



Thames Valley
District School Board

Special Education Plan

2026-2027

**Special
Education**

Thames Valley District School Board

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Acronyms and Definitions Related to Special Education

The following acronyms are used throughout the Special Education Plan

Acronym	Definition
ADHD	Attention-Deficit/Hyperactivity Disorder
AODA	Accessibility for Ontarians with Disabilities Act
APD	Auditory Processing Disorder
ASD	Autism Spectrum Disorder
ASL	American Sign Language
AT TOSA	Assistive Technology Teacher on Special Assignment
BA	Behaviour Analyst
BIT	Behaviour Intervention Team
BMS	Behaviour Management Systems
CCAT	Canadian Cognitive Abilities Test
CMS	Case Management System
CPRI	Child and Parent Resource Institute
CSP	Coordinated Service Planning
CVI	Cortical Vision Impairment
DE	Developmental Education
D/HH	D/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
FBA	Functional Behaviour Assessment
FASD	Fetal Alcohol Spectrum Disorder
FVA	Functional Vision Assessment
HCCSS	Home and Community Care Support Services
IBI	Intensive Behaviour Intervention
IBP	Individual Behaviour Plan
IEP	Individual Education Plan

Acronym	Definition
IPRC	Identification, Placement and Review Committee
ISTP	Individual Student Transportation Plan
JPSA	Joint Protocol for Student Achievement
LD	Learning Disability
LEAD	Learning for Emotional and Academic Development
LMA	Learning Media Assessment
LST	Learning Support Teacher
MDT	Multi-Disciplinary Team
MID	Mild Intellectual Disability
MHAN	Mental Health and Addictions Nurse
ML	Multilingual Learner
MOAB	Management of Aggressive Behaviour
O&M	Orientation and Mobility
OAP	Ontario Autism Program
OHAH	Ontario Health at Home
OSSC	Ontario Secondary School Certificate
OSSD	Ontario Secondary School Diploma
OSR	Ontario Student Record
OT	Occupational Therapist
PDT	Program Development Team
PPA	Per Pupil Amount
PT	Physiotherapist
RHPA	Regulated Health Professions Act
SEA	Special Equipment Amount
SEAC	Special Education Advisory Committee
SEAS	Special Education Administrative System
SECC	Special Education Central Committee
SEPPA	Special Education Per Pupil Amount
SIP	Special Incidence Portion
SLP	Speech-Language Pathologist



Acronym	Definition
SSC	School Support Counsellor
STS	Student Transportation Services
SW/AC	Social Worker/Attendance Counsellor
TOSA	Teacher on Special Assignment
TVCC	Thames Valley Children's Centre
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 this standard is to describe the Board's consultation process with the Ministry of Education and the public.

The Thames Valley District School Board (TVDSB) values collaboration with families and community partners. Input on the Special Education Plan is welcome at any time throughout the school year. Feedback on the Special Education Plan can be submitted through the Special Education section of the [TVDSB website](#) or by emailing specedplan@tvdsb.ca. Staff engage in regular and ongoing communication with parent(s)/guardian(s)/caregiver(s), system staff, and community agencies and associations.

TVDSB is committed to continuous improvement and values both formal and informal feedback. Information gathered through consultation helps inform decisions related to special education programs, services and resources.

Scheduled Program Reviews

During the 2025-2026 school year, a review of the TVDSB Giftedness Program was scheduled; however, the review has been deferred.

In consultation with Research & Assessment, a process and schedule for program reviews across all exceptionalities will be explored and developed to support ongoing evaluation and responsiveness to student needs.

Information about the TVDSB Special Education Plan and related resources is shared with the following:

- School Principals, for distribution to School Councils
- Thames Valley Parent Involvement Committees (TVPIC)
- Thames Valley Council of Home and School Associations
- Student Advisory Council

Public Consultation with Support from SEAC

In Ontario, school boards are required to establish a Special Education Advisory Committee (SEAC) to provide advice on special education programs and services. The TVDSB SEAC is comprised of twelve (12) associations, and six (6) additional members, as of 2026 there are eight (8) local associations, and the Board operated under a Ministry-appointed

Supervisor/Board of Trustees. Members represent organizations that further the interests and well-being of students identified with exceptionalities.

SEAC members make recommendations to the Supervisor/Board of Trustees 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 engaging with members of the public, either through association meetings or through informal conversations with parent(s)/guardian(s) /caregiver(s). Input gathered through these interactions is reflected in discussions during monthly SEAC meetings.

Each SEAC meeting agenda includes an “*Association Updates*” item, which allows members to share information related to their respective associations. This may include, but is not limited to, matters of interest or concern, key initiatives, and upcoming events or celebrations.

SEAC meetings are open to the public. Members of the public may attend to observe proceedings or may request to speak as a delegation on matters affecting the establishment, development, and delivery of special education programs and services for exceptional students. Individuals interested in presenting to SEAC are encouraged to complete the [Public Input application](#).

Oral presentations are limited to a maximum ten (10) minutes for approved delegations representing a School Council or a Home and School Association in good standing, and five (5) minutes for individuals or representatives of other organizations or groups. Time is also provided for SEAC members to ask questions of the delegation. Depending on the nature of the questions, responses may be provided during the meeting or at a subsequent meeting.

SEAC’s Involvement in the Review Process

In accordance with Regulation 464/97, each year, SEAC is provided with the opportunity to participate in the annual review of the Board's Special Education Plan. An open invitation is extended to all SEAC members to collaborate with staff through a Special Education Plan Sub-Committee.

As key contributors to the Special Education Plan, SEAC members are encouraged to make recommendations to improve and enhance the special education resources, programs, and services available to Thames Valley District School Board students.

Staff review and update the Special Education Plan Standards on an annual basis. The Standards are shared with SEAC, or the Special Education Plan Sub-Committee if one is established, for input and review. Staff then consider recommendations made by the committee.

Typically, sections (or Standards) of the Plan are shared with SEAC throughout the school year. A final review of the Plan generally occurs in June, in advance of submission of the finalized Plan to the Supervisor/Board of Trustees.

Each year, SEAC votes on a motion to endorse the amended Special Education Plan.

Majority or Minority Reports, Board Response

A minority report is submitted by members of a larger group who disagree with the report of the whole group. SEAC member associations may submit a minority report to the Chair of SEAC and the Supervisor/Board of Trustees regarding the Special Education Plan.

The Supervisor/Board of Trustees will provide a response to the minority report. This response may include, for example, an acknowledgement of receipt and any potential next steps. If a minority report is received, both the report and the Supervisor/Board of Trustees' response will be appended to the Special Education Plan.

A template for submitting a minority report, along with additional details, is included in the [TVDSB's SEAC Handbook](#).

No minority reports were submitted during the 2025-2026 school year.

Means of Communication

TVDSB and SEAC communicate with parent(s)/guardian(s)/caregiver(s), Board employees and the broader community throughout the year through the following channels:

- The TVDSB website
- Communication through Thames Valley Parent Involvement Committee (TVPIC) and School Councils
- SEAC member organizations
- A dedicated [Special Education Plan email address](#)

Parent(s)/guardian(s)/caregiver(s) and community members may provide input at any time during the school year.

Information about SEAC members is available on the [TVDSB website](#).

Public Feedback on the Special Education Plan

During the 2025–2026 school year, feedback received from parent(s)/guardian(s)/caregiver(s), SEAC members, school staff, and community partners emphasized the importance of:

- improving awareness of the Special Education Plan and available resources;
- ensuring information is clear, current, and accessible to families;
- continuing to review and update individual standards to reflect current Board practices and Ministry requirements; and
- increasing opportunities for ongoing public input throughout the year.

Community Consultation

In response to this feedback, and in collaboration with SEAC, the Board identified the following priorities:

- Increasing awareness through professional development with principals, Learning Support Teachers, and other staff;
- Continuing to revise each standard to ensure accuracy, clarity, and current information;
- Posting the finalized 2025-2026 Special Education Plan on the Board's website under Public Input in July 2026;

Members of the public may provide input on the 2026–2027 Special Education Plan by emailing specedplan@tvdsb.ca.

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

The purpose of this standard is to provide the Ministry of Education 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 the regulations made under the Act.

Philosophy of Special Education

The Board endeavours to meet the needs of all students accessing Special Education programs and services in the most enabling environment consistent with Ministry direction. Wherever possible, students' needs are addressed within the regular classroom at their home school, with appropriate Special Education supports and services in accordance with parent(s)/guardian(s)/caregiver(s) preference.

Students with Special Education needs may require additional programs and services to be designed and implemented to support their achievement, well-being, and individual learning goals.

The TVDSB uses a variety of strategies, techniques, and resources, including the [Tiered Approach to Prevention and Intervention Framework](#), to best meet the needs of all students.

Tiered Intervention Service Delivery Model for Special Education

The Thames Valley District School Board's approach to Special Education is consistent with the Board's mission, vision, and strategic priorities. The TVDSB Mission - *"Across the TVDSB, we collaborate and innovate to promote student achievement and well-being for students in a changing world"* - lies at the heart of the programs and services provided through its Special Education Department. Special Education embraces a tiered intervention approach of service delivery to support the achievement and well-being of all students. This approach facilitates the early identification of students' diverse needs and uses a continuum of evidence-informed intervention strategies that are matched to support each student's unique learning strengths, interests, and motivators.

Data are used to inform programming decisions, with ongoing progress monitoring and adjustments to instruction, strategies, and goals. Student progress is reviewed and evaluated regularly to ensure equitable service delivery and to build strong foundations for every student.



Support may be provided at one of three levels: universal support (good for all), targeted support (necessary for some), and intensive support (essential for a few).

Tier 1 (good for all) represents the foundational, everyday work to foster the essential conditions for learning. It consists of sound classroom instruction, including differentiated instruction and universal strategies to support all students in their learning and well-being.

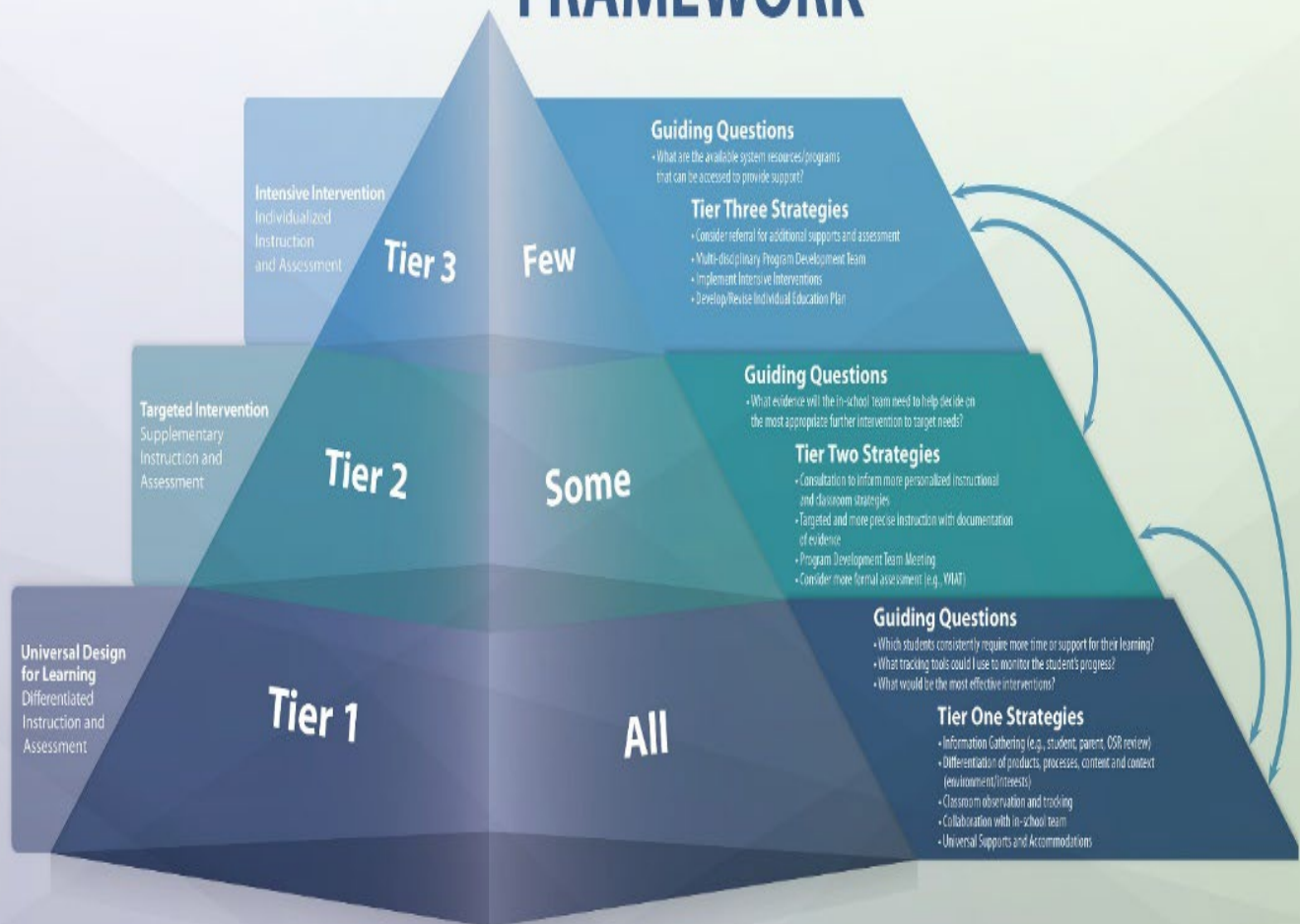
Tier 2 (necessary for some) involves more targeted intervention using student learning summaries and progress data to inform a plan for students who may require additional supports beyond what is implemented at Tier 1.

Tier 3 (essential for a few) is for students who require more intensive services and supports than those provided at Tiers 1 and 2. Some students may need to be referred for more extensive assessment. This information is used to guide more specialized instruction and intervention.

Tiered intervention uses a collaborative team approach and fosters positive relationships to provide students with optimal programming and support. Each team member (parent(s)/guardian(s)/caregiver(s), student, educator, support staff) brings valuable and diverse perspectives to understanding, assessing, and responding in a manner that is responsive to the student's strengths and needs.



The Tiered Approach to Prevention and Intervention **FRAMEWORK**



TVDSB Strategic Directions

The Special Education Department fosters inclusive environments through proactive and equitable practices that are responsive to the identities, strengths, abilities and lived experiences of students.

Special Education practices are aligned with TVDSB's Multi-Year Strategic Plan:

Support Student Achievement

We value students' individual educational pathways and provide the tools and resources necessary to support student achievement, including for students with Special Education needs. Focusing on students' strengths allows them to experience personal growth and well-being while reaching their full potential. Specifically, we aim to have high expectations, narrow student achievement gaps, increase graduation rates, and improve student outcomes.

Create Safe Spaces for All

To support student achievement, our schools and workplaces must be safe spaces for all. We prioritize the physical, emotional, and mental health and well-being of students and staff. We create working and learning environments that foster a greater sense of connection, safety, and well-being. This includes affirming the identities and abilities of all students and staff.

Become the Best Place to Learn, Work, and Grow

Our goal is to become Ontario's leader in education by fostering a culture of innovation and excellence. We are committed to open communication, engagement, trust, mutual respect, and shared responsibility. This empowers our staff to excel and focus on our primary mission of centering student achievement and well-being.

Work Together with Communities

To inform decision-making, we will build positive, trusting relationships across our district by increasing community engagement that is accessible, accountable, and transparent. We will enhance collaborative dialogue and work together with families, staff, and communities to support students and their achievement and well-being.



Standard 3: Roles & Responsibilities

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

The Ontario Ministry of Education provided the majority of the information contained within this Standard about roles and responsibilities in the area of Special Education. An asterisk (*) indicates that the roles and responsibilities are written exactly as recorded in the Ministry document, [*Special Education in Ontario, Kindergarten to Grade 12*](#).

The Ministry of Education*

- Sets out, through the *Education Act*, regulations, and policy documents, including policy/program memoranda, the legal obligations of school boards regarding the provision of special education programs and services;
- Prescribes the categories and definitions of exceptionality;
- Requires through the *Education Act* that school boards provide appropriate special education programs and services for their exceptional students;
- Establishes the funding for special education through the structure of the funding model;
- Requires school boards to report on their expenditures for special education through the budget process;
- Sets province-wide standards for curriculum and reporting of achievement;
- Requires through regulation that school boards maintain special education plans, review them annually, and submit amendments to the Ministry;
- Requires through the *Education Act* and through regulation that school boards establish Special Education Advisory Committees (SEACs);
- Establishes a Minister's Advisory Council on Special Education to advise the Minister of Education on matters related to special education programs and services;
- Operates Provincial and Demonstration Schools for students who are Deaf or hard of hearing, who are blind or have low vision, who are deafblind, or who have severe learning disabilities.

The School Board*

- Establishes school board policy and practices that comply with the *Education Act*, regulations, and policy documents, including policy/program memoranda; Monitors school compliance with the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Requires staff to comply with the *Education Act*, regulations, and policy documents, including policy/program memoranda;



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

The Special Education Advisory Committee (SEAC)

- Makes recommendations to the Ministry-appointed Board Supervisor/Board of Trustees with respect to any matter affecting the establishment, development, and delivery of Special Education programs and services for exceptional students of the Board;
- Participates in the Board's annual review of its Special Education Plan;
- Participates in the Board's annual budget process as it relates to Special Education;
- Reviews the financial statements of the Board as they relate to Special Education;
- Further information regarding SEAC is available in *Section 17, The Board's Special Education Advisory Committee (SEAC)*.

The School Principal*

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



- Ensures that parents are consulted in the development of their child's IEP and that they are provided with a copy of the IEP;
- Ensures that the program is delivered as set out in the IEP;
- Ensures that appropriate assessments are requested and that, if necessary, parental consent is obtained for these assessments.

