVA Report is retained in the OSR.
- The FVA Report is included in Special Equipment Amount (SEA) Claims for equipment deemed necessary for students to access their educational program.

Average Wait Time for Assessments

- The average wait time for FVA conducted by the Vision Resource Teacher is two to four weeks from referral.
- These averages vary and are dependent on referral rates.

Speech and Language Assessments

Assessment Tools

- Bracken Basic Concept Scale – Third Edition; Clinical Evaluation of Language Fundamentals Fifth Edition (CELF 5);
- Comprehensive Assessment of Spoken Language – Second Edition (CASL-2);
- Clinical Evaluation of Language Fundamentals PreSchool – Second Edition (CELF P2);
- Comprehensive Test of Phonological Processing (CTOPP);
- Emerging Literacy & Language Assessment Record Form (ELLA);
- Expression, Reception and Recall of Narrative Instrument (ERRN1);
- Expressive One Word Picture Vocabulary Test 4th Edition (EOWPVT);
- Expressive Vocabulary Test – Third Edition (EVT 3);
- Goldman Fristoe 3 Test of Articulation (GFTA 3);
- Kaufman Speech Praxis Test (KSPT);
- Language Processing Test – Elementary (LPT 3);
- Marshalla Oral Sensorimotor Test (MOST);
- Montgomery Assessment of Vocabulary Acquisition (MAVA);
- Oral and Written Language Scales (OWLS);
- Peabody Picture Vocabulary Test – Fourth Edition (PPVT 4);
- Preschool Language Assessment Instrument Profile (PLAI 2);
- Preschool Language Scales Fifth Edition (PLS5);
- Receptive – Expressive Emergent Language Scale (REEL 3);
- Social Language Development Test – Adolescent/Elementary Versions;
- Structured Photographic Articulation Test (SPAT DII);
- Structured Photographic Expressive Language Test Preschool (SPELT – P2);
- Stuttering Severity Instrument 3 (SSI 3);
- Test for Auditory Comprehension of Language – Third Edition (TACL 3);
- Test of Childhood Stuttering (TOCS);
- Test of Language Development – Primary 4th Edition (TOLD P:4);
- Test of Narrative Language (TNL);
- Test of Pragmatic Language (TOPL 2);
- Test of Problem Solving 2 Adolescent (TOPS 2);
- Test of Problem Solving 3 Elementary (TOPS 3);
- Test of Word Finding – Second Edition (TWF 2);
- Test of Written Language – Fourth Edition (TOWL 4);
- The Listening Comprehension Test 2;
- The Phonological Awareness Test 2 (PAT 2);
- The Rosetti-Infant Toddler Language Scale;
- The Word Test 2 Elementary (WORD);
- Verbal Motor Production Assessment VMPAC).

What Does It Measure?

- These tests measure all aspects of Speech (Articulation, Motor Speech, Fluency, Voice), Language (Vocabulary, Grammar/Syntax, Linguistic concepts, Memory, Narrative Development), reading readiness/Phonological Awareness, and Social Language (Pragmatics, Social Skills). Areas measured address both comprehension and expression for oral and written language.

Qualifications of Assessors

- Registered Speech-Language Pathologists (*Regulated Health Professions Act (RHPA)*).

Parent(s)/Guardian(s) Consent and Feedback

- Informed written consent from parent(s)/guardian(s) must be received prior to the assessment for students under eighteen (18) years of age, or from the student if eighteen (18) years of age or older.
- Results are communicated to parent(s)/guardian(s) by a Speech-Language Pathologist.
- Parent(s)/guardian(s) receives a copy of the assessment report.

Information Sharing and Privacy

- Results are shared with the school team.
- Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR. A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.
- All speech and language files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Speech-Language Pathologists is one to four months from referral by the PDT or through the Early Identification Process.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Psychological Services Assessments

Assessment Tools

- Measures of Intellectual Functioning:
 - Wechsler Preschool and Primary Scale of Intelligence – 3rd Edition (WPPSI-III);
 - Wechsler Intelligence Scale for Children – 5th Edition (WISC-V);
 - Wechsler Nonverbal Scale of Ability (WNV);
 - Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV);
 - Stanford-Binet Intelligence Scales – Fifth Edition (SB-5);
 - Leiter International Performance Scale – 3rd Edition.
- Psychological Processes Related to Learning (e.g., Memory, Attention, Phonological/Language, Perceptual-Motor, Visual-Spatial, Executive Functioning):
 - Child and Adolescent Memory Profile (chAMP);
 - Brown ADD Scales Conners Rating Scales – 3rd Edition;

- Comprehensive Test of Phonological Processing – 2nd Edition (CTOPP-2);
- Beery-Buktenica Developmental Test of Visual-Motor Integration – 5th Edition (VMI-V);
- Delis-Kaplan Executive Functioning System (DKEFS);
- Behaviour Rating Inventory of Executive Functioning – 2nd Edition (BRIEF-2);
- NEPSY-II: A Developmental Neuropsychological Assessment.
- Academic Achievement:
 - Wechsler Individual Achievement Test – 3rd Edition (WIAT-III);
 - Wide Range Achievement Test – 4th Edition (WRAT-4).
- Adaptive Skills:
 - Adaptive Behaviour Assessment System – 3rd Edition (ABAS-3);
 - Vineland Adaptive Behaviour Scales – 2nd Edition (VABS-2).
- Personality, Behavioural, and Social-Emotional Functioning:
 - Achenbach Child Behaviour Checklist;
 - Behaviour Assessment System for Children – 2nd Edition (BASC-2).

What Does It Measure?

- Psychological assessment tools are selected to provide information on a student's intellectual functioning, cognitive and processing skills, attitudes or interests, and other behavioural and social-emotional skills that are relevant to the development of academic skills, adaptive and life functioning, and overall adaptation and adjustment.

In conjunction with other sources of information, assessment information may lead to a Psychological diagnosis. Diagnoses are communicated by members of the College of Psychologists who are legally authorized to do so.

Qualifications of Assessors

- Registered Psychologists and Psychological Associates; Psychometrists supervised by members of the College of Psychologists (all under the RHPA).

Parent(s)/Guardian(s) Consent and Feedback

- Informed written consent from parent(s)/guardian(s) must be received prior to the assessment for students under eighteen (18) years of age, or from the student if eighteen (18) years of age or older.
- Results are communicated in person by a Psychological Services staff member.

Parent(s)/guardian(s) receive a copy of the assessment report.

Communication of Diagnosis is a *Restricted Act* under the RHPA. Diagnoses (e.g., Learning Disability) must be communicated by a member of the College of Psychologists of Ontario who is legally authorized to do so.

Information Sharing and Privacy

- Results are shared with the school team.
- Parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR.
- A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.

- All psychological files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by Psychological Services staff is five months from referral by the PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Criteria for Managing Wait Times

- Wait lists for Speech-Language Pathologists and Psychological Services staff are decentralized, and staff are responsible for managing their schools' wait lists. Criteria for managing wait lists include:
 - Triaging with school teams;
 - Running assessment blitzes at strategic times;
 - Reallocation of staffing resources to address and reduce wait times.

Standard 7: Specialized Health Support Services in School Settings

The purpose of the standard is to provide details of the Board's specialized health support services to the Ministry and to the public.

The provision of Health Support Services in school settings is addressed through Policy/Program Memorandum (PPM 81) issued July 19, 1984 and the Ministry of Education Office Memorandum issued August 17, 1989.

The responsibility for ensuring the provision of health support services is shared among the Ministries of Education, Health and Long-Term Care, and Children, Community and Social Services.

At the local level, the responsibility is shared by school boards, the Ministry of Health and Long-Term Care through the South West Local Health Integration Network (SW-LHIN), and the Ministry of Children, Community and Social Services through Thames Valley Children's Centre.

Summary of Services Provided to the Board

- The Ontario Ministry of Health and Long-Term Care through the SW-LHIN is responsible for assessing student needs, and for providing such services as injection of medication, sterile catheterization, manual expression of the bladder, stoma care, postural drainage, deep suctioning and tube feeding.
- The Ministry of Children, Community and Social Services through Thames Valley Children's Centre (TVCC) is responsible for the rehabilitation services of physiotherapy, occupational and some aspects of speech and language therapies.
- Administration of prescribed medication to students during the school day is addressed under the Board's Supporting Students with Prevalent Medical/Health Conditions in Schools Policy and Procedure.
- The Ontario Ministry of Children, Community and Social Services is responsible for ensuring the provision of health support services in children's residential care and treatment facilities.

Process for Determining Eligibility

- Requests for assessments and services through the LHIN and/or TVCC may be initiated by either the parent(s)/guardian(s) or the Program Development Team.
- For Occupational Therapy and Physiotherapy the school and parent(s)/guardian(s) complete the School Therapy Services Referral Package. Completed referral packages are authorized by the principal and submitted to TVCC for determination of eligibility and prioritization of services.
- In the case of referrals for speech therapy, the referral process is initiated by the Board Speech-Language Pathologist in consultation with the parent(s)/guardian(s). If involved, the Preschool Speech-Language Pathologist can make a direct referral to TVCC by submitting a TVCC School Therapy Services Referral Package.
- For nursing care and diabetic services, a LHIN Care Coordinator from the School Health Support Services Program, assesses students to determine supports required to safely attend



Special Education Plan

school. The school may obtain the Board's Consent to the Disclosure, Transmittal and/or Examination of Records or Information and have it signed by parent(s)/guardian(s). This allows the school to release information to the LHIN that may assist in determining eligibility for nursing care (e.g., reports on interventions from other agencies). The school then forwards any documentation that would support the request for service to the LHIN.

Specialized Health Support Services	Agency or position of person who performs the service (e.g., LHIN, TVCC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support.	Criteria for determining when the service is no longer required.	Procedures for resolving disputes about eligibility (If available)
Nursing	LHIN contracted service provider	As determined by LHIN Care Coordinator	LHIN Care Coordinator	As determined by LHIN Care Coordinator and service	Consultation with the principal and LHIN Care Coordinator
Occupational Therapy	TVCC contracted service provider, programming carried out by TVDSB staff, parent/guardian, student	As determined by TVCC	TVCC Intake Coordinator/TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Physiotherapy	TVCC contracted service provider, programming carried out by TVDSB staff, parent/guardian, student	As determined by TVCC	TVCC Intake Coordinator/TVCC Clinical Coordinator	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Nutrition	LHIN	LHIN Care Coordinator	LHIN Care Coordinator	LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Speech and language therapy (TVCC)	TVCC contracted service provider	As determined by TVDSB SLPs in consultation with TVCC (Speech Disorders)	Board SLP/TVSS-eligibility TVCC-level of support	As determined by TVCC and service provider	Consultation with the principal and TVCC Manager
Speech and language intervention (school board)	TVDSB SLPs	As determined by Speech–Language Pathology and Audiology Services (Language and Speech Disorders that affect academics)	Board SLP	When student no longer has moderate/severe speech and/or language disorder or can be maintained by classroom teacher	TVDSB SLP in consultation with the principal, teacher and parent/guardian

Specialized Health Support Services	Agency or position of person who performs the service (e.g., CCAC, Board staff, parent/guardian, student)	Eligibility criteria for students to receive the service	Position of person who determines eligibility to receive the service and the level of support.	Criteria for determining when the service is no longer required.	Procedures for resolving disputes about eligibility (If available)
Administering of prescribed medications	TVDSB staff, the parent/guardian, student, LHIN contracted service provider	LHIN Care Coordinator, physician's prescription	LHIN Care Coordinator	Physician, LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Catheterization	TVDSB staff-clean intermittent LHIN contracted service provider-sterile intermittent	LHIN Care Coordinator	LHIN Care Coordinator	Physician, LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Suctioning	TVDSB staff-shallow surface suctioning LHIN contracted service provider-deep suctioning	LHIN Care Coordinator	LHIN Care Coordinator	Physician, LHIN Care Coordinator and service provider	Consultation with the principal and LHIN Care Coordinator
Lifting and positioning	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	TVDSB staff, TVCC Care Coordinator	TVDSB staff, TVCC service provider	Consultation with the principal and TVCC Manager
Assistance with mobility	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	TVDSB staff, TVCC	TVDSB staff, TVCC service provider	Consultation with the principal and TVCC Manager
Feeding	TVDSB staff, LHIN contracted service provider (enteral feeds)	TVDSB staff, LHIN Care Coordinator, parent/guardian	The principal, LHIN Care Coordinator	TVDSB staff, and LHIN service provider	Consultation with the principal and LHIN Care Coordinator
Toileting	TVDSB staff	TVCC service provider provides consultation at parent/guardian or principal request	The principal, TVCC	TVDSB staff and TVCC service provider	Consultation with the principal and TVCC Manager

Standard 8: Categories and Definitions of Exceptionalities

The purpose of the standard is to make information on the categories and definitions of exceptionalities available to the public, including parents and community associations.

There are five categories of exceptionality recognized in the *Education Act*. For some of the categories, the Ministry has defined additional sub-categories.

In order for a student to be identified as exceptional, they must meet the requirements for at least one of the categories listed in this section.

