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.

The Thames Valley District School Board (TVDSB) recognizes the importance of early identification of students' 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 makes every effort to review the strengths and needs of all students as early as possible. Early and ongoing intervention is recognized as contributing to the well-being of all children and their ability to reach their potential. Parents/guardians are an integral part of the process. It is the belief of the TVDSB that continuous assessment and planning should exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the student's needs and to help the student achieve to their fullest potential.

The TVDSB uses a "tiered" approach to prevention and intervention. (See Standard 2 for more information.) 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 to learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. This is the foundation of tiered intervention. 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.

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 student'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 and bias-free process;
- considers the student's emotional, social, intellectual and physical development;
- views language development as a major component;
- is continuous and may result in changes to the student's program;
- identifies resources available to support the student, teacher and parent(s)/guardian(s);
- provides the basis for program planning, on-going assessment, and reporting;
- treats information from the assessment as confidential.

It is not appropriate to use the information collected through this process to predict a student's long-term potential.

Early Identification and Intervention Strategies – Kindergarten to Grade 3

Procedures
The parent(s)/guardian(s) and/or the teacher educator team (classroom teacher and early childhood educator) are encouraged to share information that will help to develop the child's program. Some of this information may come from outside agencies who are working with the child and family. This information may be brought to the attention of the school's Early Identification Committee comprised of the classroom teacher, the early childhood educator, the Learning Support Teacher, and the principal and other staff as appropriate (e.g., Multilingual teacher, Indigenous Counsellor, School Support Counsellor, Speech-Language Pathologist, Psychological Services Staff).

K-12 Practice in Ontario does not require intake meetings.

In the TVDSB, there are four phases to the Early Identification and Intervention process:
- Phase 1 Student Review
- Phase 2 Early Intervention Meeting
- Phase 3 Parent(s)/Guardian(s) Communication
- Phase 4 Revisiting Student Needs

Phase 1: Student Review

The Student Review is the first step in the Early Identification and Intervention Process, as listed in the table above. Teachers (grades 1-3) and educator teams (kindergarten) collaboratively complete the Student Review (Phase 1). Educators need to consider a variety of factors when conducting the student review (e.g., lived experiences, special education needs, Multilingual Learners).

There are four domains that are reviewed in Phase 1:

Kindergarten	**Grades 1-3**
Self and Social Development	Social and Emotional Development
Communication, Language and Literacy	Communication, Language and Literacy
Cognitive and Conceptual Development	Mathematical Skills Development
Physical Development	Physical Development

Within each domain, there are indicators to reflect the skills identified. Within each indicator are demonstrations or examples of the skills to assist educators in consistently understanding the definition of each skill. For each skill, the educator identifies if a student requires supports and interventions by indicating "*Yes*" or "*No*".

Phase 2: Early Identification and Intervention Meeting

When the Early Identification and Intervention Meeting occurs, the educators' observations are reviewed and those students who have been identified as requiring additional supports and interventions to address lagging skills or who may benefit from additional challenge, are discussed to recommend strategies in targeted areas. In addition to the strategies and interventions that are selected to target the identified domains and skills, the Early Identification and Intervention Team can also make further recommendations, which may include, but are not limited to:

a) Internal, school-based recommendations (e.g., in-school supports, Program Development Team);
b) External recommendations (e.g., hearing screening, vision screening, or other professional referrals outside of TVDSB);
c) System-based support by completing the Support Services Referral Form (e.g., School Counselling and Social Work, Speech-Language Pathology).

Phase 3: Parent(s)/Guardian(s) Communication

Following the Early Identification meeting, communications to the parent(s)/guardian(s) are subsequently generated for all students in personalized letters. A copy of this communication is filed in the student's Ontario Student Record.

Phase 4: Revisiting Student Needs

Students who have been identified as requiring supports, interventions and/or greater challenges are reviewed later by the school team according to established timelines to update:

a) Success of strategies implemented;
b) Selection of new strategies, if required;
c) Update on action items from the Early Intervention Meeting (Phase 2).

Timelines (as outlined in the TVDSB's Early Identification and Intervention of Students' Learning Needs - Independent Procedure)

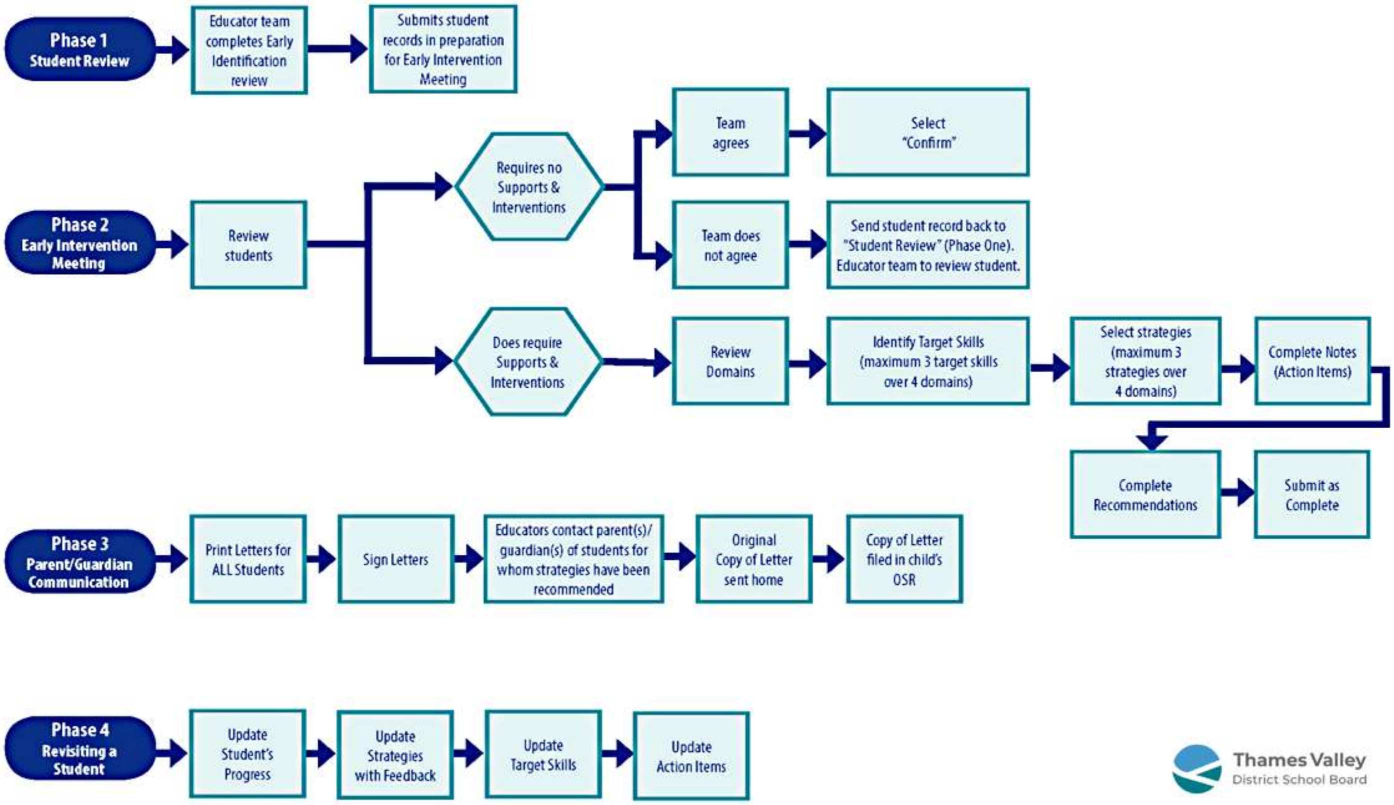
	Early Identification and Intervention Process
Kindergarten Year 1	**By February 1** – Complete Phases 1, 2 and 3 **By May 1** - Students who have been identified as requiring supports and interventions will be revisited (Phase 4)
Kindergarten Year 2	**By February 1** – Complete Phases 1, 2 and 3 **By May 1** - Students who have been identified as requiring supports and interventions will be revisited (Phase 4)
Grades 1, 2 and 3	**By December 31** – Complete phases 1, 2 and 3 **By March 1** – Students who have been identified as requiring supports and interventions will be revisited (Phase 4)