The Teacher*

- Carries out duties as outlined in the *Education Act*, regulations, and policy documents, including policy/program memoranda;
- Follows board policies and procedures regarding special education;
- Works with the special education teacher to acquire and maintain up-to-date knowledge of special education practices;
- Works with special education staff and parents to develop the IEP for an exceptional student;
- Where appropriate, works with other school board staff to review and update the student's IEP;
- Provides the program for the exceptional student in the regular class, as outlined in the IEP;
- Communicates the student's progress to parents.

The Special Education Teacher*

The Special Education teacher, in addition to the responsibilities listed above under "The Teacher":

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

In the TVDSB, the Special Education teacher is often referred to as the Learning Support Teacher (LST). The TVDSB's "[Role of the Learning Support Teacher](#)" document is available on the TVDSB website.

The Early Childhood Educator*

The Early Childhood Educator, in coordination and cooperation with the classroom teacher:

- Plans for and provides education to children in Kindergarten;
- Observes, monitors, and assesses the development of kindergarten children;
- Maintains a healthy physical, emotional, and social learning environment in the classroom;

- Communicates with families;
- Performs duties assigned by the principal with respect to the kindergarten program.

The Parent(s)/Guardian(s)/Caregiver(s)*

- Is familiar with and informed about board policies and procedures in areas that affect the child;
- Participates in IPRCs, parent-teacher conferences, and other relevant school activities;
- Participates in the development of the IEP;
- Is acquainted with the school staff working with the student;
- Supports the student at home;
- Works with the school principal and educators to solve problems;
- Is responsible for the student's attendance at school.

The Student*

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

* As per [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;
- Is responsible for the oversight of all programs and services offered by the board to support students with special education needs.

The Special Education System Principal

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

The Special Education Learning Coordinator

- Supports school staff in addressing the needs of students with complex Special Education needs;
- Provides clarification to Principals and teachers 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;
- Liaises with subject associations, divisional groups and provincial organizations as assigned.

The Special Education Teacher on Special Assignment (TOSA)

- 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' IEPs;
- Develops, organizes, and conducts regional sessions for students with a Giftedness exceptionality;
- Provides training on assistive technologies and technology tools for students;
- Demonstrates recommended evidence-based teaching strategies on assistive technology for staff through coaching and modelling.

The supports and services of a TOSA should be requested by the LST or the School Administration through the TVDSB's Case Management System (CMS).

The TVDSB's "[Role of the TOSA](#)" document is available on the TVDSB website.

The Assistive Technology Teacher on Special Assignment (AT TOSA)

- Supports the development of staff capacity for improved student achievement and well-being through the implementation of individual student, small group, and class-wide training on assistive technology funded through Special Education Amount (SEA);
- Works collaboratively and communicates effectively with classroom teachers, school teams, and system support staff;
- Develops and delivers professional learning opportunities for educators on instructional practices that incorporate assistive technologies and technology tools;
- Supports the development of alternative goals of student IEPs as it relates to assistive technology;
- Utilizes student individual student summary of strengths, needs, interests, and motivators to develop a plan of personalized training for students with SEA-funded laptop/Chromebook device;
- The supports and services of an AT TOSA are automatically initiated through TVDSB's SEA Automation System for students accessing a laptop or Chromebook device. Additional training can be requested through the LST or the School Principal through TVDSB's CMS.

The Educational Audiologist

- Supporting students with hearing needs by:
 - Reviewing and interpreting assessment results and recommendations from outside agencies;
 - Coordinating the purchase of Hearing Assistance Technology following receipt of recommendations; maintaining equipment information in SEAS;
 - Assisting DHH itinerants and classroom staff with setting up Hearing Assistance Technology, and with trouble shooting and maintenance concerns;
 - Consulting with school teams and hearing health care professionals regarding hearing and equipment related questions and concerns.
- Supporting school teams and families in understanding and responding to Auditory Processing Disorder (APD) reports/recommendations from outside agencies by:
 - Supporting information gathering to inform meaningful interpretation of APD test results and resource and accommodation considerations;
 - Supporting school teams with the TVDSB APD Service Pathway (based on Canadian Guidelines on Auditory Processing Disorder in Children, 2012) for use when Hearing Assistance Technology is recommended, and managing equipment use (trial or SEA purchased) when appropriate;
 - Monitoring and tracking individual student progress.

The Deaf and Hard of Hearing (DHH) Itinerant Teacher

- Supports students who are deaf and hard of hearing to access curriculum and Hearing Assistive Technology;
- Supports school staff to put appropriate supports in place for DHH students;
- Works with Speech Language Pathologists to support language development of students identified with a DHH exceptionality;
- Works with the TVDSB and community audiologists to support hearing assistive technology;

The Vision Resource Teacher (VRT)

- Supports students formally identified as having a vision impairment, to access the curriculum;
- Supports students with the common curriculum;
- Supports school level staff with plans and accommodations to support students with vision loss.

The Manager of Professional Student Services

- Provides administrative management and supervision and monitors the performance of the Supervisors of Psychological Services staff, School Counselling and Social Work Services staff, Speech-Language Pathology and Audiology Services staff, and Behaviour Analyst (hereafter referred to as Professional Student 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;
- Allocates Professional Student Services staff to schools and special programs;
- Develops, implements, and provides professional learning opportunities for Professional Student 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 Student Services Departmental practices;
- Manages, monitors, and authorizes budget expenditures;
- Serves as a system resource to administration, teachers, and support staff. 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.

Supervisor, Professional Student Services (Psychological Services, Behaviour Analyst, Speech-Language Pathology and Audiology Services, School Counselling and Social Work)

- 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 Student 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;
- Liaises and collaborates with external agencies as required to coordinate services and exchange critical information;
- Participates in personnel practices related to recruitment and selection and labour relations issues;
- Serves as a consultative resource to department staff, administration, teachers, system, and support staff;
- Assists the Manager of Professional Student 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 reduce the caseload of schools.

Behaviour Analysts

- Supports school staff and parent(s)/guardian(s)/caregiver(s) through consultation and collaboration to better understand a student's behaviour at school through the identification of the function and antecedents of behaviour;
- Assesses, designs, and implements behavioural programs as a member of a multidisciplinary team, and provides leadership in building school-based and system capacity in the provision of effective supports to students;
- Develops and facilitates professional development training sessions to school-based and system staff as required to build capacity regarding ABA strategies and methods;
- Collaborates and coordinates with community agencies and behaviour therapists to support student transition to school.

Speech-Language Pathologist

- Uses a collaborative approach to service delivery, with diverse knowledge and expertise, to offer the best support system for students with communication needs, their families, and educator teams;
- Collects and interprets data, utilizing culturally and linguistically appropriate assessments, to determine the nature of a student's strengths and instructional needs in the areas of communication and language;
- Provides a range of evidence-based interventions that support students' speech, language, communication, and early literacy skills. These services help students communicate their ideas and learning, access curricular content, and promote an inclusive learning environment;
- Makes connections with families, students, and educational staff to foster meaningful interactions and optimal learning. Coach communication partners in the use of research-based strategies to promote communication skills in a natural learning environment.

Psychological Services Professionals (Psychologists/Psychometrists/Psychological Associates)

- Consults and collaborates with students, families, community partners, and school teams regarding school level learning, behaviour, social and/or emotional development and well-being;
- Administers and interprets individualized assessments of intellectual/cognitive functioning, information processing skills, social-emotional and behavioural functioning, adaptive living skills, risk of violence, and/or academic skills;
- Provides short-term intensive supports and interventions (e.g., individual/small group counselling) to address behavioural, mental health, social-emotional, and/or learning needs that impact a student's availability to learn.

School Counselling and Social Work Professionals (School Support Counselor, Social Worker/Attendance Counselor, Indigenous Counselor)

- Consults, collaborates, and facilitates professional learning opportunities with community partners and school teams regarding mental health, social and/or emotional development and well-being;
- Provides mental health and social/emotional assessments for the purpose of establishing intervention goals with the family and student;
- Provides evidence informed individual, family and group counselling to help students address mental health and social or emotional barriers to learning;

- Supports and advocates for students and families to feel welcomed, included and engaged within the school community. Actively intervenes with the school team, families, and students to address barriers for school attendance.

The Educational Assistant (EA)

- Is allocated to schools by the Special Education Department 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 a Management of Aggressive Behaviour Plan is in place;
 - Severe Developmental Disorders: Students with debilitating social and communication deficits.
- **Specific Categories of Educational Assistants:**
 - Interveners:
Educational Assistants assigned to support students who are deaf and hard of hearing/blind and low vision.
 - Transcribers:
Educational Assistants certified in the use of Braille and assigned to support students who are blind and low vision.
 - Interpreters:
Educational Assistants trained in American Sign Language (ASL) and who are assigned to support students who are deaf and hard of hearing.
 - Behaviour Intervention Team (BIT) EAs
Educational Assistants with specialized training in tracking and monitoring student behaviour and support Behaviour Analysts in the implementation of plans to reduce challenging behaviour at school.
 - Itinerant EAs
Educational Assistants that support the school team on a short-term basis to implement plans for students who are experiencing significant challenges and/or are transitioning to a new school.

The TVDSB's "[Role of the Educational Assistant](#)" document is available on the TVDSB website.



Standard 4: Early Identification Procedures and Intervention Strategies

The purpose of this standard is to provide details of the Board's early identification procedures and intervention strategies to the Ministry of Education 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 of early identification is to help students succeed by providing early assessment, monitoring, instruction, intervention, and community support as needed. The TVDSB makes every effort to identify and 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 supporting student achievement, well-being, and individual learning goals. Parent(s)/guardian(s)/caregiver(s) are an integral part of the process. It is the belief of TVDSB that continuous assessment and planning exist for students throughout the education process. Learning abilities and needs are identified as early as possible. Programming is designed to support the students' needs and support student achievement, well-being, and individual learning goals.

The TVDSB uses a "tiered" approach to prevention and intervention. (See Standard 2 for more information). This systematic approach provides high-quality, evidence-based assessment and instruction as well as 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 approach forms the foundation of tiered intervention. The tiered approach can be used to address both academic and behavioural needs. Nature, intensity, and duration of interventions may be determined 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 of learning difficulty 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 implemented to date.

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

- follows a consistent and bias-aware 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)/caregiver(s);
- provides the basis for program planning, on-going assessment, and reporting;
- treats information from the assessment as confidential.

Information gathered through this process is used to inform instructional planning and supports and should not be used to make assumptions about a student's future learning or achievement.

Early Identification and Intervention Strategies – Kindergarten to Grade 3

Procedures

The parent(s)/guardian(s)/caregiver(s) and/or the 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. Such 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, the principal, and other staff as appropriate (e.g., multilingual teacher, Indigenous counsellor, school support counsellor, speech-language pathologist, psychological services staff). Consistent with Special Education in Ontario, Kindergarten to Grade 12, intake meetings are not required.

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)/Caregiver(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 consider a variety of factors when conducting the Student Review (e.g., students' lived experiences, Special Education needs, Multilingual Learners).

There are four domains that are reviewed in Phase 1:

<u>Kindergarten</u>	<u>Grades 1-3</u>
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

During the Early Identification and Intervention Meeting, educators' observations are reviewed, and 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:

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

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

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

Phase 4: Revisiting Student Needs

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

- assess the success of strategies implemented;
- select new strategies, if required;
- update action items from the Early Identification and Intervention Meeting (Phase 2).

Timelines – The timelines below outline the expected completion dates for each phase of the Early Identification and Intervention Process.

	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)

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

Multilingual Learners

In the Thames Valley District School Board (TVDSB), we value and welcome students and families from diverse linguistic and cultural backgrounds. To ensure every learner is supported,

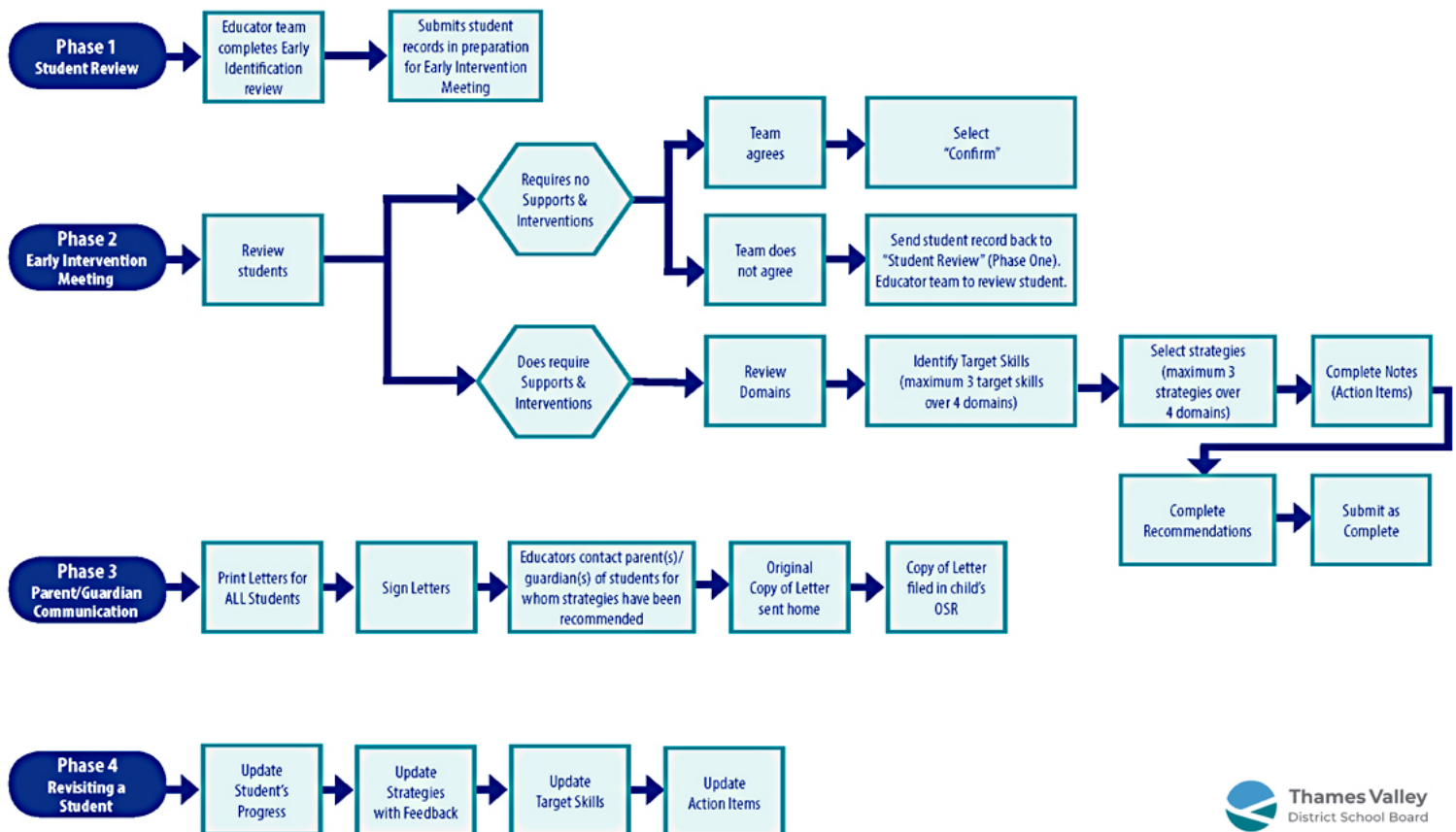


educators consider the unique experiences of students who are developing proficiency in English while engaging with a new educational environment.

All educators share the responsibility of supporting the language development and academic growth of Multilingual Learners (MLs)—students who are learning English as an additional language. When assessing learning, educators recognize the intersection between language acquisition and potential learning needs. A systematic and collaborative process is used to gather comprehensive information before determining whether a student's difficulties are related to language development, special education needs, or both.

MLs may receive targeted language support within their classroom during their early years in Ontario schools. Each student's progression in language learning is individual and occurs at different rates. The [Supporting English Language Learners: A Practical Guide for Ontario Educators](#) provides the provincial framework for effective instruction and assessment. In TVDSB, educators use the Steps to English Proficiency (STEP) resource for both initial and ongoing assessment to monitor language and literacy development and to plan next steps for learning.

Early Identification and Intervention Process





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

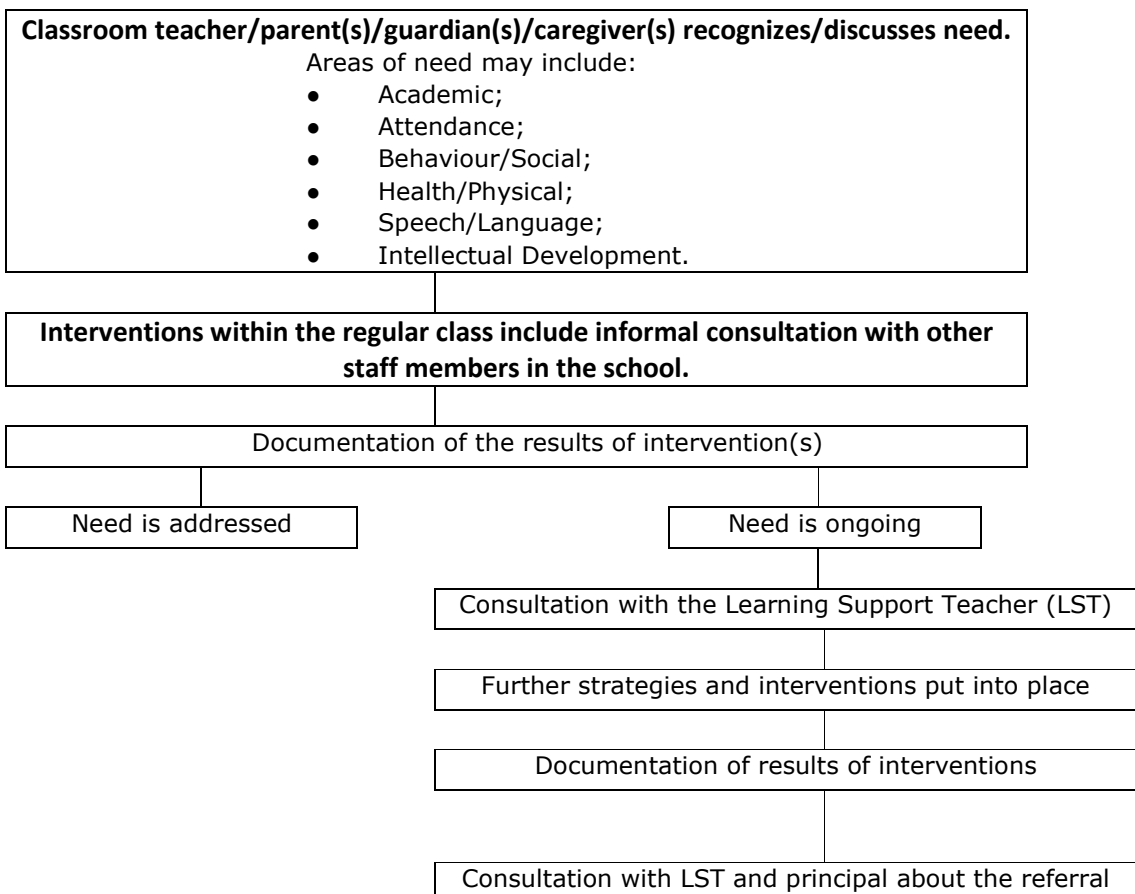
The following process outlines the pathways for addressing student needs, from the initial identification of need through to formal identification by the IPRC.