Behaviour

Definition¹

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

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

Criteria for Identification

- The need for identification is based on longstanding difficulties.
- Children who are candidates for formal identification have severe behavioural and social-emotional difficulties. These behavioural concerns have lasted for a significant duration of time and the previous efforts of school-based and system-based personnel have met with limited success.
- As part of these supportive efforts, an investigation of the student's academic or learning skill profile has occurred, with an examination of how various demands (e.g., academic, learning, environmental) may impact the student's behaviour.
- In many cases, children who are candidates for formal identification have severe behavioural and social-emotional difficulties and they may have received a diagnosis by a member of the College of Psychologists or medical practitioner regarding their profile of needs.
- The student's profile of needs is not better described under another exceptionality category.

Communication: Autism

Definition²

A severe learning disorder that is characterized by:

¹ Ministry of Education document *Special Education in Ontario K-12*

² Ministry of Education document *Special Education in Ontario K-12*

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

Criteria for Identification

- A diagnosis of an Autism Spectrum Disorder has been provided by a member of the College of Psychologists or by a medical practitioner.

Communication: Deaf and Hard of Hearing*Definition³*

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

Criteria for Identification

- A permanent hearing loss, substantiated by an audiological assessment (within the previous twelve months) by a registered Audiologist, which results in a need for accommodations and/or modifications to the classroom environment and/or program.

Communication: Language Impairment*Definition⁴*

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

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

Criteria for Identification

- A language impairment that, based on an assessment by a qualified Speech-Language Pathologist or a diagnosis of a language disorder by a member of the College of Psychologists which results in a need for accommodations and/or modifications to the classroom environment and/or program.

Examples, But Not Limited To

- A student whose specific learning disability is related to language and/or communication.
- A student who is functionally non-verbal and requires an augmentative/alternative communication system (such as an iPad, or GoTalkNow) to be programmed with routine classroom requests in order to demonstrate their knowledge of the curriculum.

³ Ministry of Education document *Special Education in Ontario K-12*

⁴ Ministry of Education document *Special Education in Ontario K-12*

Communication: Speech Impairment

Definition⁵

A disorder in language formulation that:

- May be associated with neurological, psychological, physical, or sensory factors;
- Involves perceptual motor aspects of transmitting oral messages;
- May be characterized by impairment in articulation, rhythm, and stress.

Criteria for Identification

- An impairment or disorder in articulation, voice or fluency that significantly interferes with communication, social interaction and academic progress to the extent that, based on an assessment by a qualified Speech-Language Pathologist, an augmentative/alternative communication system may be required.

Examples, But Not Limited To:

- A student with a developmental apraxia of speech (motor planning) who is so unintelligible that picture communication symbols or other augmentative/alternative systems are necessary to supplement oral communication.
- Student whose stuttering is so severe during oral presentations in the classroom or in other interactions that written communication or other media styles becomes more effective.
- A student with a cleft palate whose speech is so unintelligible due to resonance difficulties that an augmentative/alternative communication system is programmed with routine classroom requests.

Communication: Learning Disability

Definition⁶

A learning disability is 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:
 - Academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range);
 - 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 one or more cognitive process such as:
 - Phonological processing;
 - Memory and attention;
 - Processing speed;

⁵ Ministry of Education document *Special Education in Ontario K-12*

⁶ Ministry of Education Policy/Program Memorandum No. 8

- Perceptual-motor processing;
- Visual-spatial processing;
- Executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).
- May be associated with:
 - Difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others;
 - Various other conditions or disorders diagnosed or undiagnosed;
 - 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.

Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford-Binet) has been completed. Although the cognitive results may vary from the Low Average to Very Superior range of functioning, the overall estimate of intellectual ability would fall at least within the broad Average range.
- A discrepancy is evident between assessed intellectual ability and current standardized assessment of academic achievement. This academic achievement is below a level appropriate for their intelligence and age. The academic achievement is manifested in at least one of the following academic areas:
 - Word recognition/decoding;
 - Reading fluency;
 - Reading comprehension;
 - Written language;
 - Mathematics;
 - Work habits and learning skills.
- In some cases, a discrepancy may not be evident between the student's intellectual ability and academic achievement, but the academic achievement can be maintained by the student only with extremely high levels of effort and/or with additional support.
- Within the assessment, there has been an attempt to identify the student's profile of processing skills and learning strengths and needs. In most cases, psychometric tests will identify processing deficits or areas of learning need connected to Below Average academic performance.
- The academic weaknesses are not solely due to physical, environmental (e.g., a lack of opportunity or insufficient instruction or intervention), social-emotional, or cultural factors and are not better described under another exceptionality category.
- Related learning difficulties, however, may be apparent in social skills, emotional maturation, and classroom behaviour.

Intellectual: Giftedness

Definition⁷

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.

- The Canadian Cognitive Abilities Testing (CCAT-7) assessment is administered to Grade 3 students at all schools within the Thames Valley District School Board (TVDSB).
- CCAT-7 is a group-administered assessment which provides information about cognitive, thinking and reasoning skills that are strongly related to high academic achievement. The cut-off score for exceptionality is determined statistically and reflects those students who demonstrate the highest level of intellectual ability and who will most likely benefit from the principles and practices of gifted education. On the CCAT-7, a General Ability score at or above the 99% percentile would indicate that a student is eligible for identifications as Exceptional Student-Gifted.
- For individual students who are assessed outside the Grade 3 CCAT-7 group-testing, the following criteria is adopted as basis for identification as Exceptional Student – Gifted.
- Two sub-tests of the Wechsler Individual Achievement Test-Third Edition (WIAT-III) are administered:
 - Reading Comprehension
 - Math Problem-Solving
- On the WIAT-III, if both scores are at, or above, the 50% percentile and one score is above the 84th percentile, then a referral may be made by the school team to Psychological Services for further assessment.
- On the WISC-V, if the Full Scale Score or General Abilities Index is at or above a standard score of 130 (98% percentile), then the student meets the criteria for identification as Exceptional Student-Gifted.

Intellectual: Mild Intellectual Disability

Definition⁸

A learning disorder characterized by:

- An ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
- 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.

Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, the overall estimate of intellectual ability would fall within the Borderline range of functioning.

⁷ Ministry of Education document *Special Education in Ontario K-12*

⁸ Ministry of Education document *Special Education in Ontario K-12*

- The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming.

Intellectual: Developmental Disability

Definition⁹

A severe learning disorder characterized by:

- An inability to profit from a Special Education program for students with mild intellectual disabilities because of a 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.

Criteria for Identification

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) has been completed. Although the results may vary, overall estimate of intellectual ability would fall within the Extremely Low range of functioning.
- The student exhibits well below average academic achievement and requires extensive curriculum modifications and/or alternate specialized programming.
- An assessment of the student's adaptive functioning in the home, community, and/or school setting has been completed. The student exhibits significant adaptive skill deficits that limit their conceptual, social or practical adaptive functioning.

Physical: Physical Disability

Definition¹⁰

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 developmental level.

Criteria for Identification

- An ongoing physical or medical disability or condition as identified by a medical practitioner which results in a need for accommodations and/or modifications to the classroom environment and/or program.

Physical: Blind and Low Vision

Definition¹¹

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

⁹ Ministry of Education document *Special Education in Ontario K-12*

¹⁰ Ministry of Education document *Special Education in Ontario K-12*

¹¹ Ministry of Education document *Special Education in Ontario K-12*

Criteria for Identification

- Results from a Medical Eye Report completed by an ophthalmologist, optometrist, or an orthoptist indicating a diagnosis of the students visual functioning which may be described by one (or more) of the following:
 - a visual acuity of 20/70 or less in the better eye after correction;
 - a visual field of 20 degrees or less;
 - any progressive eye disease with a prognosis of becoming one the above;
 - a visual problem or related visual stamina that is not correctable and that results in the students functioning as if their visual acuity is limited to 20/70 or less.
- Results from a Functional Vision/Tactile Assessment completed by an Itinerant Vision Resource Teacher from the TVDSB Vision Services Program (consistent with diagnosis outlined in Medical Eye Report) indicating visual functioning which may require:
 - the need for alternative format(s) textbooks and curriculum materials to conventional print (i.e. large print, e-text, braille);
 - the need for accommodations in areas of Instructional, Environmental, and Assessment;
 - the development the of alternative program area(s) of the Expanded Core Curriculum (i.e. braille instruction, assistive technology, orientation and mobility).

Multiple*Definition¹²*

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one (1) or more teachers holding qualifications in Special Education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Criteria for Identification

- Student meets the criteria for identification in two (2) or more exceptionalities with supporting documentation and/or assessment provided by the appropriate practitioners.

¹² Ministry of Education document *Special Education in Ontario K-12*

Standard 9: Special Education Placements Provided by the Board

The purpose of the standard is to provide the Ministry and the public with 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, Special Education 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 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 Special Education class placements conforms to those outlined in Regulation 298, Section 31 of the *Education Act*.

Options for Placement

- **A regular class with indirect support** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- **A regular class with resource assistance** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- **A regular class with withdrawal assistance** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.

- **A special education class with partial integration** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- **A full-time special education class** where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

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

- Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum.

Alternative Expectations

- 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

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

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA).

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need presenting with behaviour challenges. The Special Education TOSA also provides occasional and/or ongoing school-based in-service.

- *In a Special Education Transition program class with partial integration at the elementary level.*

Placement in a Special Education class with partial integration must be recommended through the 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 classroom with withdrawal assistance at the secondary level.*

Placement in a Transitions Program at the secondary school level must be recommended through the 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, 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;
- Is capable of accessing curriculum with accommodations and/or modifications to expectations and the learning environment.

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 Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (DSM-V). Students identified with a diagnosis of Autism Spectrum Disorder, as outlined in the Diagnostic and Statistical Manual of Mental Disorders–5th Edition (DSM-V), may receive support in the following placements:

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA) and/or Speech–Language Pathology and Audiology Services.

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been diagnosed as having ASD. The Special Education TOSA also provides occasional and/or ongoing school-based in-service.

- *In a Special Education ASD class with partial integration at the elementary level.*

Placement in a Special Education class with partial integration must be recommended through the 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 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 Special Education TOSA;
- 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 placements:

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

Supports may include:

- Support from an Itinerant Hearing Resource Teacher
- Support from a Speech-Language Pathologist
- Access to an Educational Audiologist

The above listed team members, through a multidisciplinary approach, may provide direct and consultative services to support students with hearing loss to develop speech and language skills; to support hearing technology management and self-advocacy skills; and to support the classroom team through coaching, modelling and staff in-service.

- *In a Special Education class program with partial integration at the elementary level.*

Placement in a Special Education class program, taught by a qualified teacher of the deaf, with partial integration to the regular classroom must be recommended through the IPRC process.

The purpose of this class is to:

- Offer a two-year placement to develop skills which will enable students to return to a regular classroom in their home school;

- Foster self-esteem, independence and self-advocacy;
 - Support development of Auditory Verbal/Oral (AV/O) communication skills;
 - Develop skills in the use and management of hearing technology;
 - Receive intensive support from a qualified Teacher of the Deaf.
- *In a regular classroom with withdrawal assistance at the secondary level.*

Placement in a regular class program with withdrawal assistance at the secondary level must be recommended through the 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 by providing support to students in their regular classes through a learning resource model provided by a qualified Teacher of the Deaf;
 - Program focus includes management of hearing technology, self-advocacy, and support to develop language and literacy skills that may be impacted by hearing loss.
- *In a Provincial School for the Deaf.*

Placement in a Provincial School for the Deaf must be recommended through the IPRC process and is reserved for those students requiring instruction in American Sign Language. Final decision for acceptance and placement into a Provincial school program rests with the Provincial and Demonstration School Branch.

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 within the last year confirming permanent bilateral hearing loss;
- Assessed speech/language delay of greater than one year compared to chronological age or cognitive ability;
- Student uses personal amplification as recommended by their audiologist;
- Is capable of accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment.

Speech and Language Impairment

Students identified with speech and language impairments (fluency, voice, articulation, and/or language disorders) receive support in the following placements:

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

Supports may include:

- Support from Speech-Language Pathologists;

- 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 can 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:
 - o Mediator-based support of Educational Assistants (EAs);
 - o In-class interventions;
 - o Home programming to support carry-over of communication goals to student's home and other community settings;
 - o Consultation and collaboration with classroom teachers;
 - o Recommendations for assistive technology.

Learning Disability

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

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA);
- Use of Assistive Technology to support the student in accessing the curriculum

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been diagnosed as having a learning disability. The TOSA also provides occasional and/or ongoing school-based in-service.

- *In a Special Education Accelerate Class.*

Placement in a Special Education class may be recommended at the late Primary/Junior (Grade 4, 5 or 6) level through the 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;
- 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;
- Will respond to intensive levels of support.

Gifted

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

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

Supports may include:

- In-classroom curriculum-related enrichment opportunities;
- Support for programming for school staff from the Special Education Teacher on Special Assignment (TOSA);
- Participation in Regional Sessions at the elementary level.

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been identified as having an exceptionality of giftedness. The Special Education TOSA provides occasional and/or ongoing school-based in-service and supports the development, organization, and implementation of Regional Sessions

- *In a Special Education Gifted class.*

Placement in a Special Education Gifted class may be recommended at the Grade 5, 6, 7, 8 level through the 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;
 - Provide the necessary transition planning and skills for successful entry into secondary school.
- *Through Gifted lines at the secondary level.*

Secondary schools 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 Tier 1 and 2 interventions in a regular class have been insufficient to meet the student's needs;
- 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 support on an IEP.*

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA).