Multilingual Learners

In the TVDSB, we welcome students and families from all over the world. In an effort to best serve each learner, there are many considerations to support students entering a new linguistic and cultural environment. All educators have a shared responsibility for supporting the language development Multilingual Learners (MLs). Multilingual learners are students who are learning English as a second language or as an additional language. The needs of these students must be considered when assessing their learning. When assessing MLs, educators must carefully consider a student's language acquisition needs and possible special education needs. When a student is struggling, tt is essential that prior to making determinations, the necessary information be gained through a systematic, focused process to determine the root of each student's difficulties. This will assist to determine the most effective method to address their need.

In their first few years, MLs may receive support within their classroom. It is important to recognize that each student will acquire language at a different rate. In the province of Ontario, the https://www.edu.gov.on.ca/eng/document/esleldprograms/guide.pdf as a framework and resource to assist teachers in supporting MLs in the classroom. This framework is used to assess and monitor language acquisition and literacy development. The Steps to English Proficiency (STEP) resource can be used for both initial and ongoing assessment purposes. MLs in the classroom. This framework is used to assess and monitor language acquisition and literacy development. The STEP resource can be used for both initial and ongoing assessment purposes.

Early Identification and Intervention Process

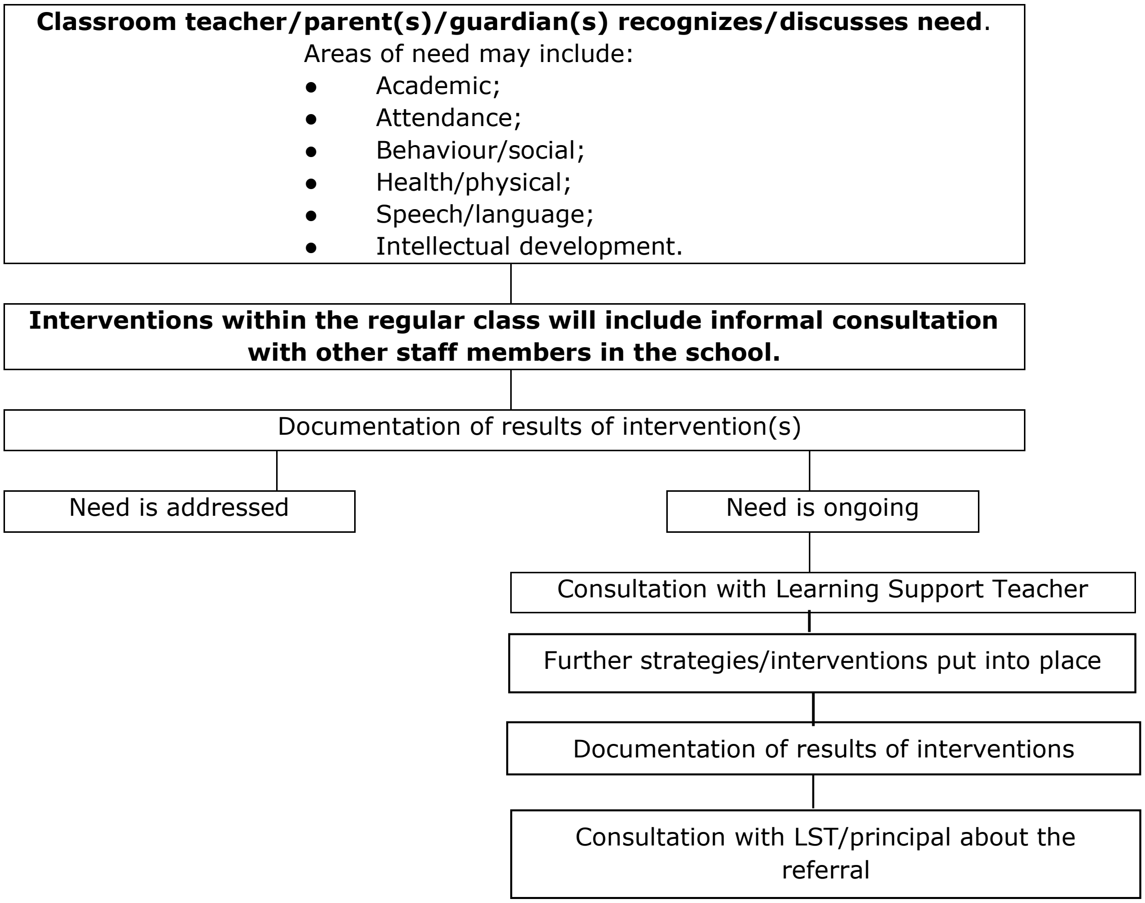

Phase 1 Student Review
Educator team completes Early Identification review
Submits student records in preparation for Early Intervention Meeting
Phase 2 Early Intervention Meeting
Review students
Requires no Supports & Interventions
Team agrees
Select "Confirm"
Team does not agree
Send student record back to "Student Review" (Phase One). Educator team to review student.
Does require Supports & Interventions
Review Domains
Identify Target Skills (maximum 3 target skills over 4 domains)
Select strategies (maximum 3 strategies over 4 domains)
Complete Notes (Action Items)
Complete Recommendations
Submit as Complete
Phase 3 Parent/Guardian Communication
Print Letters for ALL Students
Sign Letters
Educators contact parent(s)/ guardian(s) of students for whom strategies have been recommended
Original Copy of Letter sent home
Copy of Letter filed in child's OSR
Phase 4 Revisiting a Student
Update Student's Progress
Update Strategies with Feedback
Update Target Skills
Update Action Items
Thames Valley District School Board

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

The following process outlines the pathways for addressing student needs, from the initial identification of need through to formal Identification by the IPRC. To support the collaborative process within a school to better understand each student, an internal process that is referred to as a Multi-Disciplinary Team meeting (MDT) may be held. MDT’s are held to bring a unique perspective and lens based on each professional's scope of practice. Appropriate consent is obtained from the parents/guardians for professional student services staff to participate in MDT’s. A Program Development Team Meeting (PDT) is not required to access Program Services staff in Psychological Service, Social Work and Speech and Language Pathology.

1. Classroom Based 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;
- 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

Further strategies/interventions put into place

Documentation of results of interventions

Consultation with LST/principal about the referral

2. Program Development Team (PDT) Meeting

A Program Development Team (PDT) meeting is a meeting held at the school which includes the parent(s)/guardian(s) and the student's teacher, as well as other staff who work with the student and system staff, as appropriate. The team meets to discuss the student's strengths and needs and plan their program. In-service training has been provided for school administration and Learning Support Teachers (LSTs) 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)**