To support the collaboration within a school to better understand each student, an internal process referred to as a Multi-Disciplinary Team (MDT) meeting may be held. MDT meetings bring together professionals who offer unique perspectives based on their scope of practice. Appropriate consent is obtained from parent(s)/guardian(s)/caregiver(s) for professional student services staff to participate in MDT meetings.

A Program Development Team (PDT) meeting is not required in order to access Program Services staff in Psychological Services, Social Work, or Speech-Language Pathology.

1. Classroom-Based Supports

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



Program Development Team (PDT) Meeting

A Program Development Team (PDT) meeting is held at the school and includes parent(s)/guardian(s)/caregiver(s), and the student's teacher, and other staff who work with the student, as well as system staff, as appropriate. The team meets to discuss the student's strengths and needs and to plan the student's 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)/caregiver(s) are involved in the process.

Preparation for PDT Meeting				
Principal/Designate	Referring Teacher(s)	LST	Support Personnel*	Parent(s)/Guardian(s)/Caregiver(s)
- Schedules the PDT meeting; - Determines participants; - Continues tracking/documentation; - Distributes agendas and minutes, including to parent(s)/guardian(s)/caregiver(s).	- Prepares information for the PDT meeting; - Collects work samples and documentation; - Discusses previous interventions with parent(s)/guardian(s)/caregiver(s) and the LST; - Completes the PDT referral form.	- Observes the student; - Reviews work samples; - Consults with teacher(s); - Reviews previous interventions and strategies.	May be invited to attend the PDT meeting, as needed and with consent in accordance with legislation.	May provide additional information relevant to 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 and prioritizes concerns; - Reviews interventions previously used; - Establishes an action plan; - Plans additional intervention and classroom strategies; - Recommends assessments; - Recommends engagement with other board resources and/or community partners/agencies; - Ensures communication of meeting outcomes to all participants including parent(s)/guardian(s)/caregiver(s); - PDT Summary provided to participants; - Action plans are implemented, and the student program is monitored.				



* Support Personnel may include:

Special Education Learning Coordinators
Speech-Language Pathology and Audiology Services staff
Psychological Services staff
School Counselling and Social Work Services staff
Behaviour Analysts
Itinerant Vision Teacher
Itinerant d/Deaf and Hard of Hearing Teacher
Community Agency Personnel

2. School-Based Assessments

School-based assessment should:

- Take place within the natural context of the classroom;
- Reference curriculum expectations for the grade ([The Ontario Curriculum and Resources](#));
- Use a variety of tools (e.g., surveys, samples of student work, teacher anecdotal notes);
- Occur over a period of time;
- Reflect the importance of the ongoing observations of growth and progress;
- Include information gathered from the parent(s)/guardian(s)/caregiver(s) and other professionals.

Assessment of Multilingual Learners

- Recognize that receptive and expressive English skills may be at varying levels.
- Assessment tools such as language checklists provide valuable information about current language development but should not be used in isolation to determine intellectual or developmental needs;
- Note significant concerns in the Early Identification process when language development significantly impacts programming.



Assessment Process

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

- | |
|--|
| <ul style="list-style-type: none">• To discuss referral;• To answer questions;• To obtain written permission to conduct interviews and/or assessments as required;• To notify parent(s)/guardian(s)/caregiver(s) of the assessment date, once determined. |
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School Assessment Complete:

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| <ul style="list-style-type: none">• Assessments are listed in detail in Standard 6. |
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Assessment Feedback Meeting:

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| <ul style="list-style-type: none">• The staff member who completed the assessment notifies the principal/designate that the assessment is complete and that a feedback meeting will be scheduled;• The staff member who administered the assessment shares the results with the parent(s)/guardian(s)/caregiver(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 recommends to the principal/designate that a PDT meeting be scheduled for further program planning. |
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PDT Meeting:

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| <ul style="list-style-type: none">• 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:
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- | |
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| <ul style="list-style-type: none">• Continued monitoring and review;• Revisions to the student's program and interventions;• Development or revision of an Individual Education Plan (IEP), where appropriate;• Referral to an Identification, Placement and Review Committee (IPRC). |
|--|



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

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

Special Education programs and services are provided for students who have demonstrated needs that require support beyond regular classroom instruction.

Parent(s)/guardian(s)/caregiver(s) or the School Principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. To support the parent(s)/guardian(s)/caregiver(s) and, where appropriate, students in understanding the IPRC process, the TVDSB has developed a resource called the [IPRC: A Parent\(s\)/Guardian\(s\)/Caregiver\(s\) Resource Guide](#). The School Principal is responsible for ensuring that this guide is shared with parent(s)/guardian(s)/caregiver(s) prior to both initial and annual IPRC meetings. Parent(s)/guardian(s)/caregiver(s) may request an IPRC meeting in writing to the School Principal. A response to this request shall occur within fifteen (15) calendar days.

Identification, Placement, and Review Committee (IPRC)

In accordance with Reg.181/98, the IPRC is responsible for making initial identifications and placements as well as conducting reviews for students previously identified as exceptional in all Special Education placements.

For new identifications, the Special Education Learning Coordinator reviews the documentation and provides input to the School Principal. Decisions regarding the location of placements in system programs are confirmed by a System Principal of Special Education.

Ontario Education Regulation 181/98 entitles parent(s)/guardian(s)/caregiver(s) and students who are sixteen (16) years of age or older:

- To be present at and participate in, all committee discussions pertaining to the student;
- To have a representative present at an IPRC if desired;
- To be present when the committee's identification and placement decision is made;
- To initiate a request for an IPRC.

The purpose of the IPRC is:

- To identify the areas of strength and areas of need of the student;
- To determine whether the student is, or is not, exceptional;
- To identify a specific exceptionality, or exceptionalities, if applicable;



- To decide on an appropriate placement in a program designed to meet the identified needs of the student;
- To serve as an annual review for students who have been identified by an IPRC.

The IPRCs may make recommendations regarding programs and services to support a student's needs. It is important to note that although IPRCs may discuss programs and services, IPRCs do not make decisions about the delivery of programs and services.

Ontario Regulation 181/98 requires that, before the IPRC can consider placing a student in a Special Education class, it must first determine whether placement in a regular class with appropriate Special Education services will:

- meet the student's needs;
- are consistent with parent(s)/guardian(s)/caregiver(s) preferences.

If, after considering all the information presented including relevant assessment data, the IPRC is satisfied that a placement in a regular classroom will meet the student's needs and that such a decision is consistent with parent(s)/guardian(s)/caregiver(s) preferences, the IPRC will decide in favour of a regular class placement with appropriate Special Education services.

Alternatively, the IPRC may determine that the student's needs would best be met through placement in a specialized program classroom. Prior to considering a specialized program class placement, schools must submit a referral package which is then reviewed by a Special Education Central Committee against annually reviewed criteria. The committee will then provide recommendations which may be brought forward for consideration at the IPRC.

Requesting an IPRC

Ontario Regulation 181/98 requires that each board establish one or more committee(s) for the identification, placement and review of students who have been formally identified as having an exceptionality. The following procedures are based on Regulation 181/98 and outline the process School Principals are to follow.

A Principal must refer a student to an IPRC:

- Upon written notification to the parent(s)/guardian(s)/caregiver(s);
- Upon receiving a written request from the student's parent(s)/guardian(s)/caregiver(s).

During the 2025-2026 school year, a total of 1518 referrals were made to the IPRC.



Exceptionality

The IPRC determines whether a student meets the criteria to be formally identified with one or more exceptionalities, based on the Ministry of Education's definitions and criteria established by the TVDSB (See Standard 8).

The Committee shall, for the purpose of determining identification:

- Consider any educational assessments provided;
- Interview the parent(s)/guardian(s)/caregivers(s), unless waived or refused or declined;
- Interview the student where appropriate and permitted by the parent(s)/guardian(s)/caregiver(s). The parent(s)/guardian(s)/caregiver(s) have the right to be present during the interview;
- Obtain and consider a health assessment, achievement assessment and/or psychological assessment, where required by the IPRC and with consent of the parent(s)/guardian(s)/caregiver(s);
- Review and consider a clear description of the student's strengths and areas of need.

Placement

- Placement decisions are determined by the IPRC and may be appealed by the parent(s)/guardian(s)/caregiver(s);
- When making a placement decision, the IPRC shall consider whether placement in a regular class would meet the student's needs and is consistent with parent(s)/guardian(s)/caregiver(s) preference (Reg. 181/98, Part IV, Sec. 17 (1));
- Students requiring specialized support through Blind and Low Vision Resource Teachers may be recommended to the IPRC for placement in a regular class with resource assistance.

How are Specialized Class Placements/Programs Determined?

- A Program Development Team (PDT) is held with the Learning Coordinator of Special Education, school team and the parent(s)/guardian(s)/caregiver(s) to discuss eligibility criteria, possible placement options and referral processes;
- The school team prepares relevant supporting documentation in consultation with the parent(s)/guardian(s)/caregiver(s), including formal and informal assessments as part of the referral process;
- The school team submits the referral package and supporting documentation to the Learning Coordinator of Special Education;
- Referrals for placement in Special Education classes are reviewed by the Special Education Central Committee (see placement chart). Recommendations are provided to the IPRC.

The TVDSB provides the following Special Education classroom placements for students identified with an exceptionality:

Placement Type	Specialized Classes & Programs Offered	System Special Education Central Committee Review
Regular Class with Resource Assistance		
Regular Class with Withdrawal Assistance	Secondary d/Deaf and Hard of Hearing	Winter
	Secondary Autism Spectrum Disorders	Winter
	Secondary Transitions	Winter
Special Education Class with Partial Integration	Elementary Autism Spectrum Disorders	Early Spring
	Elementary Transitions Class	Spring
	Elementary Accelerate Class	Early Spring
	Secondary Developmental Education Class	Late Winter
Full Time Special Education Class	Elementary Developmental Education Class	Early Spring
	Secondary Developmental Education Class*	Late Winter
	Elementary Giftedness Class	Spring
Full time Special Education Class at a Provincial or Demonstration School**	Blind and Low Vision, d/Deaf and Hard of Hearing, Learning Disability	

*Students new to TVDSB who previously attended a developmental education class in a Secondary School will be reviewed for consideration of placement in a Developmental Education Full Time Special Education class at parent(s)/guardian(s)/caregiver(s) request. Consideration for referrals outside of timelines noted above are to be directed to the System Principal of Special Education.

** For more information on Placement in the Ministry of Education's Provincial or Demonstration Schools refer to Standard 11.

After the IPRC Decision

- The IPRC shall provide a *Statement of Decision* outlining the identification and placement of the exceptional student to the parent(s)/guardian(s)/caregiver(s), the student (sixteen (16) years of age or older), and the Principal who made the referral. This must be completed as soon as possible following the IPRC meeting;
- If a parent(s)/guardian(s)/caregiver(s) disagrees with the decision, they may, within fifteen (15) calendar days of receiving the Statement of Decision, submit a written request to the Principal to reconvene the IPRC. The committee will hold a second meeting to review the decision. While the IPRC may amend its decision following the meeting with the parent(s)/guardian(s)/caregiver(s), it is not required to do so;
- Alternatively, a parent(s)/guardian(s)/caregivers(s) who has concerns about the IPRC's decision or is not sure whether they agree may, within thirty (30) calendar days of receiving



the Statement of Decision, submit a written request to the Director of Education to appeal the decision. In this case, a Special Education Appeal Board will be established;

- As soon as possible following the meeting to discuss the Statement of Decision, the Chair of the Committee shall, provide written notice to the parent(s)/guardian(s)/caregiver(s) indicating whether any changes in its decisions were made. 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 the parent(s)/guardian(s)/caregiver(s). If the parent(s)/guardian(s)/caregiver(s) fails to respond to the notice of the IPRC's decision within thirty (30) calendar days, the board may direct the Principal to implement the placement decision. Written notification of this implementation will be provided to the parent(s)/guardian(s)/caregiver(s);
- The Principal of the school in which the program is delivered shall ensure that an IEP is developed and shared with the parent(s)/guardian(s)/caregiver(s) within thirty (30) school days of the student's placement in a Special Education program.

Reviews

- An IPRC must review the identification and placement of an exceptional student at least once every school year unless the parent(s)/guardian(s)/caregiver(s) of a student gives written notice dispensing with the annual review (Reg. 181/98, Part V, Section 21, (3 and 4)). If no written response is received from the parent(s)/guardian(s)/caregiver(s) to the annual waiver, continued efforts must be made to document proof of engagement in the IPRC process;
- 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)/caregiver(s) for signature;
- A parent(s)/guardian(s)/caregiver(s) or the Principal may request in writing, 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)/caregiver(s). The IPRC shall also consider any information about the student submitted by the parent(s)/guardian(s)/caregiver(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)/caregiver(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 that 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) calendar days of receiving the *Statement of Decision*, the parent(s)/guardian(s)/caregiver(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, a revised *Statement of Decision* shall accompany the notice together with written reasons for the change;
- A placement decision will not be implemented until either the parent(s)/guardian(s)/caregiver(s) of the student consent in writing to the placement, or the time period for filing a notice of appeal has expired (fifteen (15) calendar days to appeal to the Principal, thirty (30) calendar days to appeal to the Director of Education);
- The Principal shall ensure a copy of the reviewed and updated IEP is sent to the parent(s)/guardian(s)/caregiver(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 2025-2026 school year, a total of 1203 IPRC Reviews were conducted by the TVDSB.

Principal's Checklist for the IPRC Process

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

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

The package includes:

For Initial IPRC	For IPRC Reviews
- The Letter of Invitation Resource Guide - Any other written information that the Committee will consider	- The Letter of Invitation OR the Waiver Form if no changes are being proposed Resource Guide - 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 the parent(s)/guardian(s)/caregiver(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 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)/caregiver(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)/caregiver(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.

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

- If a parent, guardian, or caregiver does not agree with either the identification or placement decision made by the IPRC, they may:
 - Within fifteen (15) calendar days of receipt of the decision, request that the IPRC hold a second meeting to discuss their concerns;



- Within thirty (30) calendar days of receipt of the decision, file a notice of appeal with the Secretary of the board (who is usually the Director of Education);
- If the parent(s)/guardian(s)/caregiver(s) does not agree with the decision following the second meeting, they may file a Notice of Appeal within fifteen (15) calendar days of receiving the decision.

If a parent, guardian, or caregiver does not consent to the IPRC decision and does not appeal it, the Board will instruct the principal to implement the IPRC decision.

Deferral of IPRC Decisions

On rare occasions, the IPRC may defer its decision(s). A deferral is possible if the IPRC needs more time to review information, receive new information or consider its decision. This sometimes happens when there is new information introduced or professional reports are pending (i.e., medical, psychological, speech/language, occupational therapy or physiotherapy, etc.) which may have implications for IPRC decision-making.

IPRC Appeals

The appeal process is fully detailed in Regulation 181/98 (VI, s. 26). If the parent(s)/guardian(s)/caregiver(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) calendar days of the original decision or within fifteen (15) calendar days of receiving the decision of a review meeting. This notice of appeal must indicate the decision with which the parent(s)/guardian(s)/caregiver(s) disagrees and must include a statement explaining why they disagree.

During the 2025-2026 school year, TVDSB conducted two (2) appeals during the 2025-2026 academic 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 (3) people:
 - One member selected by the board;
 - One member selected by the parent(s)/guardian(s)/caregiver(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 (30) days of their selection unless written consent is received from both the parent(s)/guardian(s)/caregiver(s) and the board that indicates agreement of a later meeting 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, making recommendations about the pupil's identification and/or placement and giving reasons for its decision and recommendations;
- The Appeal Board shall provide written notice within thirty (30) days indicating what action it will take after considering the Appeal Board's decision and recommendations;
- The parent(s)/guardian(s)/caregiver(s) may accept the Appeal Board's decision or if they do not accept the decision, they may file a written request with the [Special Education Tribunal](#).