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been diagnosed as having a Mild Intellectual Disability. The TOSA also provides occasional and/or ongoing school-based in-service.

Developmental Disability

Students with a diagnosis of Developmental Disability, as outlined in the Diagnostic and Statistical Manual of Mental Disorders – 5th Edition (DSM-V), may receive support in the following placements:

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

Supports may include:

- In-classroom assistance;
- In-school resource withdrawal;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA) and/or Speech-Language Pathology and Audiology Services.

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator–Special Education, and is available students in need who have been diagnosed as having a Developmental Disability. The TOSA also provides occasional and/or ongoing school-based in-service.

- *In a Special Education Developmental Education (DE) class.*

Placement in a Special Education class must be recommended through the IPRC process.

The purpose of this class is to:

- Support the strengths and needs of students diagnosed with a Developmental Disability;
- 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;
- Engage in a blend of alternative curriculum and work-place training, individualized to match strengths, interests and needs;

Criteria for placement in a DE Special Education class:

A student who:

- Has been identified as exceptional through the IRPC process under the category of Intellectual: Developmental Disability;
- 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;
- Requires extensive support and program modification to access curriculum or alternative programming for the development of functional communication, literacy and numeracy skills.

- *In a Special Education Developmental Education Work Experience (WE) class with 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 placements:

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

Supports may include:

- In-classroom assistance;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA);
- On-going and/or consultative services from other agencies.

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The Special Education TOSA is accessed through the Learning Coordinator–Special Education, and is available for students in need who have been diagnosed as having a Physical Disability. The TOSA also provides occasional and/or ongoing school-based in-service.

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 Local Health Integration Network (LHIN) 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 *Special Education*

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 placements:

- *In a regular class with indirect support 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;
 - 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.*

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.

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 and/or a Learning Media Assessment;- In a Provincial School for the Blind.

Standard 10: Individual Education Plans (IEPs)

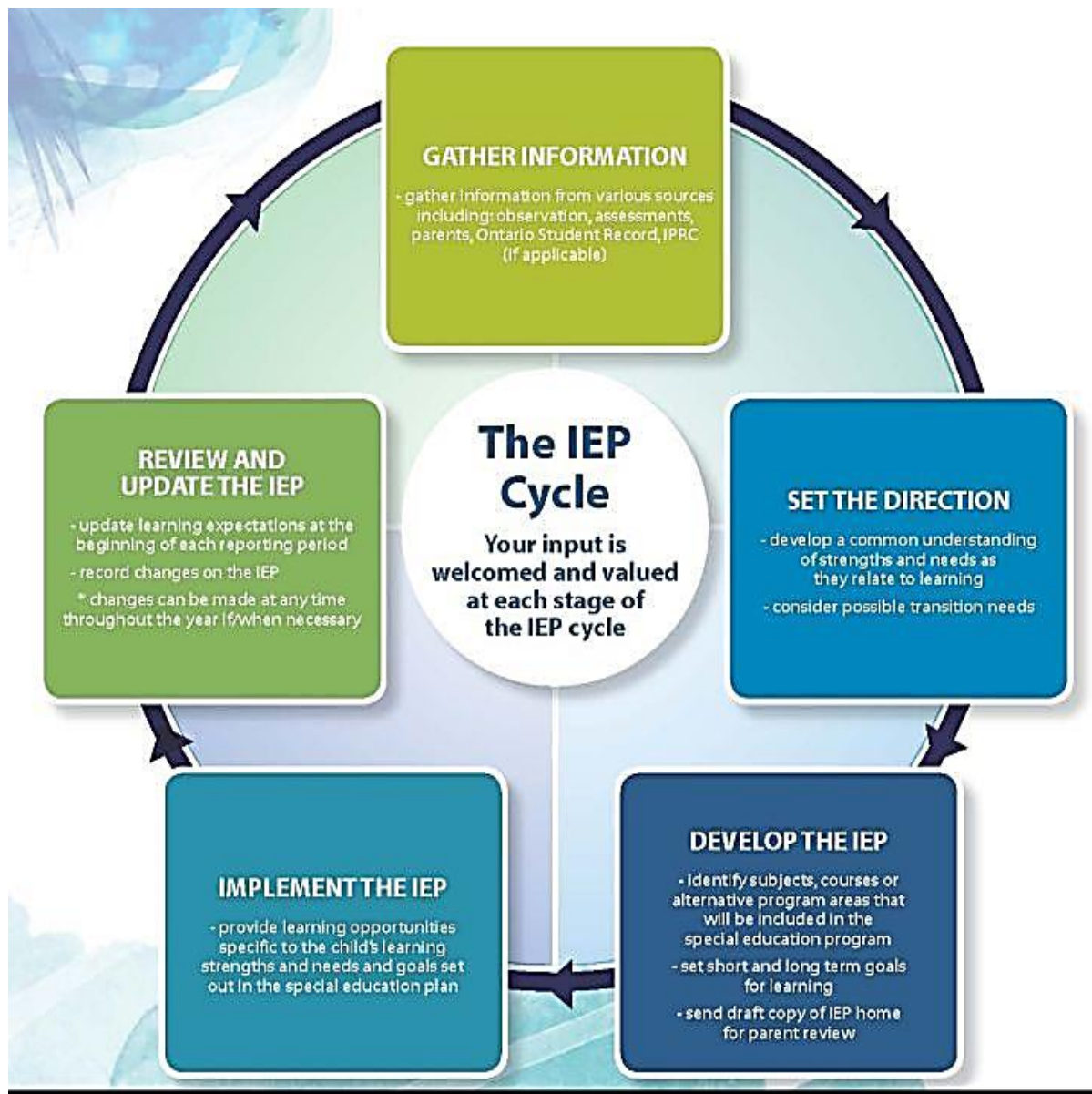
The purpose of the standard is to inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEPs.

The Individual Education Plan (IEP)

- A written plan of action to support your child in their learning. The plan is based on the results of different types of assessment. It also contains learning goals and an outline of supports and services that help build the success of your child in their learning.
- The IEP is collaboratively developed by a team of people who know the student best. Members of the team should include the parent(s)/guardian(s), the student's teacher(s), the Learning Support Teacher (LST), the Principal and where appropriate, the student.
- Parent(s)/Guardian(s) and students (who are sixteen (16) years of age or older) must be consulted in the development (including revision) of the IEP and must receive a copy upon completion.
- Individual Education Plans (IEPs) will be completed as follows:
 - IEP #1 will be completed within the first thirty (30) days of school in compliance with Ministry Guidelines and will include program expectations from September until the end of January;
 - IEP #2 will include program expectations from February until the end of June and will be sent home with the Term 1 Report Cards;
 - IEP #3 will address IPRC and waiver dates, and offer an opportunity to personalize transition plans for the upcoming school year, as per PPM 156, and will be sent home with Term 2 Report Cards. This IEP will not include program expectations.
- The IEP includes a transition plan that outlines goals for your child as they move from grade to grade, school and/or between school and the community once high school is completed (Program Policy Memorandum 156).
- An IEP must be developed for all students identified as exceptional through the Identification Placement and Review Committee (IPRC) process. An IEP must be developed within thirty (30) days of the initial IPRC decision (Ministry of Education Regulation 181/98).
- An IEP may be developed for a student upon recommendation of the Program Development Team (PDT). This recommendation is based on assessment information indicating that specific accommodations and/or program modifications are required for instruction and assessment purposes in response to the student's individual strengths and needs.
- The Principal is responsible for ensuring the implementation and review of the IEP.

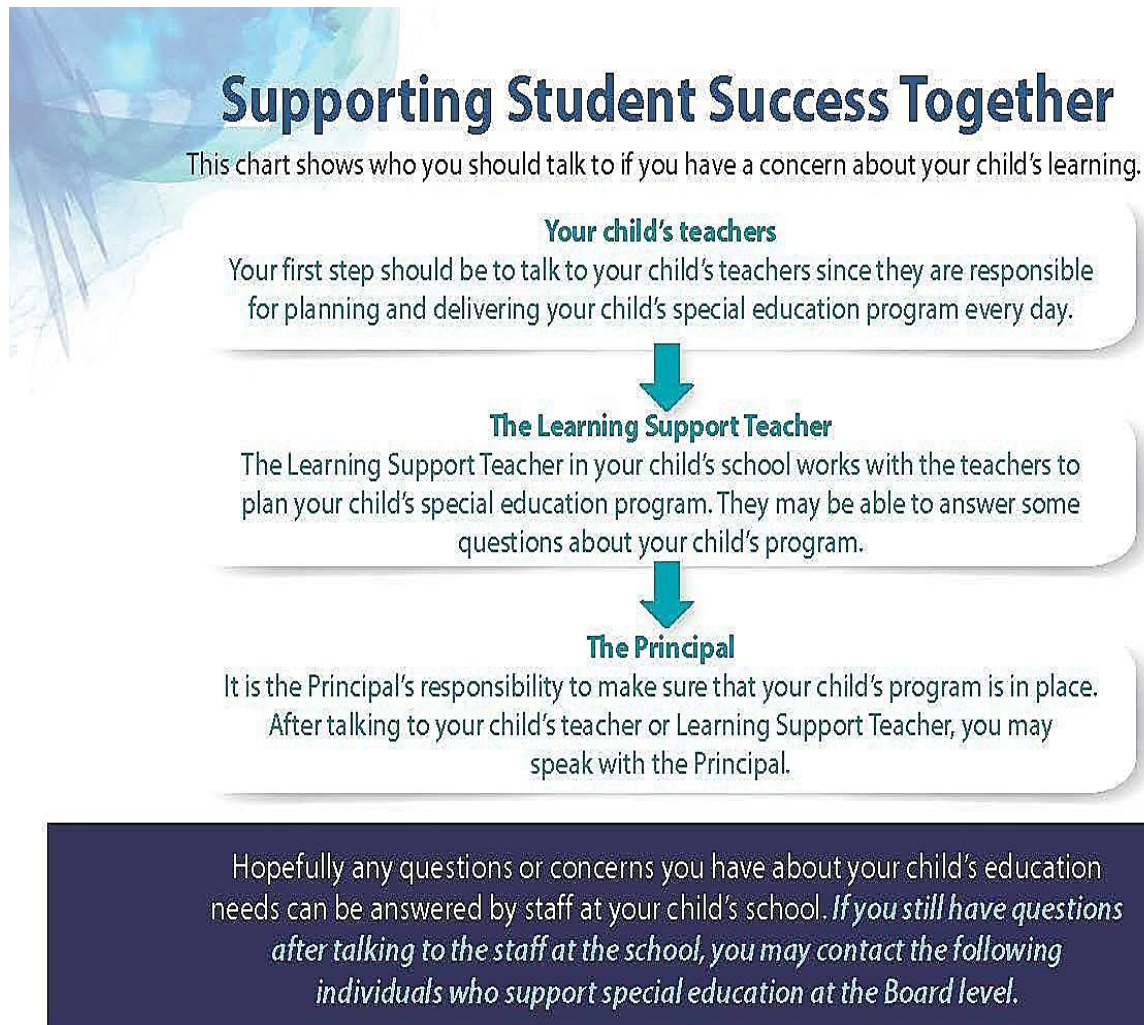
The IEP Process

It is essential that the parent(s)/guardian(s) and student, as able, be involved throughout the IEP Cycle process.



Process for Expressing Concerns Regarding the IEP

- As indicated in our Parent Resource Guide: Supporting Student Success Together, this chart shows who a parent(s)/guardian(s) should contact, should they have concerns regarding the IEP:



Learning Coordinator of Special Education

The Learning Coordinator of special education supports school staff in providing for students with special education needs.



Learning Supervisor of Special Education

The Learning Supervisor of special education leads the team of special education Learning Coordinators.



Superintendent of Student Achievement

Each school is assigned a Superintendent of student achievement who supports the school in all aspects of education.



Superintendent of Student Achievement - Special Education

The Superintendent of student achievement oversees all special education programming within TVDSB.



Director of Education

IEP Parent Guide

A Parent Resource Guide – Individual Education Plan (IEP)

https://www.tvdsb.ca/en/programs/resources/iep_parent-resource-guide_single-pages.pdf

IEP Review

In 2000, the Ontario Ministry of Education released ***Individual Education Plans: Standards for Development, Program Planning and Implementation***. Provincial Individual Education Reviews were conducted with all Ontario school boards as follows:

2001 – 2003 First Provincial IEP Review

2006 - 2007 Second Provincial IEP review

2011 – 2012 Third Provincial IEP Review

The Thames Valley District School Board follows an annual IEP Audit process to conduct a qualitative review of Individual Education Plans relative to the Provincial Standard. The last IEP audit was conducted during the 2018-2019 school. An IEP Audit was not conducted during the 2019-2020 school year due to the emergency closure of schools.

Standard 11: Provincial and Demonstration Schools in Ontario

The purpose of the standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or deaf-blind, or who have severe learning disabilities, which may include attention-deficit hyperactivity disorder (ADHD).