• Schedules PDT meeting; • Determines participants; • Continues tracking/documentation; • Distributes agendas and minutes to team members which includes parent(s)/guardian(s).	• Prepares information for PDT meeting; • Collects work samples and documentation; • Will have discussed previous interventions with parent(s)/guardian(s) and LST; • Completes PDT referral form.	• Observes student; • Reviews work samples; • Consults with teacher(s); • Reviews previous interventions/ strategies.	• May be invited as needed to the PDT meeting with consent as required by legislation.	• May provide additional information that affects student learning.

At the PDT Meeting

The Program Development Team:

- Strengths and needs are outlined;
- Action plans from previous PDTs are reviewed;
- Reviews data and any previously completed assessments;
- Defines/prioritizes concerns;
- Reviews interventions previously used;
- Establishes action plan;
- Plans additional intervention/classroom strategies;
- Recommends assessment;
- Recommends engagement with other board resources and/or community partners/agencies;
- Sends out communications from the meeting to all participants including parent(s)/guardian(s);
- PDT Summary provided to participants;
- Action plans are implemented, and student program is monitored.

* Support Personnel may include:

Special Education Learning Coordinator
Speech-Language Pathology and Audiology Services staff
Psychological Services staff
School Counselling and Social Work Services staff
Behaviour Analyst
Itinerant Vision/Deaf and Hard of Hearing Teachers
Community Agency Personnel

3. School-Based Assessments

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, collections of student work, teacher anecdotal notes);
- Take place over a period of time;
- Reflect the importance of the on-going observations of growth and progress;
- Include information gathered from the parent(s)/guardian(s) and other professionals who may be involved with the student.

Assessment of Multilingual Learners

- When observing or assessing the learning strengths and needs of students whose first language is not English (Multilingual Learners (MLs)/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 a ML is presently functioning but may not indicate intellectual or developmental needs.
- If there are significant concerns regarding an ML’s language development and programming strategies are required, this should be noted in the Early Identification process.

Assessment of Children with Speech, Language, and Communication 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.

Assessment Process

Principal/Designate Contacts the 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 Complete:

Assessment Feedback Meeting

- When the assessment is completed, the staff member who completed the assessment updates the principal/designate that the assessment is complete and informs them that a feedback meeting will be scheduled.
- The staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the school team (where appropriate and with consent);
- Recommendations regarding student learning are made based on assessment results;
- The staff member that completed the assessment makes a recommendation to the Principal/designate that a PDT meeting be called for further program planning

PDT Meeting

- 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 assessment determines that the student be identified as exceptional through an 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.

- The relevant document is *Special Education in Ontario K-12: Policy and Resource Guide 2017.*

In preparing for the IPRC, parents/guardians may also refer to:

- Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)
- The TVDSB's "IPRC Parent/Guardian Resource Guide"

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.

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Early Identification and Intervention Strategies – Kindergarten to Grade 3

Procedures

The parent(s)/guardian(s) and/or the teacher educator team (classroom teacher and early childhood educator) are encouraged to share information that will help to develop the child's program. Some of this information may come from outside agencies who are working with the child and family. This information may be brought to the attention of the school's Early Identification Committee comprised of the classroom teacher, the early childhood educator, the Learning Support Teacher, and the principal and other staff as appropriate (e.g., Multilingual teacher, Indigenous Counsellor, School Support Counsellor, Speech-Language Pathologist, Psychological Services Staff).