Identification, Placement, and Review Committee (IPRC)				
Preparation for the IPRC Meeting				
Principal	Referring Teacher(s)	Learning Support Teacher (LST)	Support Personnel	Parent(s)/Guardian(s)/Caregiver(s)
• Establishes a date for the meeting; • Informs school and support personnel of the date; • Communicates with parent(s)/guardian(s)/caregiver(s) regarding the upcoming meeting (Letter of Invitation); • Provides the IPRC Parent/Guardian(s)/Caregiver(s) Resource Guide to the parent(s)/guardian(s)/caregiver(s) ten (10) days prior to the meeting; • Receives recommendations from Special Education Central Committee.	• Assists in gathering information for the meeting.	• Assists in gathering information for the meeting.	• May be invited to attend, as needed.	• Is invited to attend; • Reads/reviews the IPRC Parent(s)/Guardian(s)/Caregiver(s) 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	Referring Teacher(s)	LST	Support Personnel	Parent(s)/Guardian(s)/Caregiver(s)
- 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; - Shares recommendations from Special Education Central Committee.	Presents all relevant information that supports identification (or not).	Presents all relevant information that supports identification (or not).	- May be invited to attend and provide information on any recent assessments; - Function as a resource to assist in the interpretation of reports from other agencies.	- Shares any available reports with Principal; - May request that a representative speaks on their behalf or to 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 IEP; - To recommend continued placement in a regular class on an IEP; - To change placement following entry or exit to a TVDSB Special Education class/program; - To discontinue the student's formal identification where it is no longer required; - To defer a decision if the IPRC requires more information.				
After the IPRC Meeting				
Principal				
- Provides one copy of the <i>Statement of Decision</i> to the parent(s)/guardian(s)/caregiver(s) and the student who is sixteen (16) years or older; - Places one copy of the Letter of Invitation and the <i>Statement of Decision</i> into the <i>Ontario Student Record (OSR)</i>; - Provides one copy of the IEP to the parent(s)/guardian(s)/caregiver(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. It is the TVDSB's expectation that the TVDSB's document entitled <i>IEP: A Parent(s)/Guardian(s)/Caregiver(s) Resource Guide</i> is available and/or is provided to parent(s)/guardian(s)/caregiver(s).				

Links to IPRC Parent(s)/Guardian(s)/Caregiver(s) Guides

- [TVDSB's IPRC Parent\(s\)/Guardian\(s\)/Caregiver\(s\) Resource Guide](#)
- [TVDSB's IEP A Parent\(s\)/Guardian\(s\)/Caregiver\(s\) Resource Guide](#)
- [TVDSB's Communication Parent\(s\)/Guardian\(s\)/Caregiver\(s\) Resource Guide](#)



Standard 6: Educational and Other Assessments

The purpose of this standard is to provide details of the TVDSB's assessment policies and procedures to the Ministry of Education and to make parent(s)/guardian(s)/caregiver(s) aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by Identification, Placement and Review Committees (IPRCs), and the ways in which assessments are used.

The purpose of the assessment is:

- To answer specific questions or concerns;
- To build an accurate picture of strengths and needs;
- To assist in planning an effective program;
- To support parent(s)/guardian(s)/caregiver(s)' understanding of the student's strengths, learning needs, and educational programming;
- To provide documentation required for identification as an exceptional student.

A range of assessment strategies is used to develop appropriate programs and interventions for students. The intent of assessment is to support student learning by providing staff with insights into students' strengths and instructional needs.

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 monitor student achievement and progress. Practitioners from Psychological Services and Speech-Language Pathology and Audiology Services conduct specialized assessments and review reports from Community Practitioners to determine learning needs and inform programming.

A comprehensive assessment system may include information from family, educators, and student, as well as observation, screening, and the use of standardized assessment tools to inform program planning and interventions.

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



Communication with parent(s)/guardian(s)/caregiver(s):

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

Completion of school assessment:

- Details of assessments are outlined in Standard 6 of the Special Education Plan.

Assessment feedback meeting:

- Upon completion of the assessment, the staff member who conducted the assessment informs the Principal/designate that a feedback meeting will be scheduled;
- The staff member shares the results with the parent(s)/guardian(s)/caregiver(s) and, where appropriate and with consent, members of the school team;
- Recommendations regarding student learning are developed based on assessment results;
- The staff member may recommend to the Principal/designate that a PDT meeting be convened for further program planning.

Program Development (PDT) meeting:

- The PDT meeting is held to incorporate new interventions and strategies into the student's program plan based on assessment findings.

At the PDT meeting, the team may recommend:

- Monitoring the student's progress for a minimum of three (3) months with the revised program plan in place, followed by a review within at least three (3) months' time to determine if current needs are being met or if additional interventions are required;
- Referral to an IPRC to consider identification as an exceptional student, informed by assessment results;
- Development of an Individual Education Plan (IEP).



Parent(s)/Guardian(s)/Caregiver(s) Consent

Written consent must be obtained for Behaviour Analysts, Psychological Services staff, Social Workers, and Speech-Language Pathology and Audiology Services staff to access a student's Ontario Student Record (OSR).

Information to be shared includes, but is not limited to, information contained within the OSR. This information is collected and used solely to support the improvement of instruction and the student's educational program in accordance with the *Education Act*, (R.S.O. 1990. S.266(2)). It is collected, transmitted, retained, and disposed of in a confidential manner in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* (R.S.O. 1990 c. M. 56).

Informed consent from the parent(s)/guardian(s)/caregiver(s) is obtained for students under eighteen (18) years of age for all referrals by school personnel to Behaviour Analysts, Psychological Services, and 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 applicable legislation governing 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)/caregiver(s) (or by the student if sixteen (16) years of age or older and withdrawn from parental control) to authorize the sharing of information with outside agencies.

Communication of Assessment Information

Upon completion of an assessment, Behaviour Analysts, Speech-Language Pathologists, Psychologists, Psychological Associates, and/or Psychometrists discuss the results with parent(s)/guardian(s)/caregiver(s) and, where appropriate, the student.

A written confidential report is shared with the parent(s)/guardian(s)/caregiver(s) and with consent is placed in the OSR.

A copy of the psychological report is maintained in the central files. These files are secure files stored at the TVDSB board offices and in a board secure electronic Case Management System. In alignment with Registered Health Professions Act (RHPA), only members of the Psychological Services team may access these locked 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 to the parent(s)/guardian(s)/caregiver(s) by a Psychologist or a Psychological Associate who is licensed to do so.

School-Based Assessments

The following chart outlines the process used to initiate and conduct most school-based assessments:

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

Complete Support Services Referral form (as required):
• A Program Development Team (PDT) meeting is scheduled at the request of the parent(s)/guardian(s)/caregiver(s) or the Principal/designate; • The parent(s)/guardian(s)/caregiver(s) are invited to attend, and the meeting is held, or a consultation between the parent(s)/guardian(s)/caregiver(s) and the professional completing the assessment occurs.
PDT/consultation recommendations may include:
• Specific strategies to incorporate into the classroom; • School-based educational assessment(s) conducted by a qualified staff member (academic assessment, speech-language assessment, and psychological assessment).
The Principal/designate discusses the following with the parent(s)/guardian(s)/caregiver(s):
• Strengths and areas of need for the student; • Recommendations for referral for assessment; • How the results will be used to enhance programming for the student.
The parent(s)/guardian(s)/caregiver(s) share the following with the Principal/designate:
• Strengths and areas of need for the student; • Additional information that may inform choice of assessment; • Consent (or lack thereof) for assessment(s) to be conducted.



The Practitioner discusses the following with the parent(s)/guardian(s)/caregiver(s):

- Consent for assessment is obtained by the appropriate Practitioner;
- A written report is also provided for the OSR with parent(s)/guardian(s)/caregiver(s) permission;
- Parent(s)/guardian(s)/caregiver(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 the parent(s)/guardian(s)/caregiver(s) to share information with other agencies;
- All files and records are maintained following the procedures outlined in the RHPA;
- A description of the assessment protocol;
- How the test results will be shared;
- The anticipated timeframe for assessment is shared.

A qualified Practitioner conducts the assessment:

- Assessments are completed according to established protocols;
- The Principal/designate is informed when the assessment(s) are completed;
- The qualified Practitioner shares results with the parent(s)/guardian(s)/caregiver(s) (by telephone, via virtual meeting, or face-to-face) and with the student, if over the age of sixteen (16);
- A PDT meeting may be called to share assessment results.

At the PDT meeting:

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

Educational Assessments

Group Assessment Tools

- Canadian Cognitive Abilities Test (CCAT)
The Canadian Cognitive Abilities Testing (CCAT-7) assessment is administered to all Grade 3 students whose parent(s)/guardian(s)/caregiver(s) consent to the assessment.



CCAT-7 is a group-administered assessment which provides information about cognitive, thinking, and reasoning skills. The CCAT 7 includes questions related to three sets of abilities:

- Verbal: verbal classification, sentence completion, verbal analogies.
- Quantitative: Number analogies, number puzzles, number series.
- Non-Verbal: figure classification, figure analogies, and figure analysis.

Individual Assessment Tools

- Wechsler Individual Achievement Test – 4th Edition (WIAT-IV)

What Does it Measure?

- Educational Achievement and processes relevant to the acquisition of literacy and numeracy skills and academic knowledge.

Qualifications of Assessors

- Certified teachers (under the *Education Act*) who have received the relevant training for the assessment tool being utilized may administer this assessment.
- Administration is determined by the Professional Student Services Manager for the IOWA Acceleration Scale.

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

- The parent(s)/guardian(s)/caregiver(s) are informed prior to assessment, and results are communicated to parent(s)/guardian(s)/caregiver(s) by the Principal/designate.

Information Sharing and Privacy

- Results are shared by the Special Education teacher who conducted the assessment with the parent(s)/guardian(s)/caregiver(s).

Average Wait Time for Assessments

- The average wait time for educational assessments to be conducted by the Special Education Teacher during the 2025-2026 academic year was two (2) to four (4) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Functional Assessments

Comprehensive Behaviour Assessment

What Does it Measure?



- Comprehensive Behaviour Assessments gather 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 process will also help to identify skills that need to be taught to support the student in having their needs met in a safer, more appropriate way.
- The four functions of behaviour include escape from demands, access to tangible items, attention from others, and automatic reinforcement.
- The assessment can also identify other key components related to the behaviour including the baseline frequency or duration of the behaviour.

Qualifications of Assessors

- Registered Behaviour Analysts complete these assessments.

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

- Informed consent from the parent(s)/guardian(s)/caregiver(s) must be received prior to the assessment for students under eighteen (18) years of age or from the student themselves if they are eighteen (18) years of age or older or over the age of sixteen (16) and withdrawn from parental control.
- Results are communicated by a Behaviour Analyst to the individual who provided consent for the assessment, who also receives a copy of the assessment report.

Information Sharing and Privacy

- Results are shared with the school team.
- The parent(s)/guardian(s)/caregiver(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 the parent(s)/guardian(s)/caregiver(s) to share information with other agencies.
- Behaviour Analyst files and records are maintained following the procedures outlined in the RHPA.

Average Wait Time for Assessments

- The average wait time for assessments by a Behaviour Analyst during the 2025-2026 academic year ranged between two (2) and four (4) months from the time of the student being placed on the wait list.

Functional Vision Assessment (FVA)

What Does it Measure?



- The Functional Vision Assessment (FVA) measures how a student uses their vision in the educational learning environment and identifies the accommodations required for the student 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, and 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 may administer this assessment.

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

- The parent(s)/guardian(s)/caregiver(s) are informed prior to the assessment, and results are communicated to the parent(s)/guardian(s)/caregiver(s) by the Vision Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s)/caregiver(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 during the 2025-2026 academic year was two (2) to four (4) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates.

Learning Media Assessment (LMA)

What Does it Measure?

- The Learning Media Assessment (LMA) is designed to assist in the selection of the appropriate literacy media (the means by which students access the curriculum, including braille, print, auditory strategies, pictures, etc.) for students with visual loss.
- The LMA considers the student's use of sensory channels including visual, auditory, and tactile, as well as factors such as reading fluency, visual fatigue, visual prognosis, and conventional and functional literacy programs.
- An LMA 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 or low vision may administer this assessment.

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

- The parent(s)/guardian(s)/caregiver(s) are informed prior to assessment, and results are communicated to the parent(s)/guardian(s)/caregiver(s) by the Vision Resource Teacher.

Information Sharing and Privacy

- Results are shared with the parent(s)/guardian(s)/caregiver(s) and the school team.
- The LMA Report is retained in the OSR.
- The LMA 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 LMA conducted by the Vision Resource Teacher during the 2025-2026 academic year was four (4) to six (6) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates.

Cortical Visual Impairment (CVI) Range Assessment

What Does it Measure?

- The Cortical Visual Impairment (CVI) Range Assessment measures how a student uses their vision in the educational learning environment and identifies the accommodations required to access the student's educational environment and program.
- The CVI Range Assessment considers the characteristics of CVI, including colour, distance viewing, light, movement, visual complexity, visual fields, visual latency, visually guided reach, visual novelty, and visual reflexes.
- A CVI Range Assessment 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 or low vision, as well as additional workshops on CVI and completion of the CVI Range Assessment, may administer this assessment.

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

- The parent(s)/guardian(s)/caregiver(s) are informed prior to the assessment, and results are communicated to the parent(s)/guardian(s)/caregiver(s) by the Vision Resource Teacher.

Information Sharing and Privacy



- Results are shared with the parent(s)/guardian(s)/caregiver(s) and the school team.
- The CVI Range report is retained in the OSR.
- The CVI Range 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 CVI Range Assessment conducted by the Vision Resource Teacher during the 2025-2026 academic year was six (6) to eight (8) weeks from the time of the referral resulting from a PDT.
- These averages vary and are dependent on referral rates.

d/Deaf and Hard of Hearing (DHH) Informal Assessments Tools and Checklists

Best practice for Teachers of the d/Deaf and Hard of Hearing (DHH) to support student learning and well-being is to share updates and progress with classroom teacher, school team, and parent(s)/guardian(s)/caregiver(s). The DHH teacher completes and gathers diagnostic information using informal assessment tools, checklists, and TVDSB literacy diagnostics.

The following checklists and tools are utilized to inform educational programming:

- Activities for Listening and Learning (ALL) – Performance Checklist;
- Classroom Observation;
- COMPASS Test of Auditory Perception – D. Sindrey;
- An Informal Evaluation of Auditory Comprehension – K. Anderson;
- Listening Development Profile;
- CHAPS – Children's Auditory Performance Scale;
- Minnesota Social Skills Checklist for Students Who Are d/Deaf/Hard of Hearing – Pre-Kindergarten to High School;
- Informal Inventory of Independence and Self-Advocacy Skills for d/Deaf and Hard of Hearing Students;
- Student Advocacy and Independence Development (SAID) Teacher Checklist;
- Checklist of Auditory Skills for Classroom Success;
- LIFE – Listening Inventory for Education;
- SIFTER – Screening Instrument for Targeting Educational Risk;
- Guide to Self-Advocacy Skill Development Sequence;
- Student Expectations for Advocacy and Monitoring Hearing Technology – SEAM;
- Observational Record of Behavior of d/Deaf and Hard of Hearing Students;
- Theory of Mind Test (TOM Test);
- Ontario Resource Guide for Specialist Teachers of Students Who Are d/Deaf or Hard of Hearing – DHH/ORG;
- PARC: Placement And Readiness Checklists for Students who are d/Deaf and Hard of Hearing;



- Ling 6/10 sound test.

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

- The parent(s)/guardian(s)/caregiver(s) are informed prior to assessment, and results are communicated to the parent(s)/guardian(s)/caregiver(s) by the DHH Resource Teacher.

Information Sharing and Privacy

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

Average Wait Times for Assessments

- The average wait time for DHH assessments during the 2025-2026 academic year was two (2) to four (4) weeks.

Speech and Language Assessments

Speech Tools (Articulation, Motor Speech, Stuttering, Voice)

- Goldman-Fristoe Test of Articulation-Third Edition (GFTA-3);
- Diagnostic Evaluation of Articulation and Phonology (DEAP);
- Kaufman Speech Praxis Test for Children (KSPT);
- Marshalla Oral Sensorimotor Test (MOST).

Qualitative Measures

- Structured Photographic Articulation Test-Third Edition (SPAT-D3);
- Stuttering Severity Instrument-Third Edition (SSI 3);
- Verbal Motor Production Assessment (VMPAC).

Language Tools

- Comprehensive Assessment of Spoken Language – Second Edition (CASL-2);
- Clinical Evaluation of Language Fundamentals Preschool – Third Edition (CELF-P3);
- Clinical Evaluation of Language Fundamentals – Fifth Edition (CELF-5);
- CELF-5 Screening Test;
- Diagnostic Evaluation of Language Variation (DELV);
- Dynamic Measures of Narrative Language and Decoding (DYMOND);
- Early Functional Communication Profile;
- Expressive One Word Picture Vocabulary Test-Fourth Edition (EOWPVT-4);
- Expressive Vocabulary Test – Third Edition (EVT-3);
- Language Processing Test – Elementary-Third Edition (LPT-3);
- MacArthur-Bates Communicative Development Inventories-Third Edition (CDI);
- Oral and Written Language Scales (OWLS);
- Peabody Picture Vocabulary Test – Fifth Edition (PPVT-5);
- Predictive Early Assessment of Reading and Language (PEARL);



- Preschool Language Scales-Fifth Edition (PLS-5);
- Preschool Language Scales Screening Test- Fifth Edition (PLS-5 Screening Test);
- Qualitative Measures;
- Receptive – Expressive and Social Communication Assessment (RESCA-E);
- Receptive – Expressive Emergent Language Scale (REEL 3);
- Social Language Development Test - Adolescent: Normative Update (SLDT-A:NU);
- Social Language Development Test - Elementary: Normative Update (SLDT-E:NU);
- Student Language Scale Screener for Language and Literacy Disorders (SLS);
- Structured Photographic Expressive Language Test Preschool-Second Edition (SPELT – P2);
- Structured Photographic Expressive Language Test-Third Edition (SPELT-3);
- Test of Integrated Language and Literacy Skills (TILLS);
- Test of Narrative Language – Second Edition (TNL-2);
- The Rosetti-Infant Toddler Language Scale;
- The Word Test-Elementary-Third Edition (WORD-3).

Phonological Processing Tools

- Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2);
- Qualitative Measures;
- The Phonological Test 2: Normative Update (PAT-2:NU).

What Does it Measure?

- These tests measure all aspects of speech (articulation, motor speech, stuttering, and voice), language (vocabulary, grammar/syntax, linguistic concepts, memory, and narrative development), phonological processing, and social language (pragmatics and social communication). Areas measured address both comprehension and expression of oral and written language.

Qualifications of Assessors

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

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

- Written consent from the parent(s)/guardian(s)/caregiver(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 or sixteen (16) years of age and withdrawn from parental control.
- Results are communicated to the parent(s)/guardian(s)/caregiver(s) by a Speech-Language Pathologist.
- The parent(s)/guardian(s)/caregiver(s) receive a copy of the assessment report.