Provincial Schools

Provincial Schools may:

- Provide an alternative education option for students who are deaf, blind, or deaf-blind;
- Be accessed as a resource by Thames Valley District School Board (TVDSB) teachers/special education teachers;
- Provide pre-school home visiting services for students who are deaf, blind, or deaf-blind.

Admittance to a Provincial School is determined by the Provincial Schools Admission Committee in accordance with the requirements set out in Regulation 298.

When a student has received admission to a Provincial School, the Provincial School provides the parent with the Provincial Schools Transportation Form. Once completed, the form is sent to Student Transportation Services (STS) for processing and transportation arrangements are confirmed.

- The TVDSB has students attending three different Provincial Schools:
 - W. Ross Macdonald School: School for the Blind and Deaf (14 students);
 - Roberts School for the Deaf (26 students);
 - Ernest C. Drury School for the Deaf (2 students).

W Ross Macdonald School: School for the Blind and Deafblind

- W. Ross Macdonald School is located in Brantford and provides a residential, alternative education option for TVDSB students who are blind, visually impaired, or deaf-blind. Programs at W. Ross Macdonald School are tailored to the needs of the individual student.
- These programs:
 - Are designed to help these students learn to live independently in a non-sheltered environment;
 - Are delivered by specially trained teachers;
 - Follow the Ontario curriculum developed for all students in the province;
 - Offer a full range of courses at the secondary level;
 - Offer courses in special subject areas such as music, technological studies, family studies, physical education, and mobility training;
 - Are individualized, to offer a comprehensive "life skills" program;
 - Provide a home-visiting program for parent(s)/guardian(s) and families of preschool deaf-blind children to assist in preparing these children for future education.

- The resource services department may be accessed by TVDSB teachers to provide special learning materials, such as Braille materials, audiotapes, and large-print text books. Assessments and information sharing/expertise can also be accessed.

Provincial Schools for the Deaf

- The following Provincial Schools offer services for TVDSB deaf and hard-of-hearing students:
 - Robarts School for the Deaf in London is a day school serving Western Ontario;
 - Ernest C. Drury School for the Deaf in Milton is a residential school serving Central and Northern Ontario;
 - Centre Jules-Léger in Ottawa is a residential school serving francophone students and families throughout Ontario.
- These schools provide elementary and secondary school programs for deaf students from pre-school level to high school graduation. These programs:
 - Provide rich and supportive bilingual/bi-cultural educational environments which facilitate students' language acquisition, learning, and social development through American Sign Language (ASL) and English;
 - Are delivered by specially trained teachers;
 - Follow the Ontario curriculum developed for all students in the province.
- The resource services department may be accessed by TVDSB teachers to provide consultative support as well as workshops, in-service, and information. The resource services department also provides a home-visiting program for parent(s)/guardian(s) and families of deaf and hard-of-hearing pre-school children delivered by teachers trained in pre-school and deaf education.

Demonstration Schools

- Provincial Demonstration Schools provide residential programs for students with severe learning disabilities. In addition, these schools have special programs for students with severe learning disabilities in association with attention deficit/hyperactivity disorder (ADD/ADHD). These are highly intensive, one-year programs.
- The Trillium School also operates Learning for Emotional and Academic Development (LEAD), a program for students with severe learning disabilities who require an additional level of social/emotional support.
- Application for admission to a Provincial Demonstration School is made on behalf of students by TVDSB, with parental consent. The Provincial Committee on Learning Disabilities (PCLD) determines whether a student is eligible for admission.
- The following Demonstration Schools offer services for TVDSB students:
 - Amethyst School in London, with Learning Disability (LD) and LD/ADHD programs serving Western and North-Western Ontario;
 - Trillium School with the LEAD Program serving Central and Mid-Northern Ontario;
 - Centre Jules-Léger in Ottawa which is a residential school serving francophone students and families throughout Ontario.
- These schools provide special residential education programs for students between the ages of 5 and 21 years. These programs:
 - Enhance the development of each student's academic and social skills;

- Develop the abilities of the students enrolled to a level that will enable them to return to programs operated by TVDSB within two (2) years;
- Provide, upon referral from schools, specialized consultative assistance for individual students;
- Provide in-service and teacher education programs designed to share methodologies and materials with TVDSB staff.

Standard 12: Special Education Permanent Staffing Allocation 2020-2021

The purpose of this standard is to provide specific details on Board staff to the Ministry and to the public.

Special Education Staff		Elementary	Secondary	Total
TEACHING STAFF				
Learning Support Teachers		213.6	59.35	272.95
Teachers for self-contained classes				
Developmental Education Classes		45.0	79.0	124.0
Gifted Special Education Classes (Elementary) / Lines (Secondary)		4.0	4.70	8.7
ASD Special Education Classes (Elementary) / Resource Withdrawal (Secondary)		6.0	6.00	12.0
Deaf and Hard of Hearing Special Education Classes (Elem.) / Resource Withdrawal (Sec.)		2.0	1.00	3.0
Transition Classes (Elementary) / Resource Withdrawal (Secondary)		6.0	5.00	11.0
Accelerate Special Education Classes (Elementary - Junior)		4.0	-	4.0
Accelerate Special Education Class (Elementary - Primary)		-	-	-
Total Number of Special Education Classroom Teachers		67.0	95.7	162.7
Special Education Classes (Prep)		13.02	29.98	43.0
Total Special Education Classes Staffing (Classroom Teachers / Prep)		80.02	125.68	205.70
Other special education teachers				
Itinerant Teachers (Hearing – 7.0, Vision Resource – 11.6)		18.6	-	18.6
Teacher On Special Assignment (TOSA)		16.0	4.0	20.0
Teachers on Special Assignment (TOSA), Assistive Technology		7.0	1.0	8.0
Learning Coordinators		8.0	4.0	12.0
System Principals				2.00
EDUCATIONAL ASSISTANTS				
Educational Assistants		769.65	222.00	991.65
<input type="checkbox"/>	Special Incident Portion (SIP)	16.0	25.0	41.0
Total Educational Assistants		785.65	247.0	1032.65
COMPUTER TECHNICIANS				
Technical Support Analysts (TSA)				5.50
OTHER PROFESSIONAL RESOURCE STAFF				
Managers, Professional Services				2.00
Psychological Services				28.80
Speech-Language Pathology and Audiology Services				36.5
Audiologists				1.00
School Counselling and Social Work Services				32.3
Behaviour Analyst				5.0
Special Equipment Allocation Project Coordinator				1.00
Special Education Allocation Assistant				.75

Standard 13: Staff Development

The purpose of the standard is to provide details of the board's professional development plans for special education staff to the Ministry and to the public.

Goal

The goal of Special Education Staff Professional Development is to develop the capacity of administrators and staff in each of our schools to provide the best possible learning experience for all students in that school's community. By enabling the classroom teacher and support personnel to apply a variety of learning strategies and access a wide range of in-school and system resources, the educational experience for every child will be tailored to their particular learning needs.

Involving the Stakeholders

- The Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC) is involved in providing input for staff development. This occurs through ongoing reports and presentations to SEAC from system Special Education staff. SEAC provides system staff with suggestions for consideration when reviewing Special Education programs.
- System personnel are required to be current in their understanding of Ministry policies and legislation which have an impact on Special Education. This information is presented to Principals and school Special Education personnel who in turn are responsible to implement new policy and legislative directions at the school level.

Ongoing Review of Staff Professional Development Needs

- The TVDSB SEAC and staff from Learning Support Services have identified the need to continue to provide regular and coordinated in-service for school staff in order to facilitate the understanding of issues and current research.
- The staff development and training programs of the TVDSB include programs and workshops provided by community agencies and recognized experts from the region and province.
- Staff development will also take place at the direction of the Ministry of Education as required.
- The Special Education department regularly reviews priorities requiring additional professional development opportunities for school and system staff. These reviews take place at monthly meetings, such as SEAC, Special Education Coordinators Meetings, Special Education teams, Joint Health and Safety Meetings and Labour Management Meetings.

Awareness of Professional Development Opportunities

Professional development opportunities are announced through our e-mail service and Learning Support Services weekly memorandum. School and system staff are informed by Learning Coordinators-Special Education of upcoming opportunities through regular Learning Support Teacher (LST) meetings and meetings with Itinerant staff.

Communication of the Special Education Plan

Once approved by the Board of Trustees, the Special Education Plan will be submitted to the Ministry and posted on the Board's external website. Special Education department staff will be informed of revisions through staff meetings. Administrators and staff are informed of changes to the Special Education Plan through a variety of means. LSTs will have an opportunity to review the Special Education Plan at the first LST meeting of the school year.

Professional Development and Training

- Priorities for staff development include the following areas:
 - Implementation plans for new and/or revised Ministry policies and documents;
 - Areas related to exceptional students identified at individual schools;
 - Recommendations from Learning Support Services that examines system programs and placements;
 - Areas or gaps that can be addressed through staff development and have been identified by Learning Support Services staff working in consultation with members of the SEAC.
- Staff development is provided in a variety of formats:
 - Targeted professional learning through collaboration supported by Special Education Learning Coordinators, Teachers on Special Assignment and Professional Staff;
 - Workshops on system and site-based professional activity days and during summer in-service sessions;
 - Monthly Learning Support Teacher meetings;
 - School and system training throughout the school year as required to develop an understanding of new and existing Ministry requirements;
 - School and system training on new assessment procedures and/or materials;
 - Workshops provided by outside sources such as the Thames Valley Children's Centre or Child and Parent Resource Institute attended by designated staff;
 - Conferences attended by designated staff such as Coaching to Inclusion, Building Inclusive Communities, the Geneva Centre for Autism International Symposium, and the Learning Disabilities Conference;
 - Collaboration between system staff and a variety of community groups on workshops and conferences;
 - Ongoing in-service to new teachers as well as new administrators;
 - Dedicated professional learning series for Educational Assistants;
 - Continuing training in areas such as Behaviour Management System (BMS), Individual Education Plan (IEP) development;
 - Under the auspices of System Staff Development, professional learning related to Special Education is included in the New Administrator Professional Learning Series, New Teacher Induction Program and Occasional Teacher Training Opportunities.
- The budget allocation dedicated to the staff development plan in the area of special education, includes funding for the following activities:
 - Professional learning opportunities for system support staff and special education teachers;

- Release funds for school staff to participate in system staff development;
 - Collaboration funding for school teams to participate in targeted professional learning with system support staff;
 - Cost-sharing of joint curriculum and special education professional learning opportunities;
 - Cost-sharing of professional learning opportunities and parent information sessions with community partners;
 - Purchase of online courses for administrators, teachers and educational assistants.
- In 2019-2020, the TVDSB engaged in cost-sharing arrangements for professional development with the following agencies/organizations:
 - London District Catholic School Board;
 - Thames Valley Children's Centre.

Standard 14: Equipment

The purpose of the standard is to inform the Ministry, Board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs.

Equipment

- The Thames Valley District School Board (TVDSB) is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs.
- Student equipment needs are identified through the Program Development Team (PDT) process. Recommendations are received from Board professional personnel and community professional practitioners. Professional assessments can come from a Psychologist, Psychologist Associate, Optometrist, Ophthalmologist, Occupational Therapist, Physiotherapist, Speech-Language Pathologist and specialist teachers of the blind, deaf or deaf-blind.
- There are two types of Special Equipment Amount (SEA) claims;
 - SEA Per Pupil Amount (computer hardware, software and related equipment);
 - SEA Claims-based Amounts (i.e., lifts, Braille, furniture, etc.).
- A SEA application is completed by the Learning Support Teacher (LST) and forwarded through the SEA Automation process to the school's area Learning Coordinator–Special Education for processing.
- Criteria for Specialized Equipment:
 - Practitioner's report (Occupational Therapist, Physiotherapists, Psychologist, Speech-Language Pathologist, etc.);
 - Student must be on an Individual Education Plan (IEP);
 - Parent(s)/guardian(s) acknowledgement for the SEA application.
- The Ministry of Education allocates to school boards SEA revenue generated from the SEA per Pupil Amount and SEA Claims-based Amounts for expenses exceeding \$800.00. The Board is responsible for SEA approved equipment costs equal to and less than \$800.00.
- All specialized equipment is the property of the Thames Valley District School Board and is allocated at the discretion of the Board. Any required repair for maintenance will be provided by the Board. Repairs and maintenance concerns are to be shared with the LST of the school.

Standard 15: Accessibility of School Buildings

The purpose of the standard is to provide the Ministry with further details of the Board's multi-year plan, which was previously submitted to the Ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information.

Accessibility

- The Learning Support Services staff and School Administrators identify immediate and anticipated accessibility needs to be addressed at specific school sites based upon existing and anticipated students enrolled at each school.
- The TVDSB provides funds annually to Facility Services specifically targeted to building renewal and improvement projects. Facilities Services staff work collaboratively with Learning Support Services staff to determine appropriate priority of capital projects.
- Members of the public can obtain a copy of the completed Plan from the TVDSB website, annual Special Education Advisory Committee (SEAC) presentation, annual TVDSB presentation, or by contacting Learning Support Services.
- The TVDSB is committed to making its programs, practices and buildings accessible to all students, staff and community members. As such, TVDSB has, under the *Accessibility for Ontarians with Disabilities Act* (AODA), 2005, struck an Accessibility Working Group that is responsible for developing and monitoring the implementation of the Plan, and publishing annual status reports on the progress made in achieving the Plan's objectives. This Group meets quarterly to review and update the Plan.
- The Board's Accessibility Plan, and a list of accessibility features at each school and Board site, can be found on the Board's website. The Plan is also available in alternate accessible formats upon request, by contacting the TVDSB Diversity and Equity Coordinator:
a.marlowe@tvdsb.ca.