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Timelines (as outlined in the TVDSB's Early Identification and Intervention of Students' Learning Needs - Independent Procedure)

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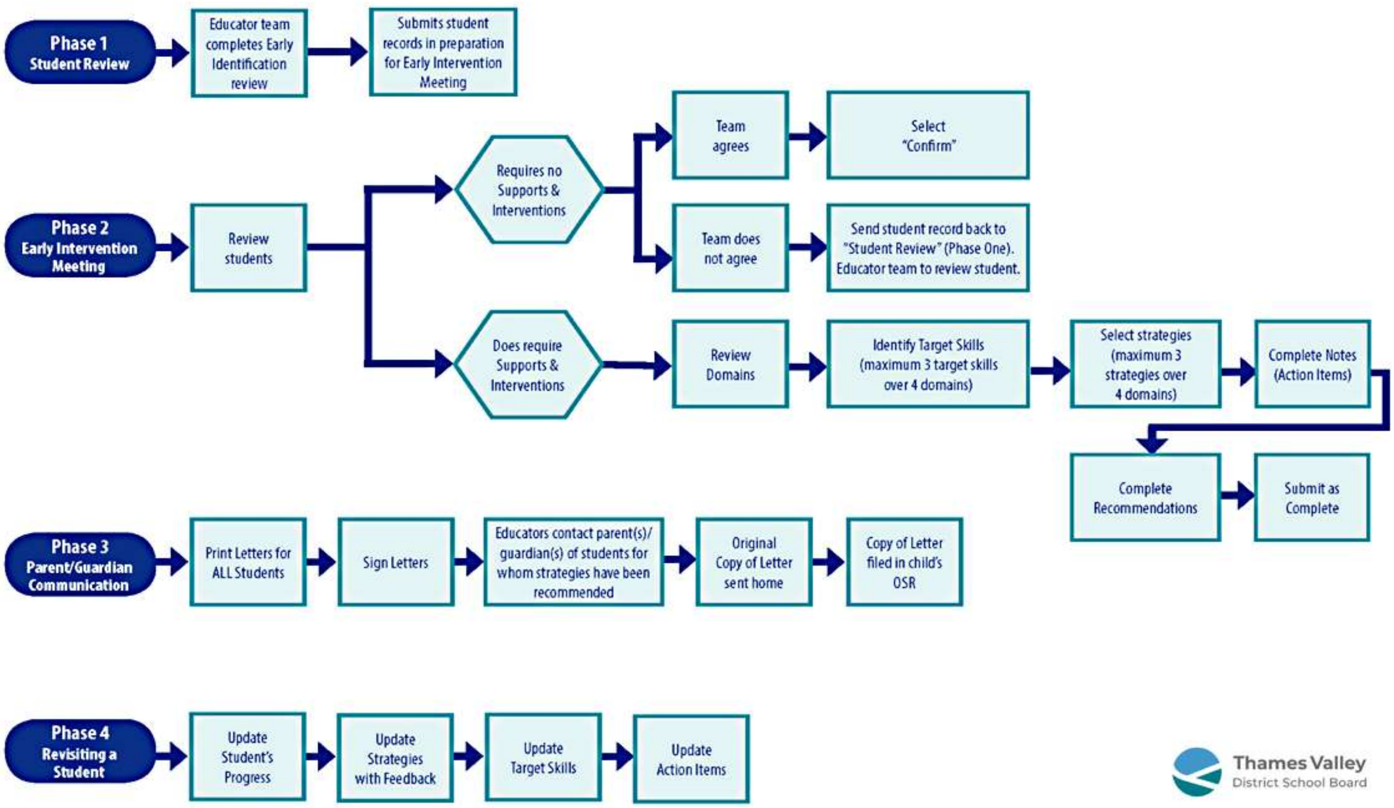
Early Identification and Intervention Process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Phase 2
Early Intervention Meeting
Review students
Requires no Supports & Interventions
Team agrees
Select "Confirm"
Team does not agree
Send student record back to "Student Review" (Phase One). Educator team to review student.
Does require Supports & Interventions
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Identify Target Skills (maximum 3 target skills over 4 domains)
Select strategies (maximum 3 strategies over 4 domains)
Complete Notes (Action Items)
Complete Recommendations
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Phase 3
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Print Letters for ALL Students
Sign Letters
Educators contact parent(s)/ guardian(s) of students for whom strategies have been recommended
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Thames Valley
District School Board

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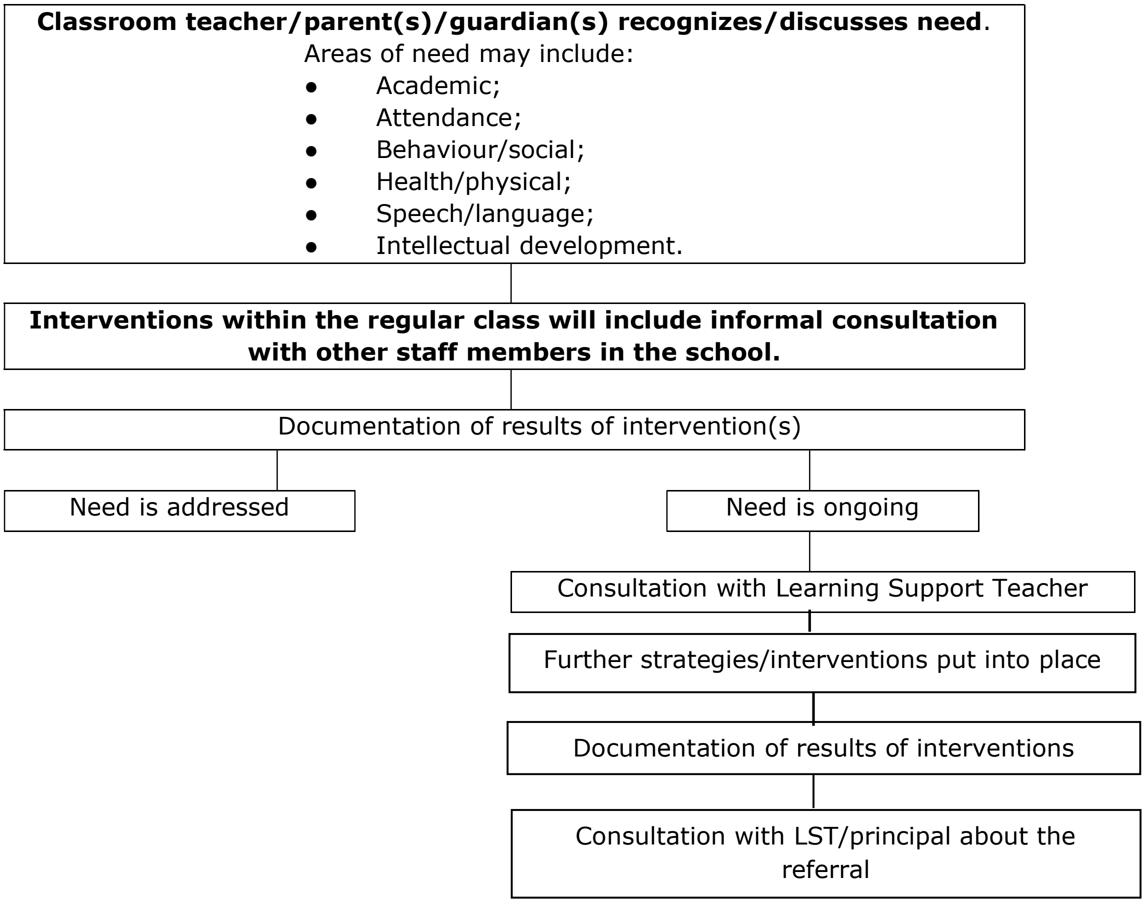
1. Classroom Based Supports