Information Sharing and Privacy



- If permission is granted, results are shared with the school team.
- The parent(s)/guardian(s)/caregiver(s) may legally withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR with parent(s)/guardian(s)/caregiver(s) permission. A release of information must be signed by parent(s)/guardian(s)/caregiver(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 during the 2025-2026 academic year was two (2) to three (3) months from the time of consent for assessment.
- 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:

- Comprehensive Test of Nonverbal Intelligence – 2nd Edition (CTONI-2);
- Differential Ability Scales (DAS);
- Kaufman Assessment Battery for Children – 2nd Edition (K-ABC-II);
- Leiter International Performance Scale – Revised (LIPS-R);
- Stanford-Binet Intelligence Scales – 5th Edition (SB-5);
- Test of Nonverbal Intelligence – 4th Edition (TONI-4);
- Universal Nonverbal Intelligence Test – 2nd Edition (UNIT-2);
- Wechsler Adult Intelligence Scale – 4th Edition (WAIS-IV);
- Wechsler Preschool and Primary Scale of Intelligence – 4th Edition (WPPSI-IV);
- Wechsler Intelligence Scale for Children – 5th Edition (WISC-V).

Psychological Processes Related to Learning (e.g., memory, attention, phonological/language, perceptual-motor, visual-spatial, executive functioning):

- Bender Visual-Motor Gestalt Test – 2nd Edition (Bender Gestalt II);
- Beery-Buktenica Developmental Test of Visual-Motor Integration – 6th Edition (VMI 6);
- Behaviour Rating Inventory of Executive Functioning – 2nd Edition (BRIEF-2);
- Brown ADD Scales;
- Child and Adolescent Memory Profile (ChAMP);
- Comprehensive Test of Phonological Processing – 2nd Edition (CTOPP-2);
- Conners – 3rd Edition (Conners 3);



- Delis-Kaplan Executive Functioning System (DKEFS);
- Expressive Vocabulary Test – 3rd Edition (EVT-3);
- NEPSY-II: A Developmental Neuropsychological Assessment – 2nd Edition (NEPSY-II);
- Peabody Picture Vocabulary Test – 5th Edition (PPVT-5);
- Rey Complex Figure Test (Rey);
- Test of Pragmatic Language – 2nd Edition (TOPL-2);
- Woodcock-Muñoz Language Survey – 3rd Edition (WMLS-III).

Academic Achievement:

- Diagnostic Achievement Battery – 3rd Edition (DAB-3);
Feifer Assessment of Reading (FAR);
- Feifer Assessment of Math (FAM);
- Kaufman Test of Educational Achievement – 3rd Edition (K-TEA-3);
- Test of Written Language – 4th Edition (TOWL-4);
- Wechsler Individual Achievement Test – 3rd Edition (WIAT-III).

Adaptive Skills:

- Adaptive Behaviour Assessment System – 3rd Edition (ABAS-3);
- Child Development Inventory (CDI);
- Vineland Adaptive Behaviour Scales – 3rd Edition (VABS-3).

Personality, Behavioural, and Social-Emotional Functioning:

- Achenbach Child Behaviour Checklist (CBCL, TRL, and YSR);
- Asperger's Syndrome Diagnostic Scale (ASDS);
- Autism Diagnostic Interview Revised (ADI-R);
- Autism Diagnostic Observation Schedule – 2nd Edition (ADOS-2);
- Autism Spectrum Rating Scales (ASRS);
- Beck Depression Inventory – 2nd Edition (BDI-II);
- Childhood Autism Rating Scale – 2nd Edition (CARS-2);
- Childhood Autism Spectrum Test (CAST);
- Children's Depression Inventory – 2nd Edition (CDI 2);
- Emotional Quotient Inventory: Youth Version (BarOn EQ-i:YV);
- Gilliam Asperger's Disorder Scale (GADS);
- Gilliam Autism Rating Scale – 3rd Edition (GARS-3);
- Multidimensional Anxiety Scale for Children – 2nd Edition (MASC-2);
- Piers-Harris Self-Concept Scale – 3rd Edition (Piers-Harris 3);
- Revised Children's Manifest Anxiety Scale – 2nd Edition (RCMAS-2);
- Strengths and Difficulties Questionnaire (SDQ).

What Does it Measure?



- Psychological assessment tools are selected to provide information on a student's intellectual functioning, cognitive and processing skills, attitudes and interests, and other behavioural and social-emotional skills that are relevant to the development of academic abilities, adaptive and life-functioning skills, and overall adaptation and adjustment.
- In conjunction with other sources of information, assessment information may lead to a psychological diagnosis or a recommendation for formal identification. 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, and Psychometrists supervised by members of the College of Psychologists of Ontario (all regulated under the RHPA).

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

- Informed consent from the parent(s)/guardian(s)/caregiver(s) must be received prior to the assessment for students under eighteen (18) years of age or from the student themselves if they are eighteen (18) years of age or older or over the age of sixteen (16) and withdrawn from parental control.
- Results are communicated by a Psychological Services staff member to the individual who provided consent for the assessment.
- The parent(s)/guardian(s)/caregiver(s) receive a copy of the assessment report.
- Communication of Diagnosis is a *Restricted Act* under the RHPA. Diagnoses (e.g., learning disabilities) must be communicated by a member of the College of Psychologists of Ontario who is legally authorized to do so.

Information Sharing and Privacy

- If permission is granted, results are shared with the school team.
- The parent(s)/guardian(s)/caregiver(s) may legally withhold permission for a Registered Health Professional to disclose information to others.
- A written report is also provided for the OSR with parent(s)/guardian(s)/caregiver(s) permission.
- A release of information must be signed by the parent(s)/guardian(s)/caregiver(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 during the 2025-2026 academic year was nine (9) to thirteen (13) months from the time of the student being placed on the wait list.

- These averages vary and are dependent on referral rates, with recognized peak times that align with school trends.

Criteria for Managing Wait Times

Strategies to Manage Professional Student Services Assessment Wait Times

When a Practitioner determines that a student will receive an assessment, the student is placed on the assessment waitlist for Speech-Language Pathologists and Psychological Services. A system level wait list is generated, which may also produce wait lists for individual schools. Professional Student Services staff are responsible for completing assessments and managing the wait list for their assigned schools or regions. Wait lists and wait times are monitored on an ongoing basis by the Professional Student Services Supervisor and Manager of Professional Student Services.

Strategies for managing wait times may include:

- Triaging referrals with school teams;
- Assessing the student who has been waiting the longest in each region (Psychological Services);
- Centralizing requests for prioritization from the Psychological Assessment wait list through the Psychological Services Supervisor;
- Reallocating staffing resources to address and reduce wait times to achieve parity across the system;
- Providing opportunities for students to engage in assessments outside of the school calendar, including winter break, spring break, and summer break.



Standard 7: Specialized Health Support Services in School Settings

The purpose of this standard is to provide details of the Board's specialized health support services to the Ministry of Education 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 the Ontario Health at Home (OHAH) and the Ministry of Children, Community and Social Services through TVCC.

Summary of Services Provided to the Board

- The Ontario Ministry of Health through the OHAH 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 student'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 the OHAH and/or TVCC may be initiated by either the parent(s)/guardian(s)/caregiver(s) or the Program Development Team (PDT).
- Once a referral has been received by OHAH or TVCC, the agency is responsible for following up with the parent(s)/guardian(s)/caregiver(s).

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., Arthrogryposis, Osteogenesis Imperfecta)
- Neurological Disorders (Muscular Dystrophy, Spinal Muscular Atrophy, Myotonia)
- Orthopedic Conditions
- Sensory Motor Delays or Dysfunction

In the school setting occupational therapists help support students 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 support 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, parent(s)/guardian(s)/caregiver(s) and volunteers in specific management techniques and programming;
- Liaison with community resources.

The school and the parent(s)/guardian(s)/caregiver(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.

TVCC 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)/caregiver(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, assisting the student to maximize functional mobility and participation within the school environment. The student 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 student
- 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)/caregiver(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 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)/caregiver(s) do not feel the need for treatment;
- Student no longer demonstrates the need for service.

Speech-Language Pathology Services

The Ontario Health at Home (OHAH) (formerly Home and Community Care Support Services (HCCSS)) contracts Speech-Language Pathologists, regulated Health Professionals to provide assessment, direct intervention, and consultation for students 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)/caregiver(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)/guardian(s)/caregiver(s).

TVCC 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)/caregiver(s) do not feel the need for treatment;
- Student no longer demonstrates the need for service.

Nursing Care Services

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

Mental Health and Addictions Nurses are available to students who could benefit from short-term support, and aimed at students who:

- Have recently been to the hospital;
- Require medication follow-up;
- Have concurrent medical and mental health diagnoses;
- Have substance abuse issues;

Present as a potential risk at school and where the support of a mental health and addictions nurse may be of assistance.

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

Appeals

Questions, concerns, or appeals regarding specialized health support services should be directed to the appropriate external service provider in accordance with that agency's policies and procedures.

Specialized Health Support Services	Agency or position of person who performs the service (e.g., OHAH, TVCC, TVDSB staff, parent(s)/guardian(s)/caregiver(s), 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(s)/guardian(s)/caregiver(s), 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(s)/guardian(s)/caregiver(s), 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	As determined by the OHAH Care Coordinator based on assessed health needs	OHAH Care Coordinator	OHAH Care Coordinator and service provider	Consultation with the Principal and OHAH Care Coordinator
Speech-Language therapy (TVCC)	TVCC	As determined by TVCC	- 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-Language intervention (school board)	TVDSB Speech-Language Pathologists	As determined by Speech-Language Pathology and Audiology Services (Speech-Language disorders that impact academics)	Board SLP	When student no longer has moderate/severe Speech-Language disorder or can be maintained by classroom teacher and/or home programming	TVDSB Speech-Language Pathologists in consultation with the Principal, teacher, and parent(s)/guardian(s)/caregiver(s)

Specialized Health Support Services	Agency or position of person who performs the service (e.g., OHAH, TVCC, Board staff, parent(s)/guardian(s)/caregiver(s), 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(s)/guardian(s)/caregiver(s) - Student - OHAH 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(s)/guardian(s)/caregiver(s) or the 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(s)/guardian(s)/caregiver(s) 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(s)/guardian(s)/caregiver(s)	- 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(s)/guardian(s)/caregiver(s) or Principal request	- Principal - TVCC	TVDSB staff, TVCC	Consultation with the Principal and TVCC Manager



Standard 8: Categories and Definitions of Exceptionalities

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

Some students have special needs that may require additional support beyond what is provided through regular instructional and assessment practices. Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities may require Special Education programs and/or services to benefit fully from their school experience. Such students may be formally identified by an Identification, Placement, and Review Committee (IPRC) as "*exceptional pupils*."

According to the Ministry of Education:

An **exceptional pupil** is one whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that they require placement in a Special Education program by a committee of the board of which the pupil is a resident pupil.

A **Special Education program** is defined as an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of educational services that meets the needs of the exceptional pupil.

Special Education services are defined as facilities and resources, including support personnel and equipment necessary for developing and implementing a Special Education program.

The ways in which the Thames Valley District School Board (TVDSB) IPRC applies the Ministry's categories and definitions of exceptionalities in making placement decisions are described in Special Education Plan - Standard 9.

There are five categories of exceptionality recognized in the *Education Act*. For some of the categories, the Ministry has defined additional sub-categories. Each definition, as described below, is derived from the Ministry of Education's document [*Special Education in Ontario Kindergarten to Grade 12*](#).

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. An identification of exceptionality is distinct from a diagnosis provided by a Psychologist/Psychological Associate or medical professional.



Category: Behavioural

Definition of Behavioural Exceptionality

Ministry Definition

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 toward compulsive reaction;
- An inability to learn that cannot be traced to intellectual, sensory, or other health factors; or any combination thereof.

TVDSB Criteria for Identification

- The need for identification is based on longstanding difficulties;
- Students who are candidates for formal identification have severe behavioural and social-emotional difficulties. These ongoing behavioural concerns are likely to persist;
- Previous interventions by 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 may have received a diagnosis by a member of the College of Psychologists or medical practitioner regarding their learning, behavioural or mental health needs.
- The student's summary of needs is not better described under another exceptionality category;
- A member of Psychological Services has reviewed external reports, if available, to inform programming and support the determination of exceptionality.

Category: Communicational

Autism

Ministry Definition

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.

TVDSB Criteria for Identification

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

d/Deaf and Hard of Hearing

Ministry Definition

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

TVDSB Criteria for Identification

- An audiological report that confirms a permanent hearing loss;
- External reports have been reviewed by a qualified Teacher of the d/Deaf and Hard of Hearing to inform programming and support the determination of exceptionality.

Language Impairment

Ministry Definition

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;
- 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.

TVDSB Criteria for Identification

- A language impairment of such severity that based on an assessment by a qualified Speech-Language Pathologist, a member of the College of Psychologists of Ontario, the student requires significant accommodation and/or modifications to the classroom environment and/or program.
- A member of Psychological Services has reviewed external reports and/or Speech-Language Pathology and Audiology Services to inform programming and support the determination of exceptionality.

Examples include, but are not limited to:

- A student whose specific learning disability is related to language and/or communication;



- A student with persistent difficulties in the acquisition and use of language that significantly impact access to the curriculum.

Speech Impairment

Ministry Definition

A disorder in language formulation that:

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

TVDSB Criteria for Identification

- An impairment or disorder in articulation, voice, or fluency that significantly interferes with communication, social interaction, and academic progress, based on assessment by a qualified Speech-Language Pathologist. An augmentative device and/or alternative communication system may be required.
- A member of Speech-Language Pathology has reviewed external reports to inform programming and support the determination of exceptionality.

Examples include, but are not limited to:

- A student with developmental apraxia of speech (motor planning) whose speech is unintelligible to the extent that picture communication symbols or other augmentative device and/or alternative communication systems are required to supplement oral communication;
- A student whose stuttering is so severe that gestural or written communication becomes more effective than using speech;
- A student with a cleft palate whose speech is unintelligible due to resonance difficulties, such that an augmentative device and/or alternative communication system is required for meaningful access to education.

Learning Disability

Ministry Definition

A learning disability is one of a number of neurodevelopmental disorders that persistently and significantly impacts 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 only with extremely high levels of effort and/or with additional support.
- Results in difficulties in the developing and using 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 processes such as:
 - Phonological processing;
 - Memory and attention;
 - Processing speed;
 - Perceptual-motor processing;
 - Visual-spatial processing;
 - Executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).
- 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 primarily 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.

TVDSB Criteria for Identification

- A significant discrepancy is evident between assessed intellectual ability and current standardized assessment of academic achievement. Achievement is below a level expected based on the student's age and cognitive ability and is demonstrated in one or more of the following 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 only with extremely high levels of effort and/or with additional support.



- Academic weaknesses **are not solely** attributable 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.
- A member of Psychological Services has reviewed available student data to inform programming and support the determination of exceptionality.

Category: Intellectual

Giftedness

Ministry Definition

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

TVDSB Criteria for Identification

- On the CCAT-7, a Composite Index at or above the 99th percentile; or the WISC-V, the Full-Scale IQ or General Ability Index at or above a standard score of 130 (98th % percentile).
- Other measures other than CCAT-7 or WISC-V, may be considered in consultation with Supervisor of Psychological Services.

Mild Intellectual Disability

Ministry Definition

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.

TVDSB 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 very low range of functioning.
- The student exhibits well below average academic achievement and requires extensive accommodations for programming, curriculum modifications and/or alternate specialized

programming.

- External reports have been reviewed by a member of Psychological Services to inform programming and support the determination of exceptionality.

Developmental Disability

Ministry Definition

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.

TVDSB Criteria for Identification

Where clinically appropriate, an individually administered measure of general intellectual ability has been attempted. 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.
- External reports have been reviewed by a member of Psychological Services to inform programming and support the determination of exceptionality.

Category: Physical

Physical Disability

Ministry Definition

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

TVDSB Criteria for Identification

See Ministry Definition above.

Blind and Low Vision

Ministry Definition

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

TVDSB Criteria for Identification

- Results from a Medical Eye Report completed by an Ophthalmologist, Optometrist, or an Orthoptist indicating a diagnosis of the student's 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 of the above;
 - A visual problem or related visual stamina that is not correctable and that results in the student functioning as if their visual acuity is limited to 20/70 or less;
 - A Cortical Visual Impairment (CVI).
- Results from a Functional Vision/Tactile Assessment, Cortical Visual Impairment Range Assessment, or Learning Media Assessment completed by an Itinerant Vision Resource Teacher from the TVDSB Vision Services Program or Provincial Vision Resource Services (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 of alternative program area(s) of the Expanded Core Curriculum (i.e., braille instruction, assistive technology, orientation and mobility).

Category: Multiple

Ministry Definition

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.

TVDSB 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.



Standard 9: Special Education Placements Provided by the Board

The purpose of this standard is to provide the Ministry of Education and the public with details of the range of placements provided by the Board and to inform the public that placement of a student in a regular classroom is the first option considered by the Identification, Placement, and Review Committee (IPRC).

Philosophy of Programs and Services

- The Thames Valley District School Board (TVDSB) placement process aligns with Regulation 181/98, which indicates that the board must first consider whether a student's needs can be met in the regular classroom.
- The TVDSB process also aligns with Ministry of Education direction as outlined in [Learning for All, K-12 Ministry of Education](#) specifically through the use of a 'tiered' approach to prevention and intervention and the provision of high-quality, evidence-based assessment and instruction that responds to individual student needs.
- Options for Special Education programs, services, and placements (which may include regular class, withdrawal assistance, resource assistance, a Special Education classroom with or without partial integration, or attendance at a provincial school) are discussed at Program Development Team (PDT) meetings. These discussions are supported by a Learning Coordinator of Special Education.