Projects Complete During the 2019-2020 School Year

The following projects were completed in response to individual student needs and AODA audits:

Glen Cairn P.S. – Provide universal washrooms

Mountsfield P.S. – Provide elevator and universal washrooms

Nicholas Wilson P.S. - Provide universal washroom

Oliver Stephens P.S. – Provide elevator and universal washroom

Princess Anne F.I.P.S. – Provide universal washroom and new fire alarm with strobe feature for the visually impaired

Sir John A. Macdonald P.S. – Provide elevator addition and universal washroom

Westmount P.S. - Provide elevator and universal washroom

Zorra Highland Park P.S. – Provide auto door operator

Central S.S. - Provide universal washroom and elevator modernization

H. B. Beal S.S. – Highlight stairs for visually impaired

Medway S.S. – Installed Braille signage

Parkside Collegiate Institute – Provide lift to stage and second floor

Westminster S.S. – Provide elevator addition and universal washroom on second floor

Standard 16: Transportation

The purpose of the standard is to provide details of the Board's transportation policies to the Ministry and to the public.

Provision of Transportation for Exceptional Students

- The Thames Valley District School Board's (TVDSB) Transportation Policy outlines that the Board, specifically the Special Education department staff, will approve and direct the service parameters of Southwestern Ontario Student Transportation Services (STS) on an annual basis.
- STS will make special transportation arrangements for TVDSB students who have been identified and approved by the School Board having either:
 - A permanent physical, mental or emotional disability that prevents them from safely getting to and from their Board-designated school;
 - A placement in a Special Education classroom or withdrawal assistance program (secondary).
- Parent(s)/Guardian(s) in conjunction with the school, will need to complete the Special Transportation Application annually.
- STS will manage and administer all of the Board's home-to-school transportation for exceptional students who attend the following programs through an application process:
 - System Special Education classes (Developmental Education, Accelerate, Hearing, Gifted, Autism Spectrum Disorder and Transition);
 - Care and/or Treatment, Custody and Correctional (CTCC) day treatment programs offered through Vanier Children's Services, The Child and Parent Resource Institute (CPRI) or Wellkin Child and Youth Mental Wellness;
 - Provincial and Demonstration Schools (day students only).
- For students in regular class programs who require specialized transportation to their designated school, a Special Transportation Application Form may be completed by the school and parent(s)/guardian(s) and submitted to STS.
- Specialized Transportation arrangements will be made by the TVDSB on behalf of students with a permanent physical, mental or emotional disability that prevents them from safely getting to and from their Board-designated school to access Summer School Programs.
- A determination as to whether the student will be transported with other children or separately is made by the System Principal of Special Education upon application by the school Principal.
- An individual school transportation plan is developed for each student who requires Specialized Transportation. An individual transportation plan is a written plan that details:
 - How each student will board, be secure while driving, and de-board;

- What assistance students may need while boarding, securing themselves, or de-boarding;
 - Responsibilities of students, parents, drivers, school staff, school boards, and transportation companies.
-
- Consideration by STS during selection of transportation providers for all exceptional students includes criteria related to safety, including, but not limited to:
 - Drivers must have first-aid training;
 - Wheelchairs must be secured while being transported;
 - Criminal record checks must be completed for drivers and bus monitors.

Standard 17: The Board's Special Education Advisory Committee

The purpose of the standard is to provide details of the operation of the Board's Special Education Advisory Committee (SEAC) to the Ministry and to give the members of the public information to which they are entitled.

SEAC was established in compliance with Regulation 464/97.

SEAC Roles and Responsibilities

The Thames Valley District School Board (TVDSB) Special Education Advisory Committee (SEAC) has the following roles and responsibilities:

- To make recommendations to the Board regarding the establishment, development, and delivery of Special Education programs and services. SEAC activities which support this role include:
 - Receiving and responding to reports about Special Education programs and services;
 - Collaborative development of Special Education Resources for parent(s)/guardian(s) and staff related to IPRC, IEP, effective communication practices and parent(s)/guardian(s) engagement;
 - Discussing program recommendations that are presented by staff and/or sub-committees;
 - Bringing forward issues for discussion and action by administration and/or the Board;
 - Sharing information about association activities and issues.
- To participate in the annual review of the Special Education Plan. SEAC activities which support this role include:
 - Reviewing changes to the Standards at SEAC meetings during the 2020-2021 school year;
 - Responding to suggestions of the Special Education Audit;
 - Participating in sub-committees involved in reviewing sections or parts of the Special Education Plan;
 - Reviewing changes to the Plan and providing feedback to the staff and Board.
- To participate in the annual budget process for Special Education. SEAC activities which support this role include:
 - Receiving one or more presentations from administration about the budget process and key issues;
 - Reviewing the financial statements of the Board as they relate to Special Education;
 - Having the opportunity to ask questions, offer suggestions and provide feedback throughout the budget process;
 - Having the opportunity to make presentations to the Planning and Priorities Advisory Committee or the Trustees about proposed expenditures or funding allocations.
- To communicate with parent(s)/guardian(s) and members of the public about Special Education programs and services and the activities of SEAC. SEAC activities which support this role include:
 - Holding open meetings which members of the public can attend;

- Developing and distributing information about Special Education and SEAC;
 - Distributing information and consulting with members of the associations represented by SEAC members;
 - Providing input into the Board website and publications which provide information about Special Education;
 - Participating in the Thames Valley Parent Involvement Committee Symposium by sharing information on the role of SEAC;
 - Increase awareness of Ministry of Education Special Education resources, including the Ministry of Education and SEAC websites.
- To interact with other Ministries. SEAC activities which support this role include:
 - Responding to Ministry of Education consultations on Special Education policy and procedures;
 - Responding to government consultations on programs and policies which may impact on students who require Special Education programs and services;
 - Consulting and collaborating with other Ministries, community partners and agencies regarding the development or changes in services and programs which may affect students who require Special Education.

Role of TVDSB

- To provide personnel and facilities necessary for the proper functioning of this committee.
- The work of SEAC is supported by the following Administrative Resource Staff to the Committee:
 - Riley Culhane, Associate Director
 - Andrew Canham, Superintendent of Student Achievement
 - Andrea Leatham, System Principal
 - Roseanne Ferrara, System Principal
 - Matthew Chevalier, Elementary Principal
 - Helen Mahabir, Elementary Principal
 - Tiffany Birtch, Secondary Principal
 - Mike Phillips, Secondary Principal

SEAC Meetings

SEAC meetings occur on either the first or second Tuesday from 12:15 p.m. to 3:00 p.m., or the first or second Monday from 6:30 p.m. to 9:00 p.m. each month (with the exception of December and May). Meetings are held at the TVDSB Education Centre at 1250 Dundas Street East, London, Ontario unless otherwise scheduled. The proposed schedule for 2020-2021 is as follows.

2020-2021 Special Education Advisory Committee Meeting Dates

Monday, September 14, 2020	6:30 p.m.
Monday, October 5, 2020	6:30 p.m.
Tuesday, November 3, 2020	12:15 p.m.

Tuesday, January 5, 2021	12:15 p.m.
Tuesday, February 2, 2021	12:15 p.m.
Monday, March 8, 2021	6:30 p.m.
Monday, April 12, 2021	6:30 p.m.
Tuesday, May 4, 2021	12:15 p.m.
Monday, May 17, 2021	6:30 p.m.
Tuesday, June 8, 2021	12:15 p.m.

Members of the public are welcome and encouraged to attend.

SEAC Membership

SEAC consists of three trustees, representatives of local associations and additional members committed to furthering the interests of students with special education needs.

Special Education Advisory Committee Membership 2019-2022

ASSOCIATION	REPRESENTATIVE	ALTERNATE
TVDSB – Trustee	Joyce Bennett j.bennett@tvdsb.ca	
TVDSB – Trustee	Lori-Ann Pizzolato l.pizzolato@tvdsb.ca	
TVDSB – Trustee	Barb Yeoman b.yeoman@tvdsb.ca	
Association for Bright Children www.abcontario.ca	Christine Thammavongsa thammavo@oxford.net	Beth Mai President.abclondon@gmail.com
Autism Ontario 1340 Dundas St. E., London, ON N6G 2V9 Phone: 519-433-3390 autismontariolondon@bellnet.ca www.autismontario.com/london	Sarah Lawrence Farrants Sarahlawrence1@outlook.com	Kelly Wilson Langley38jane@hotmail.com
CAS of London & Middlesex P.O. Box 7010, 1680 Oxford St. London, Ontario N5Y 5R8 Phone: 519-455-9000 www.caslondon.on.ca	Mike Cvetkovich Mike.cvetkovich@caslondon.on.ca	
Community Living London 190 Adelaide Street South London, Ontario N5Z 3L1 www.cl.l.on.ca	Barbara Furac barb.furac@cll.on.ca	
Community Services Coordination Network (CSCN) www.cscn.on.ca	Judy Wright judywright@cscn.on.ca	Cassie Krygsman cassiekrygsman@cscn.on.ca

ASSOCIATION	REPRESENTATIVE	ALTERNATE
Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, Ontario M3C 3N6 Toll Free: 1-800-668-6252 easterseals.org London Office 2265 Oxford Street W., Unit 1 London, Ontario N6K 4P1 Phone: 519-432-9669 Toll Free: 1-888-278-7797	Alison Morse amorse@easterseals.org	
Epilepsy Support Centre 690 Hale Street London, Ontario N5W 1H4 Phone: 519-433-4073 Executive Director: Michelle Franklin www.epilepsysupport.ca	Bob Harvey bsharvey@execulink.com	Jayme Arts jayme@epilepsyswo.ca
Fetal Alcohol Spectrum Disorder Network fasdelmo@gmail.com www.fasdelmo.wordpress.com	Tracy Grant ss12grants@gmail.com	Wendy Conforzi con4zi@rogers.com
Learning Disabilities Association of Ontario London Region 303 Richmond Street Unit 205 London, Ontario N6B 2H8 Phone: 519-438-6213 www.ldalondon.ca	Paul Cook ed@ldalondon.ca	Deborah Shore Reid supportgroup@ldalondon.ca
London Autism Developmental Disabilities Support Group	Suzanne Young suzanne_young1@hotmail.com	Christina Devlin Christina.m.devlin@gmail.com
Ontario Parents Advocating for Children with Cancer Phone: 705-828-7965 Email: info@opacc.org www.opacc.org	Lori Turner-Otte Lori.otte@lhsc.on.ca	Kim Vander Scheide oliviakickincancer@gmail.com
Thames Valley Council of Home and School Association www.tvchsa.com	Sarah Thompson sarahoeke@hotmail.com	Melissa Noszenko mnoszenko@gmail.com
Thames Valley Children's Centre 779 Baseline Road, East London, ON N6C 5Y6 Phone: 519-685-8700 www.tvcc.on.ca	Janet Gritzan janet.gritzan@tvcc.on.ca	Colleen Willoughby Colleen.willoughby@tvcc.on.ca
VOICE for the Deaf and Hard of Hearing admin@voicefordeafkids.com www.voicefordeafkids.com 302-177 Danforth Avenue Toronto, Ontario M4K 1N2 Phone: 416-487-7719	Michele Barbeau michelebarbeau65@gmail.com	Natalie Davison N5davison@sympatico.ca
Vanier Children's Services 871 Trafalgar Street London, ON N5Z 1E6 Phone: 519-433-3101 www.vanier.com	Laura Dunlop-Dibbs ldunlop@vanier.com	Sheri Grabstas accounting@vupointsystems.ca

ASSOCIATION	REPRESENTATIVE	ALTERNATE
Chippewas of the Thames First Nations www.cottfn.com	Vickler Slay vslay@cottares.ca	
Munsee-Delaware Nation www.munsee.ca	Karen Snake karenbsnake@gmail.com	

Members of the public are encouraged to make their views known to SEAC by requesting a delegate presentation to SEAC, contacting representatives directly, using the 'Contact us' link on the Special Education page of the TVDSB website, or calling the Special Education department at the board office.

SEAC Activities

In the 2019-2020 school year, SEAC provided input on a wide range of special education department initiatives, the annual review of the Special Education Plan and the 2020-2021 special education budget.

The SEAC included two sub-committees that support the priorities of the Special Education Department: the revisions to the Special Education Plan, and a review of the supports for students with a Giftedness exceptionality. As a result of this work, the SEAC sub-committee has worked to enhance the supports for all learners in the TVDSB with special education needs.

SEAC had a number of staff presentations on exceptionality specific programs and resources including:

- CTCC
- Speech and Language Summer Camps
- Budget
- Programming for students with a Giftedness exceptionality

SEAC had an opportunity to ask questions and provide suggestions on each of these topics.