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;
● 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
Further strategies/interventions put into place
Documentation of results of interventions
Consultation with LST/principal about the referral

2. Program Development Team (PDT) Meeting

A Program Development Team (PDT) meeting is a meeting held at the school which includes the parent(s)/guardian(s) and the student's teacher, as well as other staff who work with the student and system staff, as appropriate. The team meets to discuss the student's strengths and needs and plan their program. In-service training has been provided for school administration and Learning Support Teachers (LSTs) 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)
• Schedules PDT meeting; • Determines participants; • Continues tracking/documentation; • Distributes agendas and minutes to team members which includes parent(s)/guardian(s).	• Prepares information for PDT meeting; • Collects work samples and documentation; • Will have discussed previous interventions with parent(s)/guardian(s) and LST; • Completes PDT referral form.	• Observes student; • Reviews work samples; • Consults with teacher(s); • Reviews previous interventions/ strategies.	• May be invited as needed to the PDT meeting with consent as required by legislation.	• May provide additional information that affects student learning.

At the PDT Meeting

The Program Development Team:

- Strengths and needs are outlined;
- Action plans from previous PDTs are reviewed;
- Reviews data and any previously completed assessments;
- Defines/prioritizes concerns;
- Reviews interventions previously used;
- Establishes action plan;
- Plans additional intervention/classroom strategies;
- Recommends assessment;
- Recommends engagement with other board resources and/or community partners/agencies;
- Sends out communications from the meeting to all participants including parent(s)/guardian(s);
- PDT Summary provided to participants;
- Action plans are implemented, and student program is monitored.

* Support Personnel may include:
    Special Education Learning Coordinator
    Speech-Language Pathology and Audiology Services staff
    Psychological Services staff
    School Counselling and Social Work Services staff
    Behaviour Analyst
    Itinerant Vision/Deaf and Hard of Hearing Teachers
    Community Agency Personnel

3. School-Based ~~Standardized~~ Assessments

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, collections of student work, teacher anecdotal notes);
- Take place over a period of time;
- Reflect the importance of the on-going observations of growth and progress;
- Include information gathered from the parent(s)/guardian(s) and other professionals who may be involved with the student.

Assessment of Multilingual Learners

- When observing or assessing the learning strengths and needs of students whose first language is not English (Multilingual Learners (MLs)/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 a ML is presently functioning but may not indicate intellectual or developmental needs.
- If there are significant concerns regarding an ML's language development and programming strategies are required, this should be noted in the Early Identification process.

Assessment of Children with Speech, Language, and Communication 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.

Assessment Process

Principal/Designate Contacts the 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 Complete:

Assessment Feedback Meeting

- When the assessment is completed, the staff member who completed the assessment updates the principal/designate that the assessment is complete and informs them that a feedback meeting will be scheduled.
- The staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the school team (where appropriate and with consent);
- Recommendations regarding student learning are made based on assessment results;
- The staff member that completed the assessment makes a recommendation to the Principal/designate that a PDT meeting be called for further program planning

PDT Meeting

- 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 assessment determines that the student be identified as exceptional through an 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.

- The relevant document is *Special Education in Ontario K-12: Policy and Resource Guide 2017.*

In preparing for the IPRC, parents/guardians may also refer to:

- Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs (2007)
- The TVDSB's "IPRC Parent/Guardian Resource Guide"

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 81 (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 Children, Community and Social Services.

At the local level, the responsibility is shared by school boards, the Ministry of Health through Ontario Health at Home and the Ministry of Children, Community and Social Services through TVCC.

Summary of Services Provided to the Board

- The Ontario Ministry of Health through Ontario Health at Home 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 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.
    - **Policy**
    - **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

- The eligibility criteria for the provision of School Health Support Services are as follows:
    1. The person must be enrolled as a pupil at a school or be receiving satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.
    2. The person must require the services

(i) in order to be able to attend school, participate in school routines and receive instruction;
(ii) in order to be able to receive satisfactory instruction at home in accordance with clause 21(2) (a) of the Education Act.

3. The person must be an insured person under the Health Insurance Act.
4. The school or home in which the service is to be provided must have the physical features necessary to enable the service to be provided.

- Requests for assessments and services through Ontario Health at Home and/or TVCC may be initiated by either the parent(s)/guardian(s) or the Program Development Team (PDT).
- Once a referral has been received by Ontario Health at Home or TVCC, they are responsible for follow up with the parent(s)/guardian(s).

Occupational Therapy and Physiotherapy

Occupational Therapy

Occupational Therapy is a regulated health profession which promotes, restores, and maintains optimum function in individuals with a wide range of abilities and disabilities. These disabilities may include:

- Congenital Anomalies (e.g., Amputee, hand deformities)
- Developmental Co-ordination Disorder
- Developmental Delays
- Multiple Handicaps
- Musculoskeletal Disorders (e.g., Arthogryposis, Osteogenesis Imperfecta)
- Neurological Disorders (Muscular Dystrophy, Spinal Muscular Atrophy, Myotonia)
- Orthopedic Conditions
- Sensory Motor Delays or Dysfunction

In the school setting occupational therapists help students meet the challenge of education by providing:

- Individual assessments of gross and fine motor skills, sensory motor development, activity tolerance, environmental mobility, self-care skills, prevocational and vocational skills;
- Direct intervention to enhance functional skills required for optimum school performance participation;
- Consultation to educators to assist in maximizing the student’s performance at school;
- Recommendations and training in use of adaptive equipment for mobility, self-care, seating, positioning and augmentative communication.

Occupational therapists help educators meet the challenge of students with special needs by providing:

- Information regarding resource materials and educational implications of various disabilities;
- Consultation on environmental design, structural modifications and adaptive equipment needs;
- In-service education to teachers, classroom assistants, parents/guardians and volunteers in specific management techniques and programming;
- Liaison with community resources.