Student Placement

- The majority of students formally identified with an exceptionality receive a placement in a regular classroom with indirect support. All formally identified students have an Individual Education Plan (IEP) developed in consultation with parent(s)/guardian(s)/caregiver(s) and the student (where age-appropriate). IEPs are reviewed and updated at least three times per year at the elementary level or twice per year at the secondary level. (see Standard 10).
- TVDSB provides Special Education programs and services to address the needs of all students with an identified exceptionality. Information regarding the range of these programs and services is discussed with the parent(s)/guardian(s)/caregiver(s) by the Principal and Special Education staff during PDT meetings and is determined at the school level through the development of the IEP.
- The maximum enrolment of exceptional students in Special Education classroom placements conforms to Regulation 298, section 31 of the Education Act.
- All placements in Special Education classes require a Principal referral to the Special Education Central Committee (SECC). In reviewing referrals, the SECC considers the student's documented history of interventions, the student's strengths and needs in alignment with the TVDSB's Tiered Approach to Prevention and Interventions. Upon review of the supporting documentation, the SECC provides recommendations to the IPRC.



- While students being considered for Special Education classroom placements typically have a well-documented history of Tier 1 and Tier 2 interventions by the school in response to their unique needs, there are situations where a student's needs would best be met by a change in placement.
- The School Principal must wait for the SECC's recommendation before holding an IPRC meeting to place a student in a Special Education class.
- Some placements in a Special Education classroom in the TVDSB are for a limited time period and are available to students enrolled with TVDSB. These include:
 - ASD (elementary),
 - Accelerate (elementary),
 - Transitions (elementary).

Placements are reviewed annually through the IPRC process. Circumstances that could result in a change of placement include but are not limited to placement in another Special Education class, completion of a time-limited placement, participation, attendance in the program, or when the placement no longer meets the student's needs. Placement is subject to available funding and is determined in consultation with the parent(s)/guardian(s)/caregiver(s).

The Special Education Central Committee (SECC)

The [Special Education Central Committee](#) is composed of board staff convened to provide recommendations for IPRC consideration regarding placement of a student in a Special Education class. The individuals who form the SECC vary depending on the placement under consideration.

The SECC may include, but is not limited to:

- A Special Education System Principal
- The Manager of Professional Student Services, or designate (i.e., a Supervisor of the Psychological Services, School Counselling and Social Work, and/or Speech-Language Pathology and Audiology Services teams)
- Special Education Learning Coordinators
- School-based Principals

Referrals for system classroom placements are reviewed by SECC as follows:

- The schedule outlining when SECC referral reviews are to be submitted is shared with schools on an annual basis.
- SECC reviews referrals at a minimum once per school year. If there are vacancies in any specific system class, a mid-year SECC review is completed.

Information shared by the parent(s)/guardian(s)/caregiver(s) is carefully considered during the SECC process by the committee members. Parent(s)/guardian(s)/caregiver(s) are valued participants in the planning process and, as such, should be present and participate in



discussions about their student's placement options. This happens through a variety of means at the school level including the PDT meeting and the opportunity to provide input through the referral documentation for a specialized class.

As outlined above, the criteria for placement in a Special Education classroom include the appropriate exceptionality and typically include a well-documented history of Tier 1 and Tier 2 interventions.

In most cases, a referral review provides school teams with confirmation as to whether a student meets criteria for the Special Education class. All SECC recommendations must be forwarded to the IPRC for consideration, regardless of whether the SECC recommends or does not recommend placement in a Special Education class.

Criteria for the Special Education classroom may be met; however, if there are no vacancies in the class, the student may be placed on a waitlist, when appropriate.

In the event that a student is not recommended for placement in a Special Education class, the SECC provides the school team with specific examples of additional Tier 1 and Tier 2 interventions that may be implemented. These interventions are discussed with the parent(s)/guardian(s)/caregiver(s) during a PDT and in advance of the IPRC. Following the PDT, if the parent(s)/guardian(s)/caregiver(s) have further questions about the SECC's recommendations, these should be addressed by the System Principal(s) of Special Education, followed by the Superintendent of Special Education. It is recommended that only one referral per specialized classroom be submitted for each student per school year. Further details are outlined in the TVDSB's [Communication Guide – A Parent\(s\)/Guardian\(s\)/Caregiver\(s\) Resource Guide](#).

Placement Options

To meet the diverse needs of TVDSB students formally identified through the IPRC process, TVDSB offers placement options that are dependent on specific student exceptionalities. These placement options align with the Ministry of Education's placement definitions. For further details on the placement options outlined in *Special Education in Ontario Kindergarten to Grade 12*, and as described below, please refer to the different exceptionalities identified in this Standard.

- **A regular classroom with indirect support**, where the student is placed in a regular classroom for the entire day and the teacher receives specialized consultative services.
- **A regular classroom with resource assistance**, where the student is placed in a regular classroom 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 classroom with withdrawal assistance**, where the student is placed in a regular classroom 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 classroom with partial integration**, where the student is placed by the IPRC in a Special Education classroom in which the student-teacher ratio conforms to Regulation 298, section 31, for up to 50 per cent of the school day, depending on the individual plan.
- **A full-time Special Education classroom**, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

Placements Within the TVDSB include:

Placement Determined at IPRC	Identification determined at IPRC* (*May include students identified under the category of "Multiple")	Specialized Classes and Programs Offered
Regular Classroom with Indirect Support	All exceptionalities	
Regular Classroom with Resource Assistance	Blind and Low Vision	
Regular Classroom with Withdrawal Assistance	Autism	Secondary Autism Spectrum Disorder Program
	Behavioural	Secondary Transitions Programs
	d/Deaf and Hard of Hearing	Secondary d/Deaf and Hard of Hearing Program
Special Education Classroom with Partial Integration	Autism	Elementary Autism Spectrum Disorders Class Secondary Autism Complex needs class
	Behavioural	Elementary Transitions Programs
	Developmental Disability	Secondary Developmental Educational Class
	Learning Disability	Elementary Accelerate Class
Full-Time Special Education Classroom	Developmental Disability	Elementary Developmental Educational Class Secondary Developmental Educational Class
	Giftedness	Elementary Giftedness Class
Full-Time Special Education Classroom at a Provincial or Demonstration School	Blind and Low Vision d/Deaf and Hard of Hearing Learning Disability	

Note: When a student's needs cannot be met within the Board's range of placements, individualized placement options are explored in collaboration with parent(s)/guardian(s)/ caregiver(s) and, where appropriate, external agencies or Provincial Schools and Demonstration Schools. Information regarding available placement options and supports is shared through the Program Development Team (PDT) and Identification, Placement, and Review Committee (IPRC) processes, as well as through ongoing consultation with the parent(s)/guardian(s)/caregiver(s).



Annual Review of Placement Options Within the TVDSB

In order to ensure that the range of placement options provided by the board meets the needs of students, the Board ensures that staff, SEAC members, and school community members have an opportunity to provide feedback through the Board's annual review of the Special Education Plan.

Specific Placement Options Offered by the TVDSB

To meet the diverse needs of TVDSB students formally identified through the IPRC process, the TVDSB offers different placement options. A student's placement is reviewed on an annual basis as part of the IPRC process (see Standard 5).

Supports for all students include:

- In-classroom assistance;
 - In-school supports and interventions;
 - Support for programming to school staff (see Standard 3 for roles and responsibilities);
 - Consultation services with the Learning Coordinator;
- Use of assistive technology or specialized equipment to support the student in accessing the curriculum.

Behavioural Exceptionality

Students identified with a behavioural exceptionality receive support in one of the following three placements:

1. *Placement: In a regular classroom with indirect support.*
2. *Placement: In a Special Education Transitions Program classroom with partial integration (elementary).*

Purpose of Placement:

The placement supports the strengths and needs of the student identified with a behavioural exceptionality with a specific mental illness diagnosis. The placement provides a learning experience that is partially integrated to support the development of skills in alternative goal areas (e.g., self-advocacy, social skills, behaviour), as identified in the Individual Education Plan (IEP). The placement supports the development of skills within a two-year period, which can be generalized to a regular classroom placement in the student's home school.

A one-year extension to remain in the program can be submitted through the referral process; however, it is not guaranteed. As part of the Transitions placement, annual review meetings are held for all students to determine whether they continue to meet the criteria for the classroom



and are effectively utilizing the program as intended. Circumstances may result in a change of placement if the placement no longer meets the student's needs or if the student is not utilizing the placement appropriately.

3. *Placement: In a regular classroom with withdrawal assistance (secondary only).*

Purpose of Placement:

This placement is designed to support the strengths and needs of the student identified with a behavioural exceptionality with a specific mental illness diagnosis. The placement provides a learning experience that facilitates maximum integration and allows for the development of skills in alternative goal areas (e.g., behaviour, social skills, self-advocacy) as identified in the IEP. The placement supports the student in successfully completing the requirements of an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

As part of the Transitions placement, annual review meetings are held for all students to determine whether they continue to meet the criteria for the classroom and are effectively utilizing the program as intended. Circumstances may result in a change of placement if the placement no longer meets the student's needs or the student is not utilizing the placement appropriately.

Transitions Class

Classroom Size:

- Elementary eight (8) students
- Secondary twelve plus (12+) students

System Supports:

- One (1) Special Education Teacher
- Two (2) Educational Assistants

Criteria for placement in a Transitions class: (Grades 5 - 8) and (Grades 9 - 12+)

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Behavioural;
- Has been diagnosed with a mental illness;
- Typically, has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Has identified behaviour goals developed between the school team, student, and parent(s)/guardian(s)/caregiver(s) on the IEP;
- Parent(s)/guardian(s)/caregiver(s) and the student have exhibited help-seeking behaviour;



- Has had current School Social Worker and/or Attendance Counsellor complete an initial readiness assessment for the student;
- Requires extensive social skills development and self-regulation development;
- Is capable of independently accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment;
- Is agreeable to TVDSB School Counselling and Social Work and Psychological Services during the placement;
- Has had an updated WIAT within two (2) years or has had a Psychoeducational Assessment.

Autism Spectrum Disorder (ASD) Exceptionality

Students diagnosed with autism and identified with an Autism Spectrum Disorder (ASD) exceptionality receive support in one of the following four placements:

1. *Placement: In a regular classroom with indirect support.*
2. *Placement: In a Special Education ASD classroom with partial integration (elementary).*

Purpose of Placement:

The placement supports the strengths and needs of the student diagnosed with an Autism Spectrum Disorder exceptionality and provides intensive support from a qualified Special Education Teacher. It focuses on the development of skills in alternative program areas (e.g., sensory integration, learning skills, self-advocacy, assistive technology) as outlined in the Individual Education Plan (IEP), while offering a unique learning environment and instructional methods that incorporate Applied Behavioural Analysis (ABA) strategies.

The placement supports the development of skills within a two-year period, which can be generalized to the regular classroom placement in the student's home school. A one-year extension to remain in the program can be submitted through the referral process; however, it is not guaranteed.

3. *Placement: In a Special Education ASD classroom with partial integration (secondary).*

Purpose of Placement:

This placement supports the strengths and needs of the student identified with autism spectrum disorder exceptionality, and provides opportunities in a regular secondary classroom using a partial integration model supported by a qualified Special Education Teacher. The program supports the development of skills in alternative program areas (e.g., sensory integration, social skills, assistive technology) as outlined in the Individual Education Plan (IEP) and assists students to pursue school-to-work, school-to-community, or school-to-post-

secondary pathways. Students develop the requisite skills to participate in work experience opportunities in preparation for future employment. Placement within the ASD Partial Integration classroom is reviewed annually to determine whether students continue to meet the criteria for the program.

Criteria for placement in an ASD partial integration class (secondary)

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Autism;
- Typically, has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Requires a higher level of structured monitoring, individual attention, and planning around the student's particular learning style and modification of the environment;
- Demonstrates the ability to navigate partial integration for a minimum of 50 per cent of each semester;
- Is motivated to participate in credit-bearing courses;
- Demonstrates interest in pursuing volunteer or work experience opportunities;
- Is a motivated learner who has consistent school attendance;
- Demonstrates independence, cognitive flexibility, and the ability to follow two-step instructions;
- Has developed self-regulation and frustration coping skills sufficient to tolerate a dynamic work environment.

4. Placement: In a regular classroom with withdrawal assistance (secondary).

Purpose of Placement:

This placement supports the strengths and needs of the student diagnosed with an Autism Spectrum Disorder (ASD) exceptionality and provides maximum integration in a regular secondary classroom through resource withdrawal support from a qualified Special Education Teacher. The placement supports the development of skills in alternative program areas (e.g., sensory integration, social skills, assistive technology), as outlined in the Individual Education Plan (IEP), to support students in successfully meeting the requirements for an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

As part of the ASD Withdrawal placement, annual review meetings are held for all students to determine if they still meet the criteria for the classroom and the extent to which the student is effectively utilizing the program as intended. In some circumstances, a change of placement may occur if the placement no longer meets the student's needs or if the student is not utilizing the placement appropriately.

Autism Spectrum Disorder Class**Classroom Size:**

- Elementary six (6) students
- Secondary Withdrawal fourteen plus (14+) students
- Secondary Partial Integration ten (10) students

System Supports:

- One (1) Special Education Teacher
- Two (2) Educational Assistants

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;
- Typically, has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Requires a higher level of structured monitoring, individual attention, and planning around the student's particular learning style and modification of the environment;
- Has had ongoing documented interventions in a regular classroom placement;
- Is capable of accessing the Ontario curriculum with accommodations and/or modifications to expectations and the learning environment;
- Is agreeable to TVDSB Behaviour Intervention Team (BIT) consultation during the placement;
- Has had an updated WIAT within the last two (2) years or has had a Psychoeducational Assessment.

d/Deaf and Hard of Hearing (DHH) Exceptionality

Students identified with a d/Deaf and hard of hearing exceptionality receive support in one of the following three placements:

1. *Placement: In a regular classroom with indirect support.*

The 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.

2. *Placement: In a regular classroom with withdrawal assistance (secondary).*



Purpose of Placement:

The placement supports the strengths and needs of students identified with a d/Deaf and Hard of Hearing exceptionality and provides maximum integration in regular classrooms using resource withdrawal support from a qualified Teacher of the d/Deaf. The placement supports the development of skills in alternative program areas (e.g., hearing technology management, independence, and self-advocacy), as outlined in the Individual Education Plan (IEP), to support students in successfully completing the requirements for an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

3. *Placement: In a Provincial school for the d/Deaf.*

Purpose of Placement:

Placement in a Provincial School for the d/Deaf must be recommended through the IPRC process and is reserved for students requiring instruction in American Sign Language (ASL). The final decision regarding acceptance and placement in a Provincial School requires the submission of an application, which is reviewed and approved by the Provincial and Demonstration Schools Branch.

d/Deaf and Hard of Hearing Class

Classroom Size:

- Secondary twelve plus (12+) students

System Supports:

- One (1) Special Education Teacher

Criteria for Placement in a d/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: d/Deaf and Hard of Hearing;
- Typically, has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Has an audiological report confirming permanent hearing loss;
- 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 Impairment Exceptionality or Language Impairment Exceptionality

Students identified with a Speech Impairment exceptionality (e.g., stuttering, voice, articulation disorder) and/or identified with a Language Impairment exceptionality (language disorders) receive support through the following placement:



1. Placement: In a regular classroom with indirect support.

Supports may include:

- Support from Speech-Language Pathologists;
- Referral to Thames Valley Children's Centre (TVCC) 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 supports, which may be delivered individually, in pairs, or in group formats;
- In-school supports and interventions.

Other intervention services include:

- Mediated support from an Educational Assistant (EA);
- In-classroom interventions;
- Home programming to support carry-over of communication goals to the student's home and other community settings;
- Consultation and collaboration with classroom teachers;
- Recommendations for assistive technology.

Learning Disability Exceptionality

Students identified with a Learning Disability exceptionality receive support in one of the following two placements:

1. Placement: In a regular classroom with indirect support.

Supports may include:

- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming provided to school staff by the Special Education Teacher on Special Assignment (TOSA)¹;
- Use of Assistive Technology to support the student in accessing the curriculum.

2. Placement: In a Special Education classroom with partial integration.

¹ The Special Education TOSA, using a multi-disciplinary approach, may be requested by school staff to act as a resource to the school-based PDT. The TOSA is accessed through a referral to the Special Education Learning Coordinator and is available to students in need. The Special Education TOSA provides occasional and/or ongoing school-based in-service.



Purpose of Placement:

The placement provides intensive intervention programming designed to support the student identified with a Learning Disability who is achieving below grade-level expectations, in order to further develop reading, writing, and mathematics skills at an accelerated rate. The placement provides intensive reading intervention focused on foundational reading skills, specifically decoding, through Tier 3 interventions (e.g., Empower-Decoding and Spelling). The placement also supports the development of skills in alternative goal areas (e.g., learning skills, self-advocacy, assistive technology), which can be generalized to the regular classroom placement in the home school.

Prerequisite levels of academic progress are evidenced through a collection of data, including report cards, psychoeducational assessments, and TVDSB approved reading assessments.

On an individual basis, and following a PDT meeting requested by the parent(s)/guardian(s)/caregiver(s) or school administration, a student identified with a Communication: Learning Disability exceptionality may be considered for a referral to a Special Education Classroom (Accelerate). The Accelerate classroom placement is a partial integration placement. Consideration for eligibility is further determined by the predicted success of the student within the classroom cohort. An IPRC meeting must be held to amend a student's placement if a change in placement occurs during the academic year.

Accelerate Class

Classroom Size:

- Elementary eight (8) students

System Supports:

- One (1) Special Education Teacher

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;
- Demonstrates a need in foundational reading skills, specifically decoding, as evidenced by data;
- Has documented evidence of consistent and ongoing reading intervention within a multi-tiered system of support (Tier 1, Tier 2, Tier 3);
- Has demonstrated growth in skills as a result of participating in previous or ongoing Tier 3 reading interventions, as evidenced by data;
- Does not have other diagnoses or exceptionalities that may account for barriers to learning;



- Demonstrates appropriate learning skills, and consistently applies effective coping strategies throughout the school day;
- Demonstrates developing independence and stamina for learning, as documented in educational assessments and report cards.