In addition, SEAC had presentations or reviewed processes related to:

- Empower™ in TVDSB
- Lexia Reading in TVDSB
- Exclusion of a Student Policy and Procedure
- Student Use of Guide Dogs and Service Animals Policy and Procedure

SEAC representatives were also invited to participate in board activities including:

- Annual PASSAGES transition conference

SEAC had representation on the following committees:

- IEP Audit Committee
- Accessibility Working Group Committee
- Culture for Learning Committee
- The Mental Health & Behaviour Review Committee

SEAC Handbook

To assist SEAC members, a Special Education Advisory Committee (SEAC) Handbook has been developed that provides members with information about the:

- Procedures for selecting of Members and Filling Vacancies;
- Eligibility for SEAC membership;
- Committee Governance;
- Election Procedures for Chair and Vice Chair;
- Thames Valley District School Board's (TVDSB's) SEAC;
- Minister's Advisory Council on Special Education (MACSE);
- Provincial Parent Association Advisory Committee (PAAC) on SEAC;
- Member resources.

Standard 18: Coordination of Services with Other Ministries or Agencies

The purpose of the standard is to provide the Ministry and the public with details of the Board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school.

Pre-School Initiatives

- The Ministry of Health and Long-Term Care, Ministry of Children, Community and Social Services and the Ministry of Education work in harmony to provide services for Pre-School children.
- Examples of some of the programs are:
 - Infant Hearing Program;
 - Provincial Schools Branch – Home Visiting Program;
 - tykeTALK (Thames Valley Preschool Speech and Language Alliance serviced by Thames Valley Children's Centre (London, Middlesex and Elgin sites), Western University and Woodstock General Hospital).
- Learning Support Services representatives meet with representatives from the Ministries above to establish links and relationships with parent(s)/guardian(s) and children prior to the child's entry into school in the Thames Valley District School Board (TVDSB).

Pre-School Speech and Language Initiative

- The TVDSB Speech-Language Pathology and Audiology Services staff have been working very closely with the local initiative, the Thames Valley Preschool Speech and Language Alliance (tykeTALK) in the following ways:
 - Representatives on the Transition to School Committee;
 - Representatives on Services and Liaison Committees;
 - Participation in the development of policies for the transition from pre-school services to school-age programs;
 - Participation in the strategic planning process;
 - Participation in the evaluation process - development of outcome measures and tracking of JK students in need of initial or continued speech and language services;
 - Provision of parent(s)/guardian(s) workshops;
 - Participation in transition to school meetings for parent(s)/guardian(s).

Pre-School Nursery Programs

- Transition plans are developed for students with exceptional needs to ensure a smooth transition from pre-school child care settings to school.
- Learning Coordinators-Special Education and/or the Teacher on Special Assignment (TOSA)-Special Education, collaborate with staff from pre-school child care settings.

- Parent(s)/Guardian(s) are provided a copy of the planning document "Early Years Checklist" in order to assist with the transition planning process.
- Learning Coordinators-Special Education and/or the TOSA-Special Education, liaise with pre-school resource teachers from All Kids Belong, A Child First, and the Elgin Ontario Early Years Centre.

Intervention Programs for Children with Autism

- It is the TVDSB policy and practice to work collaboratively with community-based teams such as the Child and Parent Resource Institute (CPRI), All Kids Belong, and Ontario Autism Program (OAP) providers who support early and ongoing intervention programs for children with Autism.
- A protocol has been developed with Thames Valley Children's Centre (TVCC) to ensure a smooth transition for students with Autism new to school and to collaboratively support OAP Behaviour Plans.

The Applied Behaviour Analysis (ABA) Team supports the Connections for Students Process for students transitioning from Intensive Behaviour Intervention (IBI) programs to full-time attendance at school and works in collaboration with OAP providers in support of the OAP Family Service Plan.

First Nations, Métis, and Inuit

- In consultation with First Nation Communities, First Nations, Métis and Inuit-specific programs are provided to support First Nations students by the TVDSB in elementary and secondary schools.
- Native Second Language (Oneida) studies at the elementary school level are provided at Aberdeen, Woodland Heights, East Carling, Delaware, East Carling and Lambeth Public Schools.
- Native Second Language (Ojibwe/Oneida) studies at the secondary school level are provided at HB Beal, Strathroy District Collegiate Institute and Saunders Secondary Schools.
- TVDSB also provides First Nations, Métis and Inuit-specific courses that are available to all students at HB Beal, Arthur Voaden, Sir Wilfrid Laurier, Clarke Road, Saunders Secondary Schools, London South Collegiate Institute, B. Davison, Strathroy Collegiate Institute, Central Elgin Secondary School and Parkside Collegiate Institute. Additional sites may be added through the budgeting process.
- First Nations, Métis and Inuit counsellors are available on a referral basis for First Nations, Métis and Inuit students at both elementary and secondary schools.
- Alternative secondary classes are provided at N'Amerind Friendship Centre and at the Anishnaabe Skiniw site within the Chippewas of the Thames First Nation Community.
- TVDSB site personnel work collaboratively with representatives from the Munsee-Delaware Nation, the Oneida Education Office and the Chippewas of the Thames Board of Education to plan and support for successful transitions, including applications, if appropriate, for Special Equipment Amount (SEA) equipment of First Nations students enrolled in TVDSB.
- First Nation Communities maintain representation on the TVDSB Special Education Advisory Committee (SEAC).

Coordinated Service Planning (CSP) – Special Needs Strategy

- TVDSB Special Education representatives met with community partners to implement improved service coordination for students with complex needs.
- This initiative is part of the Special Needs Strategy in collaboration with community partners, including:
 - Community Services Coordination Network (CSCN);
 - Thames Valley Children's Centre (TVCC);
 - Community Living Elgin and London;
 - Community Living Tillsonburg;
 - Middlesex London Health Unit;
 - South West Local Health Integration Network;
 - Preschool Speech-Language program (tykeTALK);

Joint Protocol for Student Achievement (JPSA)

- The Joint Protocol for Student Achievement (JPSA) is intended to facilitate collaboration between partnering CASs and school boards in their efforts to enable Kindergarten to Grade 12 students who are in the care of, or receiving services from, a CAS to benefit from the learning opportunities and supports available in schools and to achieve academic success. A Realizing Educational Achievement for Children/Youth (REACH) Team must be offered to every student that has been identified by the CAS to the school board, with appropriate consents. Students with consent and who agree to have a REACH Team should be offered the opportunity to have an individualized Education Success Plan developed to support their educational success.

Education and Community Partnership Programs (ECPP)

- Students entering or leaving an Education and Community Partnership Program require a transition meeting between the program and the home/receiving school.

Assessments from Other Boards, Ministries or Agencies

- The school, in conjunction with the appropriate personnel (such as Psychological Services or Speech-Language Pathology and Audiology Services) will review assessments accompanying students entering the school system from other Boards, Ministries, or Agencies.
- Where identification as an exceptional pupil is concerned, the Ontario Student Record (OSR) contents and assessments will be reviewed by appropriate TVDSB personnel to determine whether or not the student meets the criteria for Identification as set out in the Board's Criteria for Identification.
- Additional assessments will be recommended if additional information is required.
- Assessments would generally be completed within a four (4) month period.

Information Sharing

- For students entering TVDSB, relevant information is shared between other school boards, ministries, community agencies and the parent(s)/guardian(s); permission forms are to be obtained and signed by the parent(s)/guardian(s) or by the student if the student is of the age of consent.
- The Learning Coordinator-Special Education for that school will assist by acting as a liaison between the various community partners and the school.
- For students leaving the Board to attend other programs or Boards, the sending school's Principal, Learning Support Teacher (LST), or the Learning Coordinator-Special Education for that school may share information with the receiving agency or school, provided permission has been obtained from the parent(s)/guardian(s).
- The Principal is responsible for ensuring transition planning for these students is conducted by the sending or receiving school, in collaboration with Care/Treatment, Custody and Correctional staff and parent(s)/guardian(s). Where appropriate, the Learning Coordinator-Special Education for that school and other system or agency staff are to be included in the transition planning.

For more information regarding these specific partnerships, please call the TVDSB Education Centre at 519-452-2000.



Special Education Plan 2020 - 2021

Presentation to the Board of Trustees

July 21, 2020



Purpose of the Special Education Plan

- Since 2000, all school boards in the province of Ontario are required to develop a Special Education Plan which includes 18 Standards.
- The purpose of the plan is to, “improve the quality of special education programs and services”.
- In accordance with Regulation 306, the Thames Valley District School Board reviews its plan on an annual basis to ensure it meets current needs.
 - This includes reviewing current practices, planning for professional learning and forming and maintaining important partnerships.

Special Education Plan 2020-2021



The Special Education Plan Changes for 2020-2021

Housekeeping and/or updating of information.

These included such things as, but are not limited to:

- Changing the language of our specialized classes from '*Self Contained*' to '*Special Education*' to align with Ministry terminology.
- Changing the title of the principals assigned to the Department from *Learning Supervisor* to *System Principal*, to align with a district-wide change that was implemented this year.
- Updating the data pertaining to the number of Identification, Placement, and Review Committee (IPRC) meetings (initial, deferred, waived).

Special Education Plan 2020-2021



The Special Education Plan Changes for 2020-2021

More substantive changes to the Plan occurred in:

- ***Standard 2 - The Board's General Model for Special Education***
To align the Plan with the District's Operational Plan, a goal of improving student achievement in literacy was added.
- ***Standard 3 - Roles and Responsibilities***
The roles and responsibilities of a Teacher on Special Assignment (TOSA) were added.
- ***Standard 5 - The Identification, Placement and Review Committee (IPRC) Process and Appeals***
The Department has discontinued the practice of holding System IPRC meetings. This change was reflected in the Plan.

Special Education Plan 2020-2021



The Special Education Plan Changes for 2020-2021

More substantive changes to the Plan also occurred in:

- ***Standard 9 - Special Education Placements Provided by the Board***
Supports for students with a giftedness exceptionality were amended to reflect the reclassification of the Gifted Itinerant Teacher to a Special Education TOSA. Specific reference to Regional Sessions for students with a giftedness exceptionality was included.
- ***Standard 15 – Accessibility of School Buildings***
Accessibility improvement projects that were started &/or completed during 2019 - 2020 were updated.

Special Education Plan 2020-2021



The Special Education Plan Changes for 2020-2021

▪ **Standard 12 - Special Education Permanent Staffing Allocation**

The 2020-21 Preliminary Special Education Budget includes a \$10.6 million increase over the 2019-2020 Approved Budget.

The Special Education Department will have a total allocation of approximately 1700 staff.

- An increase of 16.6 Learning Support Teachers (LSTs)
- An increase of 2.0 Developmental Education classroom teachers
- An increase of 1.0 Transition Program classroom teachers
- An increase of 5.0 Teacher of Special Assignment (TOSA)
- An increase of 1.0 Assistive Technology TOSA
- An increase of 1.0 Special Education Learning Coordinator
- An increase of 30.5 Educational Assistants
- An increase of 1.5 Speech-Language Pathologists
- An increase of 7.5 Social Work / School Support Counselling staff
- A decrease of 5.2 Itinerant Teacher (Gifted)

Special Education Plan 2020-2021



SEAC Endorsement

On July 13, 2020 the following motion was endorsed by SEAC:

THAT after reviewing and providing input to the 2020-2021 Special Education Plan, SEAC notes several concerns related to the impact of COVID-19 and delivery of programming on the staffs' ability to implement this plan and meet the needs of our most vulnerable students.

SEAC recommends that the plan be approved by the Board of Trustees.

Special Education Plan 2020-2021

TVDSB Minority Report from the

Fetal Alcohol Spectrum Disorder, Elgin, London, Middlesex, Oxford (FASD E.L.M.O.) Network.

Our representative was unable to support Motions 2 and 3 (attached) at this time. With appreciation we acknowledge that SEAC and the Board have always placed student needs as a high priority and have recommended and authorized deficits to provide for those needs. The under-funding of Special Education by the Province is of ongoing concern, especially in these challenging times. Further, with Provincial changes to math curriculum, and EQAO - as well as secondary de-streaming - the goals, services and assessment of success in the Special Education Plan will need to be reassessed and resourced. We are concerned that the budget allocations do not address those issues. At the same time, the percentage increase for Special Education is lower than for the general population. While respecting the monumental challenges faced by the Special Education Department, the TVDSB and their staff, and the Province in these unprecedented times, it is important to speak to the issues and potential harms to students and to the collaborative work of the Special Education Advisory Committee with the TVDSB. For those reasons, representing the FASD ELMO Network, this Minority report is being submitted based on the issues below:

Issue 1 - Lack of Opportunity for Consultation or Input

The Province has had a significant delay in providing financial information to boards this year. SEAC supported the new TOSA model as presented May 27, 2019 with significant reservations. The change was based on a change (reduction) in Provincial funding for Special Education, instated quickly, without an opportunity for consultation or SEAC input, and supported on that date - reflecting the strong level of trust and respect that has been established between SEAC and the Department. There was an expectation that there would be an evaluation of the effectiveness of the new TOSA model.

While respecting that this past year has been extremely challenging, SEAC has no comparative data to determine whether the new structure is effective or should be expanded.