The school and the parent(s)/guardian(s) are responsible for completing 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. TVCC also determines the discharge of services.

Discharge Criteria include one or more of the following:

- Student has achieved treatment goals
- Student has strategies /program in place to be able to meet goals
- Lack of follow up in school or home program
- No practice/irregular attendance of student at sessions
- Degree of progress does not warrant ongoing intervention
- Student and/or family/parent(s)/guardian(s) do not feel the need for treatment
- Student no longer demonstrates the need for service

Physiotherapy
Physiotherapy is a regulated health profession which specializes in knowledge of medical and neurological conditions. The focus of therapy is to provide assessment and consultation for students with movement disorders, with the goal of assisting the child to achieve his/her maximum functional and physical potential. The child may require an active treatment regime for rehabilitation after surgery to develop certain skills related to achieving a specific goal.

The physiotherapist will consult with the teacher and the student’s educational assistant. Intervention provided by the physiotherapist in the school setting may include consultation regarding:

- Gross motor skills
- Postural control
- Joint mobility
- Muscle strength
- Cardio-vascular fitness

- Use of mobility and positioning aids
- Physical management and handling of the child
- Modification of physical education programs and physical environment as necessary

Consultation Services
In-services or educational sessions related to specific disabilities can be provided for staff and students when necessary.

The school and the parent(s)/guardian(s) are responsible for completing 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.

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Speech-Language Pathology Services

The Ontario Health at Home contracts Speech-Language Pathologists, regulated Heath Professionals to provide assessment, direct intervention, and consultation for children with more medically based communication disorders. The referral process is initiated by the board Speech-Language Pathologist in consultation with the parent(s)/guardian(s). Alternatively, if involved, the Preschool Speech-Language Pathologist can make a direct referral to TVCC by submitting a TVCC School Therapy Services Referral Package, in consultation with the parent(s)/guardians(s).

Discharge Criteria include one or more of the following:

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- Student has strategies /program in place to be able to meet goals
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- Student no longer demonstrates the need for service.

Nursing Care Services

An Ontario Health at Home 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 the parent(s)/guardian(s). This allows the school to release information to Ontario Health at Home 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 Ontario Health at Home .

Discharge criteria include one or more of the following:

- Student needs can be met by outpatient clinic/services
- Student issues are strictly behavioural and no school board behavioural intervention is in place
- Student condition stable with weight being monitored by family physician/clinic
- Lack of student/family/school motivation or participation with program/recommendations
- Student has achieved treatment goals
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Appeals

All appeals regarding specialized health support services must be directed to the appropriate external service provider.

Specialized Health Support Services	Agency or position of person who performs the service (e.g., OHAH, 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	▪ OHAH contracted service provider	As determined by OHAH Care Coordinator	▪ OHAH Care Coordinator	As determined by OHAH Care Coordinator and service provider	Consultation with the principal and OHAH Care Coordinator
Occupational Therapy	▪ TVCC, 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, programming conducted 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	▪ OHAH	OHAH Care Coordinator	▪ OHAH Care Coordinator	OHAH Care Coordinator and service provider	Consultation with the principal and OHAH Care Coordinator
Speech and language therapy (TVCC)	▪ TVCC	As determined by TVDSB SLPs in consultation with TVCC (speech disorders)	▪ Board SLP/TVCC – determines eligibility, ▪ TVCC – determines level of support ▪ TykeTALK if student was involved with this service	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 impact academics)	▪ Board SLP	When student no longer has moderate/severe speech and/or language disorder or can be maintained by classroom teacher and/or home programming	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., OHAH, 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)
Administering of prescribed medications	▪ TVDSB staff ▪ The parent/guardian ▪ Student ▪ HCCSS contracted service provider	OHAH Care Coordinator with a physician's prescription	▪ OHAH Care Coordinator	Physician, OHAH Care Coordinator and service provider	Consultation with the principal and OHAH Care Coordinator
Catheterization	▪ TVDSB staff for clean intermittent ▪ OHAH contracted service provider for sterile intermittent	OHAH Care Coordinator	▪ OHAH Care Coordinator	Physician, OHAH Care Coordinator and service provider	Consultation with the principal and OHAH Care Coordinator
Suctioning	▪ TVDSB staff for shallow surface suctioning ▪ OHAH contracted service provider for deep suctioning	OHAH Care Coordinator	▪ OHAH Care Coordinator	Physician, OHAH Care Coordinator and service provider	Consultation with the principal and OHAH Care Coordinator
Lifting and positioning	▪ TVDSB staff	TVCC provides consultation at parent/guardian or principal request	▪ TVDSB staff ▪ TVCC Clinical Coordinator	TVDSB staff, TVCC	Consultation with the principal and TVCC Manager
Assistance with mobility	▪ TVDSB staff	TVCC provides consultation at parent/guardian or principal request	▪ TVDSB staff ▪ TVCC	TVDSB staff, TVCC	Consultation with the principal and TVCC Manager
Feeding	▪ TVDSB staff ▪ OHAH contracted service provider (enteral feeds)	TVDSB staff, OHAH Care Coordinator, parent/guardian	▪ The Principal ▪ OHAH Care Coordinator	TVDSB staff, and OHAH service provider	Consultation with the principal and OHAH Care Coordinator
Toileting	▪ TVDSB staff	TVCC provides consultation at parent/guardian or principal request	▪ The Principal ▪ TVCC	TVDSB staff, TVCC	Consultation with the principal and TVCC Manager

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Appeals

All appeals regarding specialized health support services must be directed to the appropriate external service provider.

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 and documented, as appropriate, during the Identification, Placement, and Review Committee (IPRC) and Individual Education Plan (IEP) process(es). (See Standard 5 and Standard 10 of this Guide for more information). Recommendations are received from board professional personnel and community professional practitioners. Professional assessments can come from a Psychologist, Psychological 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 (PPA) for technology equipment or physical equipment (i.e. Chromebooks, specialized seating, sensory equipment, etc) SEA Claims-based Amount for any items over $5000 (i.e., Change tables, specialized commode chair, etc).

Required Documentation for All SEA Per Pupil Amount (PPA) Applications

- An assessment from an appropriately qualified practitioner, **or** consultation and review of school-based data and evaluation with a qualified practitioner;
- A PDT summary;
- An IEP or Pending IEP application form;
- A copy of the student's current IEP that provides evidence of the intended use of the equipment in the student's program;
- Evidence of proof of purchase, such as a copy of a paid invoice;
- The parent(s)/guardian(s) is informed and acknowledgment of initiation of SEA Application Process is noted in student IEP Consultation Log **and** the completion of the SEA Process Initiation Document.