Giftedness Exceptionality

Students identified with a Giftedness exceptionality receive support in one of the following three placements:

1. *Placement: In a regular classroom with indirect support.*

Supports may include:

- In-classroom, curriculum-related enrichment opportunities;
- Support for programming provided to school staff by the Special Education TOSA²;
- Participation in Giftedness Sessions at the elementary level.

2. *Placement: In a full-time Special Education classroom (elementary).*

Giftedness Program Class

Classroom Size:

- Elementary twenty-five (25) students (Grades 5/6 and 7/8)

System Supports:

- One (1) Special Education Teacher

Criteria for placement in a Giftedness class:

A student who:

- Is identified as an exceptional student through the IPRC process under the category of Intellectual: Giftedness;
- Typically, has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom setting;
- May exhibit exceptionally high performance beyond grade-level expectations in numerous subjects;
- Would benefit from a specialized learning environment of intellectual peers beyond the student's current placement.

² The Special Education TOSA, using a multi-disciplinary approach, may be requested by school staff to act as a resource to the school-based PDT. The TOSA is accessed through a referral to the Special Education Learning Coordinator and is available to students in need. The Special Education TOSA provides occasional and/or ongoing school-based in-service.



Purpose of Placement:

The placement provides differentiated learning experiences of depth and breadth beyond the regular curriculum, offers the necessary social support and stimulation through engagement with peers of similar intellectual abilities, and fosters an environment that supports ongoing curriculum-based assessment as required. The placement also provides the necessary transition planning and skill development to support a successful entry into secondary school.

3. *Placement: In a regular classroom with indirect support (secondary)*

Secondary schools are provided with additional staffing allocations to address the needs of students formally identified with a Giftedness exceptionality.

Developmental Disability Exceptionality

Students identified with a Developmental Disability exceptionality receive support in one of the following five placements:

1. *Placement: In a regular classroom with indirect support.*

Supports may include:

- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education TOSA³ and/or Speech-Language Pathology and Audiology Services.

2. *Placement: In a full-time Special Education classroom (secondary).*

Purpose of Placement:

A full-time Special Education secondary placement is designed to support students with Intellectual and/or Developmental Disabilities whose complex learning needs require a high level of supervision, structure, and individualized programming. These students experience significant difficulty earning secondary school credits, even with program modifications, within a regular classroom setting.

This placement provides students with opportunities to work toward a Certificate of Accomplishment (CoA). Programming emphasizes an alternative curriculum that focuses on the development of essential life skills, including functional literacy and numeracy, communication

³ The Special Education TOSA, using a multi-disciplinary approach, may be requested by school staff to act as a resource to the school-based PDT. The TOSA is accessed through a referral to the Special Education Learning Coordinator and is available to students in need. The Special Education TOSA provides occasional and/or ongoing school-based in-service.



skills, personal care, social development, work readiness, and leisure and recreational skills. The overarching goal is to support students in developing the skills necessary to live as independently as possible and to participate meaningfully in life beyond secondary school. Students may also engage in a variety of work experiences across different contexts and settings.

3. *Placement: In a full-time Special Education classroom (elementary).*

Purpose of Placement:

The purpose of a full-time Special Education placement is to support students with Intellectual and/or Developmental Disabilities whose complex learning needs require a high level of supervision, structure, and individualized programming. These students are unable to access the Ontario curriculum, even with accommodations and modifications.

This placement provides students with the opportunity to engage in alternative programming focused on the development of essential life skills. These include functional literacy and numeracy, communication, personal care, and social development, with the goal of promoting independence and participation in daily life.

Developmental Education Class

Classroom Size:

- Elementary six (6) to ten (10) students
- Secondary six (6) to ten (10) students

System Supports:

- One (1) Special Education Teacher
- One (1) to Two (2) Educational Assistants
- Consultation services with the Learning Coordinator assigned to this portfolio, in addition to other members of the Special Education Department, as required

Criteria for placement in a Developmental Education class:

A student who:

- Has been identified as exceptional through the IPRC process under the category of Intellectual: Developmental Disability;
- Has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Requires a higher level of structured support, ongoing monitoring, individualized attention, and intensive planning due to the complexity of the student's needs;
- Requires programming focused on functional literacy, numeracy, communication, and social skills development;
- Multiple domains are significantly impeded (e.g. communication, regulation, self-help skills and academics) – Elementary only.



4. *Placement: In a Special Education classroom with partial integration (secondary).*

Purpose of Placement:

The purpose of the Partial Integration placement is to support students within a specialized classroom while providing meaningful opportunities for participation in the broader school community. Students receive instruction through an alternative curriculum focused on functional literacy and numeracy, social development, life skills, and work skills, while also working toward earning credits that may be applied to the Ontario Secondary School Certificate (OSSC).

Students may participate in work experience placements in a variety of contexts and settings. Typically, students earn one (1) to two (2) credits per semester and spend approximately 50 per cent of their school day in the specialized class, with the remaining time integrated into classes and activities alongside their peers, as appropriate and supported.

Secondary Partial Integration Class

Classroom Size:

- Ten (10) students in the specialized classroom and Ministry stipulated classroom sizes when integrated into mainstream programming.

System Supports:

- One (1) Special Education Teacher
- Two (2) Educational Assistants

Note: In the previous year's Special Education Plan (2025/2026), 5-year Work Experience programs were offered. Work experience will continue to be supported within either a regular classroom placement with indirect support, a partial integration placement or a full-time Special Education placement as outlined in the 2026/2027 Special Education Plan.

Criteria for placement in a Secondary Partial Integration class:

A student who:

- Has been identified with an Intellectual and/or Developmental Disability;
- Has participated in mainstream classroom settings through to the end of Grade 8;
- Demonstrates the ability to attend credit-bearing courses alongside peers with appropriate supports;
- Has developed self-regulation and frustration-management skills sufficient to tolerate participation in a credit-bearing classroom and work environment;
- Demonstrates independence and flexibility, including the ability to follow two-step directions;
- Has a desire or goal to develop skills across a variety of contexts and settings;
- Requires continued development in functional academics, social skills, and independence through alternative programming.



5. *Placement: Project SEARCH – 1 year work internship – full-time Special Education classroom (secondary).*

Purpose of Placement:

The purpose of the full-time Special Education class within Project SEARCH is to provide an intensive, one-year school-to-work transition program for students with developmental disabilities. The goal of the program is for students to develop the skills necessary to pursue year-round competitive employment of 20 hours per week or more, at a wage consistent with industry standards, in a work setting that aligns with the student's interests and supports inclusion.

The Project SEARCH classroom is located on site at St. Joseph's Health Care London's Parkwood Institute. Students participate in three dynamic, 10-week internship rotations across a variety of departments within the Parkwood Institute. Through these authentic work experiences, students gain valuable real-life skills related to employability, independence, and workplace readiness.

Project SEARCH Class

Classroom Size:

- Ten (10) students

System Supports:

- One (1) Special Education Teacher
- One (1) Educational Assistant – Skills Trainer Role
- A March of Dimes Canada Skills Trainer provides follow-through employment supports for Project SEARCH graduates to assist with the transition from internship to competitive employment.

Criteria for placement in a Project SEARCH class:

A student who:

- Is entering their final year of secondary school and are between the ages of 18 and 20;
- Have finished earning all required credits and/or met their partial integration goals;
- Would benefit from personalized support through an intensive, year-long career development internship experience;
- Are able to accept feedback and modify their behaviour with guidance and support;
- Are able to follow the rules (policies, procedures, and guidelines) of the host business;
- Have knowledge of the transit system or are willing to participate in travel training to ensure they are able to travel to and from the host business independently;
- Are committed to working in the community (a minimum of 20 hours per week) at the end of the program;



- Have families who are invested in their future employment goals and will support their participation in the Project SEARCH internship.

Physical Disability Exceptionality

Students with a Physical Disability Exceptionality receive support in the following placement:

1. *Placement: In a regular classroom with indirect support.*

Supports may include:

- In-classroom assistance;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)⁴;
- Ongoing and/or consultative services from other agencies.

Modifications for students with physical disabilities may include specialized equipment or furniture and the assistance of support staff, in addition to appropriate curriculum modifications. Outside agencies such as TVCC and Ontario Health at Home (OHAH), may provide ongoing and/or consultative services.

A student in a regular classroom 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 modifications and/or specialized equipment and facilities to meet the student's needs.

A student with multiple disabilities, including developmental and physical disabilities or physical and other health-related concerns, may be transported to a Special Education developmental classroom located in a school or facility that has appropriate modifications and/or specialized equipment and facilities to meet the student's needs.

Physical: Vision

Students identified with a visual impairment exceptionality receive support in one of the following two placements:

1. *Placement: In a regular classroom with indirect support.*

⁴ The Special Education TOSA, using a multi-disciplinary approach, may be requested by school staff to act as a resource to the school-based PDT. The TOSA is accessed through a referral to the Special Education Learning Coordinator and is available to students in need. The Special Education TOSA provides occasional and/or ongoing school-based in-service.



The Itinerant Vision Resource Teacher conducts a Functional Vision Assessment and makes recommendations for strategies to support learning and monitor the student's progress and ongoing needs.

2. Placement: In a regular classroom with resource assistance.

Resource assistance is provided by a qualified teacher of students who are blind or low vision.

Purpose of Placement:

The purpose of this placement is to provide instruction in the alternative program areas of the Expanded Core Curriculum. The placement supports students through the provision of specific program accommodations and interventions based on a Functional Vision Assessment, including Braille and tactile instruction using appropriately adapted instructional materials. Students receive orientation and mobility training, and, where necessary, the support of a Transcriber Educational Assistant is provided to ensure access to instruction.

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.

Blind and Low Vision Exceptionality

Students identified with a Blind and Low Vision exceptionality receive support in the following placement:

1. Placement: In a Provincial School for the Blind.

Placement in the Provincial School for the Blind must be recommended through the IPRC process and is reserved for those students' requiring instruction in an alternate medium to conventional print (e.g., Braille, large print, or intervention if d/Deaf/blind). Final decision on acceptance and placement in a Provincial School requires the submission of an application that is reviewed and approved by the Provincial and Demonstration Schools Branch.

Mild Intellectual Disability Exceptionality

Students identified with a mild intellectual disability exceptionality receive support in the following placement:

1. Placement: In a regular classroom with indirect support.

Specialized Classes and Program Locations in the Thames Valley District School Board (2026-2027)

Elementary	Secondary
Autism Spectrum Disorder	
Byron Somerset	Clarke Road
Knollwood	Huron Park
Locke's	Montcalm
University Heights	Parkside Collegiate Institute
Wilton Grove	Saunders
Winchester	Sir Frederick Banting
	Strathroy District Collegiate Institute
Accelerate Program	
Caradoc	
Laurie Hawkins	
Mary Wright	
Developmental Education	
Algonquin	A.B. Lucas
Annandale	Central Elgin Collegiate Institute
Arthur Stringer	London Central
Ashley Oaks	Clarke Road
Chippewa	College Ave
Forest City	East Elgin
Harrisfield	Glencoe District High School
Mary Wright	Glendale
Mitchell Hepburn	H.B. Beal
Sir Isaac Brock	Huron Park
St. Georges	Ingersoll District Collegiate Institute
Stoneycreek	Lord Dorchester
St. Georges	London South Collegiate Institute
W. Sherwood Fox	Medway
Wilfrid Jury	Montcalm
	Oakridge
	Parkside Collegiate Institute
	Saunders
	Sir Frederick Banting
	Sir Wilfrid Laurier
	Strathroy District Collegiate Institute
	Westminster
	Woodstock Collegiate Institute



Elementary	Secondary
Giftedness	
Orchard Park	
Mountsfield	
d/Deaf and Hard of Hearing	
	Montcalm
Transitions Program	
Elgin Court	Huron Park
Lord Nelson	Montcalm
North Meadows	Parkside
Westmount	Sir Wilfrid Laurier
Winchester	Saunders



Standard 10: Individual Education Plans (IEPs)

The purpose of this standard is to inform the Ministry of Education and the public about how the Board complies with Ministry requirements for the development and implementation of Individual Education Plans (IEPs).

The Individual Education Plan (IEP)

- The Principal is responsible for ensuring the implementation and review of the IEP.
- An IEP is a working document that supports student learning. The plan is based on the student's strengths and needs, as informed by various forms of assessment. It also includes learning goals and an outline of supports and services that contribute to the student's success.
- An IEP may be developed for a student upon recommendation by the Program Development Team (PDT). This recommendation is based on assessment information indicating that specific accommodations and/or program modifications are required for instructional and assessment purposes in response to the student's individual strengths and needs.
- An IEP must be developed for all students identified with a formal exceptionality through the Identification, Placement, and Review Committee (IPRC) process. It must be completed within thirty (30) school days of the initial IPRC decision.
- The IEP is collaboratively developed by a team of individuals who know the student well. Members of the team include the parent(s)/guardian(s)/caregiver(s), the student's teacher(s), the Learning Support Teacher (LST), the Principal and, where appropriate, the student.
- Parent(s)/guardian(s)/caregiver(s) know the student best, and their input is integral to the development of an effective IEP.
- Parent(s)/guardian(s)/caregiver(s) and the student (if the student is sixteen (16) years of age or older) must be consulted in the development (including revisions) of the IEP and must receive a copy upon completion.

Individual Education Plan (IEP) Communication Process

Elementary

- IEP #1 will be completed and sent home or posted to the Parent Portal within the first thirty (30) school days, in compliance with Ministry guidelines, and will include program expectations from September to the end of January.
- IEP #2 will be completed and sent home or posted to the Parent Portal with the Term 1 Report Card and will include program expectation from February to the end of June.
- IEP #3 will provide an opportunity to personalize transition plans for the upcoming school year.



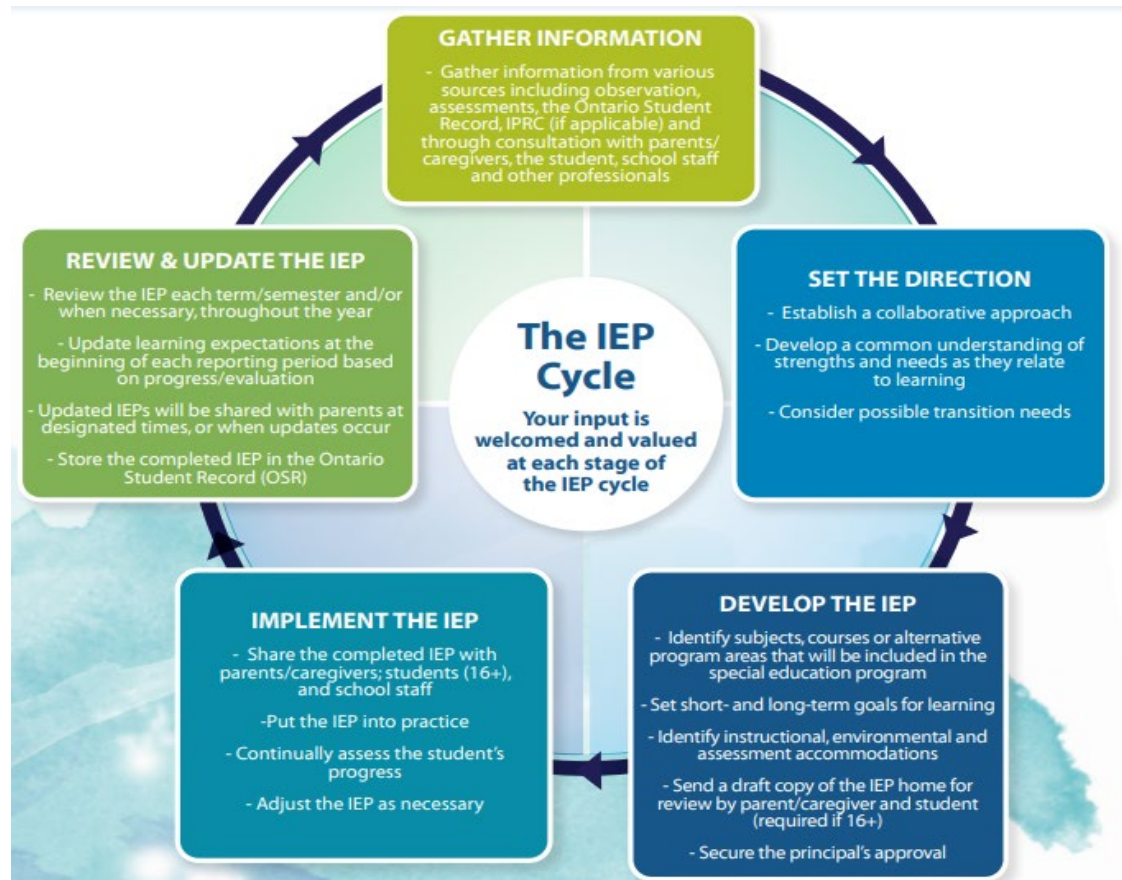
Secondary

- IEP #1 will be completed and sent home or posted to the Parent Portal within the first thirty (30) school days, in compliance with Ministry guidelines, and will include program expectations from September to the end of the first semester.
- IEP #2 will be completed and sent home or posted to the Parent Portal within thirty (30) school days of commencement of the second semester, in compliance with Ministry guidelines, and will include program expectations from February to the end of the second semester.

The IEP includes a Transition Plan outlining goals for the student as they move from grade to grade, school to school, elementary to secondary, and between placements, as well as from school to post-secondary destinations or the community upon completion of secondary school.

The IEP Process

It is essential that parent(s)/guardian(s)/caregiver(s) and the student, as appropriate, be involved throughout the IEP development and review cycle.