In June 2019, the Gifted Screening Review Committee was informed that, even with earlier identification, no changes to services for Gifted Students were being planned. The expansion of the new TOSA model was announced on April 7, 2020, without consultation or having been identified as a SEAC or Departmental priority, and without specific details on what services would replace those currently offered. In response, on May 4, 2020, SEAC moved: ***That SEAC establishes a (Gifted) sub-committee to review the data, research, information and input from SEAC and report to SEAC with recommendations.***

Issue 2 - Insufficient Information to Support Expanding the New TOSA Model

This past year has been extremely challenging, but especially in difficult times, collaboration with community partners is very important in promoting ongoing student learning and well-being and ensuring all perspectives are considered. The format of the meetings since the pandemic has made meaningful dialogue difficult.

April 7, 2020, we were presented with data showing 463 referrals in elementary and 44 in secondary among an FTE of 15 total TOSAs. That's an average load of 33 students per Teacher. We don't know which exceptionalities are being prioritized or served more frequently. In the previous team model, SEAC was advised of caseloads and wait lists for the teams on request.

The Gifted Sub-Committee has met briefly, twice, but has not had a chance to review the feedback from SEAC or the family/student survey. That work is scheduled to continue with recommendations hopefully in the fall.

When eliminating 5.2 Itinerant Teachers who currently offer service to about 600 students in an enriched and supportive capacity as previously described in the Special Education Plan, how many of those gifted students will rise to the level of needing system level intervention, and what enriched support will be lost? Current load in that configuration was over 100 students per teacher, about 3x the TOSA service load from this school year. It remains unclear how students are benefitting from this new model, and whether system or staff capacity to serve students with complex challenges is improving, and what impact increasing the number of TOSAs will have.

Pedagogy and data are important in making decisions about priority actions and spending. We know that early identification and intervention prevent secondary disabilities and promote better experiences and outcomes for students with a range of special education needs. Many of the department's universal supports in the pyramid model are not effective for some students, and some interventions can be harmful if students' challenges are not identified and addressed early - leading to more significant struggles. Assessments and appropriate interventions at every age and stage are crucial for student success and improved system capacity. Moving up through a pyramid of unsuccessful services to system level interventions (such as a TOSA referral) lengthens time for students to access appropriate supports, and triaging based on the most significant needs can leave many students struggling. And the reductions to TOSA complement over the past year are concerning.

Recommendations:

That *SEAC be consulted in the emergency and return to school plans for students and schools - as indicated by the superintendent - and that an emergency policy be created by the Board which establishes protocols for engagement and consultation with stakeholders and Statutory Committees in emergency situations.*

We also recommend that a regular schedule of reports associated with Special Education be established collaboratively and the reports shared with SEAC to identify emerging needs and evaluate the effectiveness of programs,

And that *as soon as possible, the Board report to SEAC on the effectiveness of the new TOSA model, including the process for accessing that system level support, wait times, any denials of applications, the exceptionalities of students accessing the service, measures of successful intervention, and the programs that have been or are planned to be developed for staff capacity and student services through the TOSA team.*

Respectfully Submitted, Tracy Grant, SEAC Representative for the FASD E.L.M.O. Network



2020-07-14 (attachment)

Please cc to Paul Cook, SEAC Chair, and TVDSB SEAC Members.

cc FASD E.L.M.O. Executive, FASD ONE Education Action Group



(Attachment)

SEAC Motions, 2020 July 13

1. The 2020/2021 school year is currently uncertain and the teaching delivery model is still unknown. In addition, it is anticipatory teachers will also have to continue to provide online learning which adds to adjustment to the way school/teaching has been delivered in over 100 years.

Due to the uncertainty in this upcoming school year and due to the time and resources put towards ongoing pandemic planning and the need to continue consistent and stable programming for our gifted students and involved staff, SEAC recommends resources be allocated to assist in the transition to the updated gifted model developed by TVDSB Administration. (Supported)

2. THAT after reviewing the Special Education budget, SEAC notes grave concerns regarding the impact of COVID-19 restrictions and format for learning which may impact the ability to provide services for students with special education needs. SEAC appreciates the commitment of the Board of Trustees in continuing to support Special Education and our most vulnerable students. SEAC recommends that the Special Education Budget be approved by the Board of Trustees. (Opposed)

3. THAT after reviewing and providing input to the 2020-2021 Special Education Plan, SEAC notes several concerns related to the impact of COVID-19 and delivery of programming on the staffs' ability to implement this plan and meet the needs of our most vulnerable students. SEAC recommends that the plan be approved by the Board of Trustees. (Opposed)

Minority Report
from the Association for Bright Children of Ontario London Chapter
Special Education Plan & Budget

RE: Motions from the Special Education Advisory Committee (SEAC) of Thames Valley District School Board dated July 13, 2020:

1. THAT after reviewing the **Special Education budget**, SEAC notes grave concerns regarding the impact of COVID-19 restrictions and format for learning which may impact the ability to provide services for students with special education needs. SEAC appreciates the commitment of the Board of Trustees in continuing to support Special Education and our most vulnerable students. SEAC recommends that the Special Education Budget be approved by the Board of Trustees.
2. THAT after reviewing and providing input to the **2020-2021 Special Education Plan**, SEAC notes several concerns related to the impact of COVID-19 and delivery of programming on the staffs' ability to implement this plan and meet the needs of our most vulnerable students. SEAC recommends that the plan be approved by the Board of Trustees

The following members of SEAC disagree with this motion and have filed a Minority Report to provide a record of their disagreement with the motion:

Christine Thammavongsa & Beth Mai

Association for Bright Children of Ontario

The above disagree with the motion for the following reasons:

1. **The new model for supporting gifted students (Teacher on Special Assignment or TOSA model) does not provide adequate staffing allocations dedicated to the elementary gifted student population to ensure that all special education students' academic and social-emotional needs are met.**

The TOSAs provide indirect support to students through capacity-building coaching for the classroom teachers. This support is provided on a referral basis initiated by the Program Development Team (PDT) process which then requires the approval of the Learning Co-ordinator. The TOSA team is responsible for the indirect support¹ of nearly the full range of all K-12 special education students.

¹ Direct support, or working directly with the student, is not a part of the TOSA model.

In 2020-21, staff has decided that each of the 20 TOSAs will be responsible for ensuring appropriate supports for 300 elementary special education students.² These students have a wide range of individual needs and identifications including Autism, Learning Disabilities, Mental Health & Behaviour and Developmental Disabilities plus Gifted students as well as any high needs secondary special education students referred for their support. Put another way, 20 TOSAs are responsible for approximately 11 000 special education students in both panels combined.

In the 2018-19 school year, when most of these special education students were served through either TOSAs specialized by exceptionality or specialized Itinerant teachers, as well as an Early Years TOSA team, Thames Valley employed a total of 33.2 system specialists to support the special education students and their teachers.³ In comparison to the 2020-2021 school year, this is an overall reduction of 13 system teachers available to ensure TVDSB is equipped to **fully address** the needs of over 11,000 vulnerable students. As neither the number nor the needs of special education students has decreased since 2018-19, we are concerned that this change is being made when staff have provided no reasonable justification to support this 40% reduction in special education staff nor assurance that it has proven adequate to meet the needs of special education students in TVDSB during the 2019-20 school year. For 2020-21, the board is projecting an increase in overall enrolment of 2500 students which is sure to increase the special education student numbers also. This projection should have triggered an increase in staffing across the board, but with respect to system support teachers (special education TOSAs plus Itinerants), the 2020-21 staffing level⁴ is still 40% lower than it was in 2018-19.

These extensive expectations to respond to the needs of so many students with complex and diverse needs will inevitably overtax the limited resources available through the TOSA model and **we therefore cannot support it as an adequate staffing model to support the gifted students, nor the special education student population as a whole.**

Compounding this potentially overwhelming caseload for TOSAs is educators' limited understanding of the unique needs of gifted learners. Unfortunately, myths about gifted children, of which trustees are already aware, are still pervasive in education. Clearly an understanding of gifted needs is lacking as we can see from the unsatisfactory Individual Education Plans created for gifted learners by classroom teachers in consultation with Learning Support Teachers. Because understanding gifted children and their needs is a prerequisite to seeking a referral to a TOSA, the likelihood remains high that a gifted child's needs may be overlooked and that the referral needed to trigger intervention will not happen even when the child's need for intervention would be evident to someone more experienced at and trained in working with gifted children. For any of the 645 identified elementary gifted students' teachers to receive support on

² See Appendix A.

³ See Appendix B.

⁴ See Appendix C.

their behalf, the classroom teacher, PDT and Learning Coordinator must all understand the needs of gifted children and perceive their needs to be a priority among this broader population of high needs students.

2. Without the Itinerant Gifted Program, the range of placements are not adequate for exceptional students identified as Intellectually Gifted.

The Ministry of Education has 5 possible placements for special education students in order to meet the wide range of needs of students. In Thames Valley, we delivered programming that fit the description of three of these placements: a regular class with indirect support, a regular classroom with withdrawal assistance, and a full-time special education class.⁵

For the 2020-2021 school year, the only placements available to TVDSB's gifted students in grade 5-8 are "a regular class with indirect support" or "a full-time special education class". No budget resources are being provided or concrete programming planned at this time to provide for offering any other placement options.

Spaces in the Special Education Gifted Classes are very limited and not geographically accessible to many families in the board, nor is full-time congregation the choice of many families. The "cluster" sessions formerly led by the Gifted Itinerant teachers comprised a "withdrawal assistance" placement and served as reliable, part-time specialised gifted programming for over 500 students each year.

The withdrawal assistance provided by the gifted itinerant program offered the flexibility to serve many students' needs with a minimal level of support. In addition to providing this **direct support** to students, the gifted itinerant team was also available to provide indirect support by consulting on the development of the Individual Education Plan of gifted students and to provide support to classroom teachers through modelling/coaching and professional development. The TOSA model continues to provide the indirect support offered by the gifted itinerant team but does not provide direct support to special education students.

The decision to move from direct support of students and teachers to indirect support through modelling/coaching and professional development only (and then only through a referral process intended to serve a very select minority of the population according to the Tiered Model of Intervention) is in reality a significant reduction in support for a great many special education students; any additional supports beyond the regular classroom are only available in extreme circumstances through a complex referral process and contradicts the Thames Valley's goal of providing optimal programming and supports to all students.

⁵ Although TVDSB may not have been following best practises and standard pedagogical terminology on the IPRC and IEP documentation for the students participating, "withdrawal assistance" was the level of support provided by the Gifted Itinerant program.

This reduction in service is of considerable concern because evidence-based research literature strongly indicates that congregating with many like-ability peers, either in a full-time, self-contained, special education class or through a part-time withdrawal program, is the programming intervention that demonstrates the most positive outcomes for gifted students both academically and social-emotionally. Research indicates that classroom differentiation alone, which will now be the default intervention available to about 95% of TVDSB elementary gifted students, still has not been demonstrated to provide adequate intervention for gifted students in mixed ability classrooms even decades after its implementation as the default model of intervention.

Expecting regular classroom teachers to have the capacity to effectively deliver the necessary intervention through classroom differentiation alone has not proven to be an effective strategy to adequately support these special education students and we cannot continue to base our hopes for positive student outcomes on it.

Indeed, the life-long work of researchers like Dr. T.L. Cross and Dr J.R. Cross has identified protective factors for gifted students at risk of suicide. Protective measures schools should provide include the opportunity to learn with intellectual peers, effective social - emotional support, appropriate academic challenge, interesting programming delivered by teachers with gifted-specific training and a supportive school climate.⁶ TVDSB has been providing a safety net of these protective measures to support mental health and well-being through the Gifted Itinerant-led cluster sessions. The uncertainty of access to any similar programming under the new TOSA model means that **TVDSB is removing proven protective factors, and introducing many of the highest risk factors**, for a vulnerable population. This, at a time in history when mental health for everyone, including gifted children who are uniquely prone to suffering existential depression, is already strained.

Additionally, we feel that it is important that this report is addressing the changes to programming for the coming year. However, the long-standing practice of TVDSB is to offer only one placement option for TVDSB students with a giftedness exceptionality for children in grades JK-4 and in grades 9-12: “a regular classroom with indirect support”. This is simply inadequate to meet the range of student needs in this population and it is our hope that a Gifted Programme Review would fully explore the needs of all gifted children in TVDSB and how their needs are being met.

3. The special education budget is insufficient to provide adequate numbers of special education teachers to meet the needs of special education students.

5.2 FTE staff positions formerly designated as a Gifted Itinerant team to support the 645 elementary special education students have been eliminated from the current

⁶ Cross, T. L., & Cross, J. R. (2020). An ecological model of suicidal behavior among students with gifts and talents. *High Ability Studies*. DOI: 10.1080/13598139.2020.1733391

budget. We understand that Special Education staff have decided that, instead, they will increase the complement of TOSAs from 15 to 20.⁷

We fully support that additional staff is needed to adequately meet the needs of the special education students currently served by the TOSA model, particularly if the 15 TOSAs were only able to handle about 30 referrals each during the 2019-2020 school year.