Note: Students do not have to be identified as exceptional students through the IPRC process for boards to apply for SEA funding.

Required Documentation for All SEA Claims Based Equipment

- An assessment or assessments from an appropriately qualified professional;
- A PDT summary;
- A pending IEP application form;
- Evidence of proof of purchase, such as a copy of a paid invoice;
- A copy of the student's current IEP that provides evidence of the intended use of the equipment in the student's program;
- The parent(s)/guardian(s) is informed and acknowledgment of initiation of SEA Application Process is noted in student IEP Consultation Log **and** the completion of the SEA Process Initiation Document.

Note: Students do not have to be identified as exceptional students through the IPRC process for boards to apply for **SEA Claims-Based funding. The equipment needs must be documented by an assessment or assessments from an appropriately qualified professional.**

- A SEA application is completed by the Learning Support Teacher (LST) and forwarded through the SEA Automation process to the school's area Special Education Learning Coordinator for processing.
- The Ministry of Education allocates to school boards SEA revenue generated from the SEA PPA and SEA Claims-based Amounts for expenses exceeding $5000.00.
- All specialized equipment is the property of TVDSB 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.

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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.

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- 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.
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- There are two types of Special Equipment Amount (SEA) claims:
    - SEA Per Pupil Amount (PPA) ~~(computer hardware, software, and related equipment);~~ for technology equipment or physical equipment (i.e. Chromebooks, specialized seating, sensory equipment, etc)
    - SEA Claims-based Amount for any items over $5000 ~~s~~ (i.e., Change tables, specialized commode chair, etc~~lifts, Braille Readers, furniture~~).

Required Documentation for All SEA Per Pupil Amount (PPA) Applications

- An assessment from an appropriately qualified practitioner, **or** consultation and review of school-based data and evaluation with a qualified practitioner;
- A PDT summary;
- An IEP or Pending IEP application form;
- A copy of the student's current IEP that provides evidence of the intended use of the equipment in the student's program;
- Evidence of proof of purchase, such as a copy of a paid invoice;
- The parent(s)/guardian(s) is informed and acknowledgment of initiation of SEA Application Process is noted in student IEP Consultation Log **and** the completion of the SEA Process Initiation Document.

Note: Students do not have to be identified as exceptional students through the IPRC process for boards to apply for SEA funding.

Required Documentation for All SEA Claims Based Equipment

- An assessment or assessments from an appropriately qualified professional;
- A PDT summary;
- A pending IEP application form;
- Evidence of proof of purchase, such as a copy of a paid invoice;
- A copy of the student's current IEP that provides evidence of the intended use of the equipment in the student's program;
- The parent(s)/guardian(s) is informed and acknowledgment of initiation of SEA Application Process is noted in student IEP Consultation Log **and** the completion of the SEA Process Initiation Document.

Note: Students do not have to be identified as exceptional students through the IPRC process for boards to apply for **SEA Claims-Based funding. The equipment needs must be documented by an assessment or assessments from an appropriately qualified professional.**

- A SEA application is completed by the Learning Support Teacher (LST) and forwarded through the SEA Automation process to the school's area Special Education Learning Coordinator for processing.
- The Ministry of Education allocates to school boards SEA revenue generated from the SEA PPA and SEA Claims-based Amounts for expenses exceeding $50~~8~~00.00. ~~The board is responsible for SEA approved equipment costs equal to and less than $800.00.~~
- All specialized equipment is the property of TVDSB 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 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 Programs

- The Ministry of Health, 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 Region Preschool Speech and Language Program serviced by TVCC [London, Middlesex, and Elgin sites], Western University and Woodstock Hospital).
- Learning Support Services representatives meet with representatives from the Ministries above to establish links and relationships with parents/guardians and children prior to the student's first day of attendance in a Thames Valley District School Board (TVDSB) school.

Pre-School Speech and Language Programs

- The TVDSB Speech-Language Pathology and Audiology Services staff work very closely with the local initiative tykeTALK, the Thames Valley Region Preschool Speech and Language Program, and private Speech-Language Pathologists in the following ways:

    - As representatives on the Transition to School Committee;
    - As representatives on the Services and Liaison Committee;
    - Through participation in the development of policies for the transition from pre-school services to school-age programs;
    - Through participation in the strategic planning process;
    - Through the provision of parent(s)/guardian(s) workshops;
    - Through participation in transition to school meetings for the 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 childcare settings to school.
- Special Education Learning Coordinators and/or school team liaise with pre-school resource consultants from All Kids Belong and Childinü Oxford.

Intervention Programs for Children with Autism

- It is the TVDSB policy and practice to collaborate 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.

The Behaviour Intervention Team supports students transitioning from Ontario Autism Program (OAP) services to attendance at school and works in collaboration with OAP providers in support of the OAP Family Service Plan.

First Nations, Métis and Inuit

- In collaboration with First Nation Communities, First Nations, Métis, and Inuit-specific programs are provided to support Indigenous students by the TVDSB in elementary and secondary schools.
- Native Language (Oneida) studies at the elementary school level are provided at Aberdeen, CC Carrothers, Delaware, East Carling, Lambeth, and Woodland Heights Public Schools.
- Native Language (Ojibwe and Oneida) studies at the secondary school level are provided at HB Beal and Saunders Secondary Schools.
- TVDSB currently provides First Nations, Métis and Inuit Studies courses that are available to all students at Clarke Road, College Avenue, Glendale, HB Beal, Huron Park, London Central, Montcalm, , Saunders, Sir Frederick Banting, Central Elgin, London South, Parkside Collegiate Institute, Strathroy District Collegiate Institute, East Elgin, A.B. Lucas and Virtual Academy.
- 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. Counsellors can be accessed through a request to the school's administration and/or LST.
- TVDSB is implementing Grade 11 English: Understanding Contemporary Frist Nations, Métis, and Inuit Voices course as the mandatory Grade 11 course in 9 secondary schools. By September 2026 all secondary schools will be implementing the course.
- Alternative secondary classes are provided at N'Amerind Friendship Centre and at the Oneida Nation of the Thames Community site.
- TVDSB personnel work collaboratively with representatives from the Munsee Delaware Nation, the Oneida Nation of the Thames and the Chippewas of the Thames First Nation to plan and support for successful transitions, including applications, if appropriate, for Special Equipment Amount (SEA) equipment for First Nations students enrolling in TVDSB, as well as referrals to specialized classes and programs.