It is difficult to conclude that a team of 15 TOSAs coaching the teachers of 463 students through referrals could possibly have adequately addressed the critical needs of over 10,500 TVDSB special education students in 2019-20. Although evaluation measures shared with SEAC have been very limited so far, it seems more likely that this limited reach of the TOSA model left many students' needs unmet. We have explained above that in 2020-21, a team of 20 TOSAs will be responsible for supporting the teachers of most special education students. This totals over 6,000 elementary special education students plus any of the 5,000 secondary special education students referred. **We encourage the board to approve an increase in the TOSA complement, with a view to restoring the 13 positions that were eliminated a year ago, so that the TOSA team is better able to meet the needs of the special education students they serve, not including the gifted students.**

However, increasing the TOSA complement by removing the only formally designed programming available to 95% of the students identified as gifted should not be acceptable to any of the stakeholders who uphold the values of TVDSB's strategic plan to "engage in innovative learning experiences that promote excellence in student achievement and well-being" and "provide students with optimal programming and supports." If the TOSA team needs to be increased from 15 to 20 in order to meet current needs (not including the students identified as Gifted, Blind and Low Vision or Deaf and Hard of Hearing) special education staff should be asking the board for the necessary increase in staffing and budget to enable the TOSA model to be effective for those students it is already designed to serve rather than dismantling a successful program and leaving the gifted student population inadequately supported. Simply put, **the 5.0 FTE TOSA positions being added to the special education budget this year should be in addition to, and not instead of, the 5.2 Gifted Specialist positions previously known as Gifted Itinerant teachers.**

4. **The process for announcing the reductions to special education system staff for the 2019-20 school year, and announcing the reallocation of 5 Gifted Itinerant positions to the non-exceptionality specific TOSA team for the 2020-21 school year, did not provide adequate opportunity for SEAC, trustees, and other stakeholders to consider the impact of the changes on students and provide meaningful input prior to decisions being final.**

⁷ See Appendix C.

The Ministry of Education proscribes that Standard 1 of the Special Education Plan delineates the consultation process utilized in developing and reviewing the Special Education Plan. TVDSB's Strategic Plan identifies Relationships as its first pillar and states that: "We build positive relationships with all members of our education community to foster an engaged and inclusive board culture." However, the lack of timely and specific consultation over the past two school years, prior to these decisions being made, has resulted in shortchanging student access to adequate programming and left many stakeholders including students, parents, SEAC and educators feeling that their insight and expertise was not valued, their opinions not considered and that these decisions were made without an objective and well-considered assessment of research into best practises to support gifted learners' well-being and academic achievement.

While ABC Ontario raising concerns in April in response to rumours concerning the elimination of the Gifted Itinerant-led Cluster Session model did lead to discussions at SEAC meetings, the formation of a sub-committee on gifted supports, unsolicited public input, and a belated TVDSB survey of gifted students and their parents in mid-June, all of these initiatives occurred well after this decision to eliminate the gifted itinerant program of direct student support was final. The input which has been received to date was prepared under extreme pressure and failed to be the welcoming collaborative process which TVDSB holds as its standard. Indeed, this minority report was due one business day after the motions it responds to were made. As the timeline for implementing this change appears to be entirely arbitrary, **we request that the Trustees do whatever is possible to pause the process** so that a truly collaborative consultation can be undertaken. This would afford time to **conduct a Gifted Programme Review and assess the effectiveness of the TOSA delivery model** for the full range of special education students it is currently serving.

In conclusion, we ask the Board of Trustees to consider these issues carefully and to:

- 1) **Direct the Special Education Department to conduct a Gifted Programme Review** during the upcoming school year in order to coordinate a comprehensive literature review, assess the social-emotional and academic needs of TVDSB gifted students and parent programming preferences, and consider the full range of programming and placement options which have evidence-based support as effective interventions for students identified as gifted; the objective being to evolve TVDSB's gifted programming to incorporate innovative learning experiences that promote excellence in student achievement and well-being and provide all students with optimal programming and supports in keeping with TVDSB's Strategic Plan. As TVDSB last completed a Gifted Programme review in 2004, and in light of staff identifying the need for significant programme modifications at this time, it is well overdue that this process be undertaken with respect to the second largest population of identified exceptional students in the board.

2) **Not approve the Special Education Plan** without ensuring that TVDSB staff have a carefully conceived and comprehensive plan in place to provide optimal programming and support to students identified as gifted as well as all other special education students. This includes ensuring that the range of placements available matches student need and is aligned with the best practises recommended by evidence-based research to optimally support both academic and social-emotional well-being outcomes for gifted learners. Evidence-based research tells us that ensuring that all gifted students are offered, at a minimum, routine, part-time (daily/weekly) opportunities for congregated instruction with several gifted students who share their interests and needs on a withdrawal support basis in a manner that facilitates the forming of social-emotional bonds with understanding friends and teachers beyond the regular classroom, where they often feel isolated and marginalized, is essential to achieving optimal outcomes.

3) **Reconsider the Special Education budget** as proposed by staff in order to ensure that sufficient resources are available, in terms of both staff and funding to ensure that TVDSB is able to meet the needs of all special education students as a whole without sacrificing the quality of programming and range of placements available to support students identified as gifted.

a) **For the 2020-21 school year**, while the necessary professional development and capacity building for the TOSA model to be successful are implemented, **we request that TVDSB continue to directly support elementary gifted students with dedicated Gifted Specialist system teachers following the cluster session model.** Following the known model for one more school year will be the best way to ensure all students have equitable opportunities for direct contact with a Gifted Specialist teacher, a minimum level of enrichment and extension, and interaction with gifted peers to maintain social-emotional well-being.

Meanwhile, professional development focussed on building classroom teacher capacity to implement gifted differentiation strategies can be developed and delivered. Additionally this affords the necessary time for system level planning to transition to the proposed Regional Session structure to be undertaken in a well-considered way during what is surely going to be a challenging year for educators, students and parents alike.

b) **This will require additional funding in the budget for:**

- **System staff designated as Gifted Specialists** (in lieu of the former Gifted Interant team) to directly support gifted students by leading “cluster” sessions (either virtually or in person as required under the hybrid delivery demands of the current health crisis.) Additionally, the Gifted Specialist team can coordinate the enhanced Professional Development for other teachers, as well as act as IEP consultants to classroom teachers and Learning Support Teachers (LSTs) to ensure that all gifted students are being offered programming support whether classroom differentiation, school or system-based, that meets their individual

needs. This team can also be charged with planning and implementing a smooth transition to the Regional Session model if that continues to be the go forward plan for 2021-22 pending the recommendations from the Gifted Programme Review. We suggest at least one Gifted Specialist for each quadrant of the board will be necessary.

- **Fully-funded Professional Development** focussed on improving classroom teacher capacity to meet gifted learners needs daily including release time coverage to ensure high participation rates.
- **Fully-funded transportation for congregating (or clustering) gifted students with peers of like-ability** regularly throughout the school year to ensure equitable access to the special education support that is evidence-based as most effective and essential for positive well-being and academic outcomes.

Appendix A

Excerpt from Standard 9: Special Educations Placements Provided by the Board

TVDSB Special Education Plan

(June 2020 draft indicating changes from 2019/20 to 2020/21 supports for gifted students)

Gifted

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

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

Supports may include:

- In-classroom curriculum-related enrichment opportunities;
- ~~Consultation with~~Support for programming for school staff from ~~an Itinerant Gifted Resource Teacher~~ the Special Education Teacher on Special Assignment;
- Participation in ~~the Itinerant Gifted Program~~ Regional Sessions at the elementary level.

The Special Education TOSA, using a multi-disciplinary approach, acts as a resource to the school-based PDT. The TOSA is accessed through the Learning Coordinator-Special Education, and is available for students in need who have been identified as having an exceptionality of giftedness. The Special Education TOSA also provides occasional and/or ongoing school-based in-service.

~~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 ~~self-contained~~Special Education Gifted class.*

Placement in a ~~self-contained~~ Special Education 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;
- 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 Tier 1 and 2 interventions in a regular class have been insufficient to meet the student's needs;
- May exhibit exceptionally high performance beyond the grade level expectations in numerous subjects which makes intervention in the regular class difficult.

Appendix B
Excerpt from TVDSB Special Education Budget 2019-20
(Presented to SEAC May or June 2019)



**Special Education Permanent
Staffing Allocation**

Special Education Staff	2018-19	2019-20		
		Elementary	Secondary	Total
TEACHING STAFF				
Learning Support Teachers	270.55	201.00	55.35	256.35
Teachers for self-contained classes				
Developmental Education Classes	122.00	46.00	76.00	122.00
Gifted Self-Contained Classes (Elem.) / Lines (Sec.)	8.70	4.00	4.70	8.70
ASD Self-Contained Classes (Elem.) / Resource Withdrawal (Sec.)	12.00	6.00	6.00	12.00
Deaf & Hard of Hearing Self-Contained (Elem.) / Resource Withdrawal (Sec.)	3.00	2.00	1.00	3.00
Transition Classes (Elem.) / Resource Withdrawal (Sec.)	10.00	5.00	5.00	10.00
Accelerate Self-Contained Classes (Elem.-Junior)	4.00	4.00	-	4.00
Accelerate Self-Contained Class (Elem.-Primary)	1.20	-	-	-
Total Number of Self-Contained Classroom Teachers	160.90	67.00	92.70	159.70
Self-Contained Classes (Prep.)	42.06	13.02	29.04	42.06
Total Self- Contained Classes Staffing (Classroom Teachers / Prep)	202.96	80.02	121.74	201.76
Other special education teachers				
Itinerant Teachers (Gifted – 5.20, Hearing – 7.00, Vision – 11.60)	21.40	23.80	-	23.80
Secondary Gifted TOSA	1.00	-	-	-
Mental Health & Behaviour TOSA	6.00	-	-	-
Autism Spectrum Disorder TOSA	5.00	-	-	-
Early Years – Special Education TOSA	6.00	-	-	-
Developmental Education TOSA	5.00	-	-	-
Learning Disability TOSA	5.00	-	-	-
General TOSA	-	12.00	3.00	15.00
SEA TOSA	-	7.00	-	7.00
Learning Coordinators	13.00	7.00	4.00	11.00
Learning Supervisors	2.00			2.00
EDUCATIONAL ASSISTANTS				
Educational Assistants	970.65	735.15	222.00	957.15
• Special Incident Portion (SIP)	43.00	17.00	28.00	45.00
Total Educational Assistants	1,013.65	752.15	250.00	1,002.15
COMPUTER TECHNICIANS				
Technical Support Analysts (TSA)	5.50			5.50
OTHER PROFESSIONAL RESOURCE STAFF				
Psychological Services	31.40			28.80
Psychological Services Manager	1.00			-
Speech-Language Services	44.20			35.00
Audiologists	1.00			1.00
Speech-Language & Audiological Services Manager	1.00			1.00
Social Work / School Support Counselling	27.90			24.80
Behaviour Analyst	4.00			5.00
Special Equipment Allocation Project Coordinator	1.00			1.00
Special Education Allocation Assistant	1.00			0.75

Appendix C
Excerpt from TVDSB Special Education Budget 2020-21
(Presented to SEAC July 2020)

Special Education Permanent Staffing Allocation

Special Education Staff	2019-20	2020-21		
		Elementary	Secondary	Total
Teaching Staff				
Learning Support Teachers	256.35	213.6	59.35	272.95
Teachers for Special Education Classes				
Developmental Education Classes	122.00	45.00	79.00	124.00
Gifted Special Education Classes (Elem.) / Lines (Sec.)	8.70	4.00	4.70	8.70
ASD Special Education Classes (Elem.) / Resource Withdrawal (Sec.)	12.00	6.00	6.00	12.00
Deaf & Hard of Hearing Special Education Classes (Elem.) / Resource Withdrawal (Sec.)	3.00	2.00	1.00	3.00
Transition Classes (Elem.) / Resource Withdrawal (Sec.)	10.00	6.00	5.00	11.00
Accelerate Special Education Classes (Elem. - Junior)	4.00	4.00	-	4.00
Total Number of Special Education Classroom Teachers	159.70	67.00	95.70	162.70
Special Education Classes (Prep.)	42.06	13.02	29.98	43.00
Total Special Education Classes Staffing (Classroom Teachers/Prep.)	201.76	80.02	125.68	205.70
Other Special Education Teachers				
Itinerant Teachers (Hearing – 7.00, Vision – 11.60)	23.80	18.60	-	18.60
Special Education Teachers on Special Assignment (TOSA)	15.00	16.00	4.00	20.00
Assistive Technology TOSA	7.00	7.00	1.00	8.00
Learning Coordinators	11.00	8.00	4.00	12.00
System Principals	2.00	2.00		
Educational Assistants				
Educational Assistants	957.15	769.65	222.00	991.65
Special Incident Portion (SIP)	45.00	16.00	25.00	41.00
Total Educational Assistants	1002.15	785.65	247.00	1032.65
Computer Technicians				
Technical Support Analysts (TSA)	5.50	5.50		
Other Professional Resource Staff				
Psychological Services	28.80	28.80		
Speech-Language Services	35.00	36.50		
Audiologists	1.00	1.00		
Professional Services Manager, Speech-Language & Audiology	1.00	1.00		
Social Work / School Support Counselling	24.80	32.30		
Behaviour Analyst	5.00	5.00		
Special Equipment Allocation Project Coordinator	1.00	1.00		
Special Education Allocation Assistant	0.75	0.75		