- First Nation Communities may have representation on the TVDSB Special Education Advisory Committee (SEAC).

Coordinated Service Planning (CSP) – For Children with Special Needs

- TVDSB Special Education representatives meet 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);
    - TVCC;
    - Infant Hearing Program;
    - Community Living Elgin and London;
    - Community Living Tillsonburg;
    - Middlesex London Health Unit;
    - Home and Community Care Support Services (HCCSS);
    - tykeTALK, (Thames Valley Region Preschool Speech and Language Program).

Joint Protocol for Student Achievement (JPSA)

- The Joint Protocol for Student Achievement (JPSA) is intended to facilitate collaboration between partnering Children's Aids Societies (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 Program (ECPP)

- Students entering or leaving an Education and Community Partnership Program require a transition meeting between program staff and the home/receiving school. This meeting is typically initiated by the agency partner in collaboration with the Educational Liaison for the ECPP.

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 formal identification. Students are identified according to categories and definitions of exceptionalities provided by the Ministry of Education with criteria outlined in Standard 8 of this document.
- Additional assessments will be recommended if additional information is required.

Information Sharing

- For students entering TVDSB, relevant information is shared between other school boards, Ministries, community agencies and the parent(s)/guardian(s), and written consent is to be obtained from the parent(s)/guardian(s) or from the student if the student is of the age of consent.
- The Special Education Learning Coordinator 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 Special Education Learning Coordinator for that school may share information with the receiving agency or school, provided written consent 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 Education & Community Partnership Program staff and the parent(s)/guardian(s). Where appropriate, the Special Education Learning Coordinator 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 ext. 20076.

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 Programs

- The Ministry of Health, 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 Region Preschool Speech and Language Program serviced by TVCC [London, Middlesex, and Elgin sites], Western University and Woodstock Hospital).
- Learning Support Services representatives meet with representatives from the Ministries above to establish links and relationships with parents/guardians and children prior to the student's first day of attendance in a Thames Valley District School Board (TVDSB) school.

Pre-School Speech and Language Programs

- The TVDSB Speech-Language Pathology and Audiology Services staff work very closely with the local initiative tykeTALK, the Thames Valley Region Preschool Speech and Language Program, and private Speech-Language Pathologists in the following ways:

  - As representatives on the Transition to School Committee;
  - As representatives on the Services and Liaison Committee;
  - Through participation in the development of policies for the transition from pre-school services to school-age programs;
  - Through participation in the strategic planning process;
  - ~~Through participation in the evaluation of student needs process by developing outcome measures and by the tracking of Year One Kindergarten students in need of initial or continued speech and language services;~~
  - Through the provision of parent(s)/guardian(s) workshops;
  - Through participation in transition to school meetings for the parent(s)/guardian(s).

Pre-School Nursery Programs

- Transition plans are developed for students ~~formally identified~~ with exceptional needs to ensure a smooth transition from pre-school childcare settings to school.
- ~~Parents/Guardians are provided a copy of the planning document "*Early Years Checklist*" in order to assist with the transition planning process.~~
- Special Education Learning ~~Coordinators liaise~~Coordinators and/or school team liaise with pre-school resource consultants from All Kids Belong and Childinü Oxford.

Intervention Programs for Children with Autism

- It is the TVDSB policy and practice to collaborate 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.

The Behaviour Intervention ~~Applied Behaviour Analysis (ABA)~~ Team supports students transitioning from Ontario Autism Program (OAP) services to attendance at school and works in collaboration with OAP providers in support of the OAP Family Service Plan.

First Nations, Métis and Inuit

- In collaboration with First Nation Communities, First Nations, Métis, and Inuit-specific programs are provided to support Indigenous students by the TVDSB in elementary and secondary schools.
- Native Language (Oneida) studies at the elementary school level are provided at Aberdeen, CC Carrothers, Delaware, East Carling, Lambeth, and Woodland Heights Public Schools.
- Native Language (Ojibwe and Oneida) studies at the secondary school level are provided at HB Beal and Saunders Secondary Schools.
- TVDSB currently provides First Nations, Métis and Inuit Studies courses that are available to all students at Clarke Road, College Avenue, Glendale, HB Beal, Huron Park, London Central, Montcalm, ~~North Middlesex~~, Saunders, Sir Frederick Banting, ~~Sir Wilfrid Laurier, Westminster,~~ Central Elgin, London South, Parkside Collegiate Institute, Strathroy District Collegiate Institute, ~~Woodstock Collegiate Institute,~~ East Elgin, A.B. Lucas and ~~and~~ Virtual Academy.
- 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. Counsellors can be accessed through a request to the school's administration and/or LST.

- TVDSB is implementing Grade 11 English: Understanding Contemporary Frist Nations, Métis, and Inuit Voices course as the mandatory Grade 11 course in 9 secondary schools. By September 2026 all secondary schools will be implementing the course.
- Alternative secondary classes are provided at N'Amerind Friendship Centre and at the Oneida Nation of the Thames Community site.
- TVDSB personnel work collaboratively with representatives from the Munsee Delaware Nation, the Oneida Nation of the Thames and the Chippewas of the Thames First Nation to plan and support for successful transitions, including applications, if appropriate, for Special Equipment Amount (SEA) equipment for First Nations students enrolling in TVDSB, as well as referrals to specialized classes and programs.
- First Nation Communities may have representation on the TVDSB Special Education Advisory Committee (SEAC).

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Acronyms and Definitions 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
DLD	Developmental Language Disorder
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
HCCSS	Home and Community Care Support Services
IBI	Intensive Behaviour Intervention
IEP	Individual Education Plan
IPRC	Identification, Placement and Review Committee
LD	Learning Disability
LST	Learning Support Teacher
MDT	Multi-Disciplinary Team
MID	Mild Intellectual Disability
ML	Multilingual
O&M	Orientation and Mobility
OAP	Ontario Autism Program
OSR	Ontario Student Record

Acronym	Definition
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
SSC	School Support Counsellor
SW/AC	Social Worker/Attendance Counsellor
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

Definitions for purposes of this Special Education Plan:

board – refers to Thames Valley District School Board administration and staff
Board – refers to the Board of Trustees