Parent(s)/Guardian(s)/Caregiver(s) Resource Guide

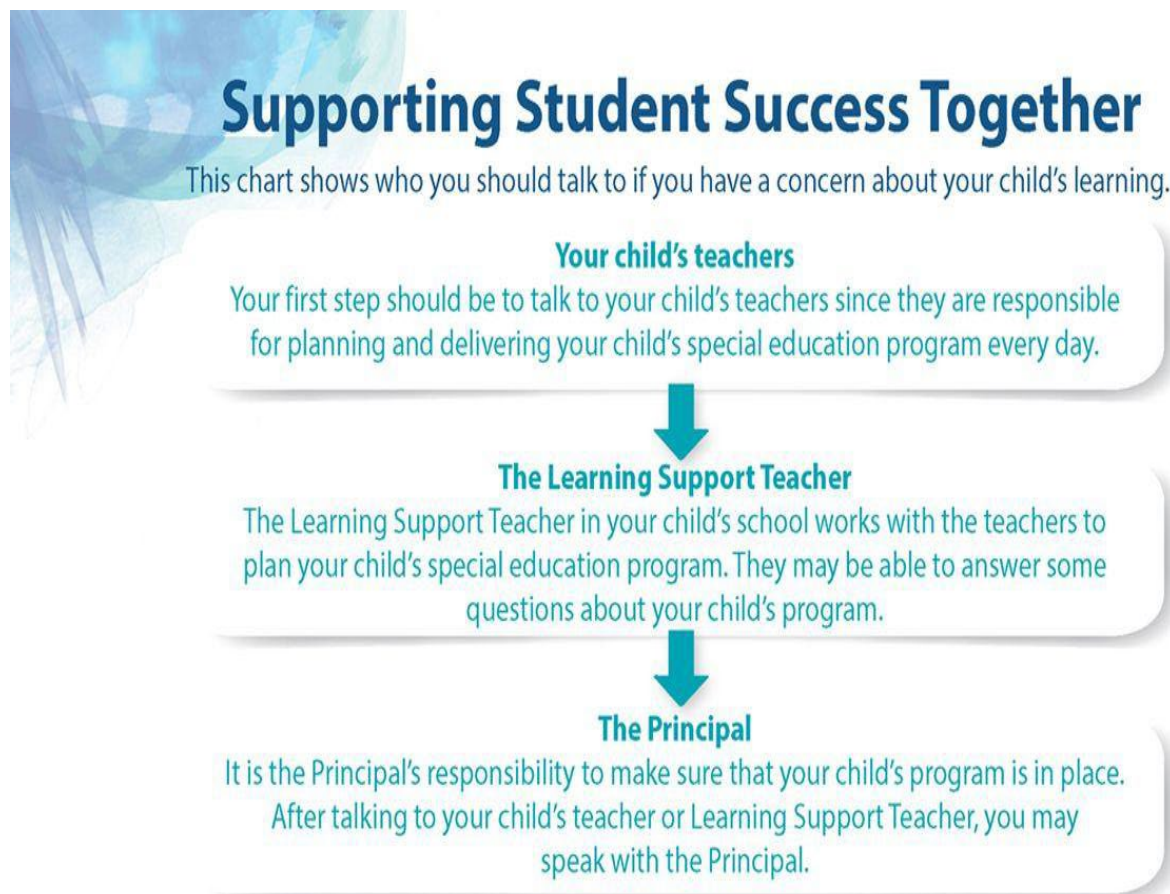
[A Parent\(s\)/Guardian\(s\)/Caregiver\(s\) Resource Guide – Individual Education Plan \(IEP\)](#)

Example of an Individual Education Plan (IEP)

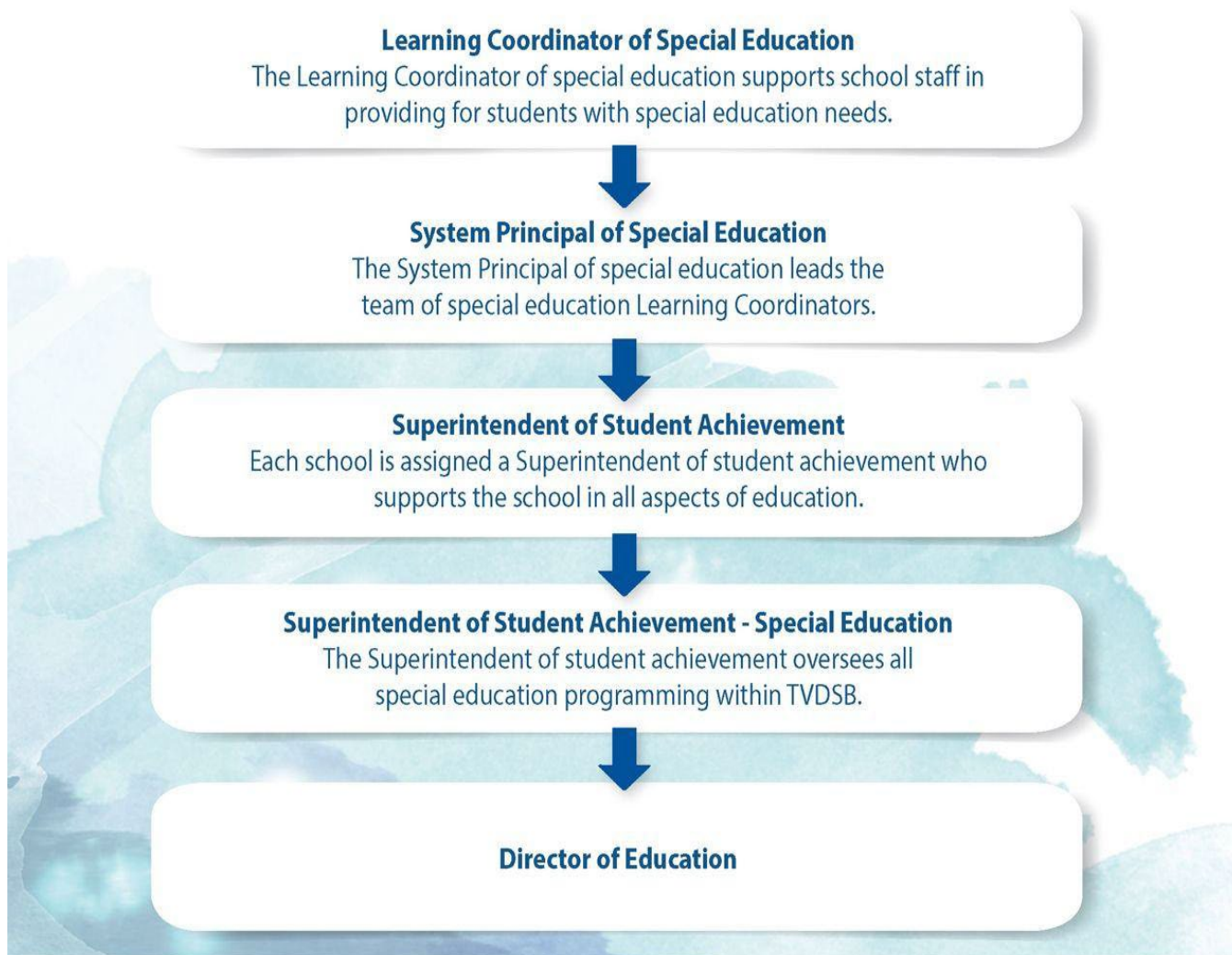
[Individual Education Plan \(IEP\)](#)

Process for Expressing Concerns Regarding the IEP

As outlined in the [Parent\(s\)/Guardian\(s\)/Caregiver\(s\) Resource Guide: Supporting Student Success Together](#), the following chart identifies who parent(s)/guardian(s)/caregiver(s) should contact if they have concerns regarding their child's IEP.



Hopefully any questions or concerns you have about your child's education needs can be answered by staff at your child's school. *If you still have questions after talking to the staff at the school, you may contact the following individuals who support special education at the Board level (519-452-2000).*



IEP Reviews

In 2000, the Ontario Ministry of Education released [**Individual Education Plans: Standards for Development, Program Planning and Implementation**](#). The Ministry conducted provincial IEP 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 qualitative reviews of Individual Education Plans in relation to provincial standards. The most recent IEP audit was conducted during the 2025-2026 school year.



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 d/Deaf, blind, or d/Deafblind, 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 d/Deaf, blind, d/Deafblind or who have severe learning disabilities;
- Be accessed as a resource by Thames Valley District School Board (TVDSB) teachers and Special Education teachers;
- Provide pre-Kindergarten home visiting services for students who are d/Deaf, blind, or d/Deafblind.

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(s)/guardian(s)/caregiver(s) 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 typically attending five different Provincial Schools:

- W. Ross Macdonald School: School for the Blind and d/Deafblind;
- Robarts School for the d/Deaf;
- Ernest C. Drury School for the d/Deaf;
- Amethyst School for students with Learning Disabilities;
- Sir James Whitney School for the d/Deaf.

(To protect student privacy, the Board does not publish school-specific enrolment where the number of students is very small. At the time of publication, fewer than ten TVDSB resident students were attending each Provincial and Demonstration School.)

W. Ross Macdonald School: School for the Blind and d/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 d/Deafblind.



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)/caregiver(s) and families of pre-Kindergarten d/Deaf-blind children to assist in preparing these children for future education.
- The Resource Services Department of W. Ross Macdonald may be accessed by TVDSB teachers to provide special learning materials, such as Braille materials, audiotapes, and large-print textbooks. Assessments and information sharing/expertise can also be accessed.

Provincial Schools for the d/Deaf

The following Provincial Schools offer services for TVDSB d/Deaf and hard-of-hearing students:

- Robarts School for the d/Deaf in London is a day school serving Western Ontario;
- Ernest C. Drury School for the d/Deaf in Milton is a school providing day programs and student lodging serving Central and Northern Ontario.

These schools provide elementary and secondary school programs for d/Deaf students from pre-Kindergarten 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)/caregiver(s) and families of d/Deaf and hard-of-hearing pre-Kindergarten children delivered by teachers trained in pre-Kindergarten and d/Deaf education.

Demonstration Schools

- Provincial Demonstration Schools provide educational housing 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 (ADHD). These are highly intensive programs that students may apply to attend/access for one year.
- 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 an Educational Housing Program serving francophone students and families throughout Ontario.
- These schools provide live-in Special 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 students' abilities to a level that enables 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 2026-2027

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

Special Education Staff	Qualifications	Elementary	Secondary	Total
TEACHING STAFF				
Learning Support Teachers	Spec Ed Part 1	213.2	56.2	269.4
Teachers for self-contained classes				
Developmental Education Classes	Spec Ed Part 1	28.0	99.0	127.0
Gifted Special Education Classes (Elementary)/ Lines (Secondary)	Spec Ed Part 1	4.0	4.7	8.7
ASD Partial Integration Classes (Elementary)/ ASD Withdrawal (Secondary)	Spec Ed Part 1	6.0	6.00	12.0
ASD Special Education Classes (Secondary)	Spec Ed Part 1	0	1.0	1.0
d/Deaf and Hard of Hearing Special Education Classes (Elementary)/Resource Withdrawal (Secondary)	Spec Ed Part 1	0	1.0	1.0
Transition Classes (Elementary)/Resource Withdrawal (Secondary)	Spec Ed Part 1	5.0	5.0	10.0
Accelerate Special Education Classes (Elementary - Junior)	Spec Ed Part 1	3.0	0	3.0
Total Number of Special Education Classroom Teachers		46.0	116.7	162.7
Special Education Classes (Prep)	N/A	9.0	36.5 (prep lines/ semester)	45.5
Total Special Education Classes Staffing (Classroom Teachers / Prep)		55.0	153.2	208.2
Other special education teachers				
Itinerant Teachers (Hearing – 6.0, Vision Resource – 10.0)	Hearing: <u>Additional Qualification - Teaching Students Who Are d/Deaf or Hard of Hearing</u> Vision: <u>Additional Qualification - Teaching Students Who Are Blind/Low Vision</u>	16.0	0	16.0
Teacher On Special Assignment (TOSA)	Spec Ed Part 1	15.0	1.0	16.0
Teachers on Special Assignment (TOSA), Assistive Technology	Spec Ed Part 1	1.0	1.0	2.0



Special Education Staff		Qualifications	Elementary	Secondary	Total
Learning Coordinators		Spec Ed Specialist	12.0	0.0	12.0
System Principals		PQP 2	2.0	0	2.0
EDUCATIONAL ASSISTANTS					
Educational Assistants		N/A	772.0	269.0	1041
	☐ Special Incident Portion (SIP) (all figures here are included in the totals reported above)	N/A	22.0	41.0	63.0
Total Educational Assistants					1041.0
COMPUTER TECHNICIANS					
Technical Support Analysts (TSA)		N/A			5.00
OTHER PROFESSIONAL RESOURCE STAFF					
Manager, Professional Student Services		Masters			1.0
Supervisors, Speech-Language Pathology and Audiology Services		Masters			1.0
Supervisor, Social Work and School Counselling		Masters			1.0
Supervisor, Psychological and Behaviour Analyst Services		Masters			1.0
Psychological Services		Masters PhD			28.2
Speech-Language Pathologist and Audiologists		Masters			45.7
Social Work and Attendance Counselors		Bachelors Masters			60.5
School Support Counselors		College Diploma			32.3
Indigenous Counselors		College Diploma			4.0
Behaviour Analyst (BA)		Masters			11.0
Special Equipment Allocation Project Coordinator		N/A			1.0
Special Education Allocation Assistant		N/A			1.0

Standard 13: Staff Development

The purpose of this standard is to provide details of the Board's Professional Learning plans for Special Education staff to the Ministry of Education and to the public.

The goal of Special Education Staff Professional Learning is to develop the capacity of Principals and staff in each of our schools to provide the high-quality learning experiences for all students. By providing classroom teachers and support personnel with a variety of learning strategies and access to a wide range of in-school and system resources, we create opportunities to tailor the educational experience of every student to their strengths, interests, and needs.

Special Education staff are surveyed annually on their personal and school-based professional learning needs related to Special Education programs and services.

- The Thames Valley District School Board's (TVDSB) Special Education Advisory Committee (SEAC) is asked to provide feedback to staff related to professional learning opportunities for school-level staff. This includes, but is not limited to, input during the review of Special Education programs.
- System personnel are required to maintain a current understanding of Ministry policies and legislation that impact Special Education. This information is presented to Administrators and school Special Education personnel, who are responsible for implementing new policy and legislative directions at the school level.

Ongoing Review of Staff Professional Learning Needs

- The TVDSB SEAC and staff from Learning Support Services have identified the need to continue providing regular and coordinated professional learning for school staff across employee groups to facilitate understanding of current issues and research.
- Staff professional learning and training programs within TVDSB include programs and workshops provided by community agencies and recognized experts from the region and province.
- Staff professional learning will also take place at the direction of the Ministry, as required.
- The Special Education Department regularly reviews priorities that require additional professional learning opportunities for school and system staff. These reviews take place at weekly meetings and are informed by feedback received by department staff during SEAC meetings, Special Education Learning Coordinators' meetings, Joint Health and Safety meetings, and Labour-Management meetings.

Awareness of Professional Learning Opportunities

It is the practice of the Board to encourage and support the professional learning of all staff. The Board allocates funds in its annual budget for conferences, workshops, specific short courses, and in-service programs. Special Education staff are encouraged to make use of these funds. Similarly, Special Education staff may apply to use funds available through their respective teachers' federations. In addition to these general funds, the Board allocates targeted funding for Special Education in-service and other staff learning opportunities.

Professional learning opportunities are announced through the TVDSB's weekly Learning Support Services (LSS) Memorandum email, which is distributed to school administrators. All staff have access to the LSS SharePoint site, where LSS memoranda are posted and stored. Additionally, Special Education Learning Coordinators share information about upcoming professional learning opportunities with Learning Support Teachers (LSTs) and other system staff, through monthly LST meetings, the LST Outlook Group, social media, and the TVDSB website.

Communication of the Special Education Plan

Once approved, the TVDSB's Special Education Plan is submitted annually to the Ministry. A link to the plan is on the Board's external website. Special Education Department staff are informed of revisions to the plan through staff meetings. Administrators and staff are informed of changes to the Special Education Plan through a variety of means, including, but not limited to, LSS memoranda and monthly Elementary and Secondary Administrator meetings.

To help ensure that school-level practices and processes align with the Special Education Plan, Learning Coordinators reference the Plan directly during the LST professional development meetings, particularly as it relates to workflow throughout the school year.

Professional Learning and Training

Mental health and well-being for students, families, and staff continue to impact system planning, particularly due to disruptions to routines and learning patterns. Providing support for staff, students, and families remains a necessary aspect of professional learning and program delivery.

- Priorities for professional learning are determined to include the following:
 - Implementation plans for new and/or revised Ministry policies and documents;
 - Content related to exceptional students;
 - Recommendations from Learning Support Services that examine system programs and placements;

- Areas or gaps identified by Learning Support Services, in consultation with members of SEAC, that can be addressed through staff professional development.
- Professional learning opportunities are provided in a variety of formats including, but not limited to:
 - Targeted professional learning through collaboration supported by Special Education Learning Coordinators, Teachers on Special Assignment (TOSA), and Professional Student Services staff;
 - Workshops offered during system and site-based professional activity days and summer in-service sessions;
 - Monthly Learning Support Teacher (LST) meetings;
 - School and system-based training throughout the school year, as required, to develop understanding of new and existing Ministry requirements;
 - School and system-based training on new assessment procedures and/or materials;
 - Workshops provided by external organizations, such as TVCC and FASD services in Elgin, London, Middlesex, and Oxford, as well as Greenfield (Lexia/PowerUp), attended by designated staff;
 - Fetal Alcohol Spectrum Disorder (FASD) training for all staff;
 - Conferences attended by designated staff such as Coaching to Inclusion, Building Inclusive Communities, the Geneva Centre for Autism International Symposium, the Special Education Regional Coordinator/Consultant Conference (SERCC), and the Learning Disabilities Conference;
 - Collaboration between system staff and community partners on workshops and conferences;
 - Ongoing in-service training for new teachers, Learning Support Teachers, and new administrators;
 - Dedicated professional learning series for Educational Assistants;
 - Ongoing training in areas such as Behaviour Management System (BMS), Individual Behaviour Plans (IBPs), Individual Education Plan (IEP) development, the Special Equipment Amount (SEA) System, the Wechsler Individual Achievement Test (WIAT), the Canadian Cognitive Abilities Test (CCAT), the Special Education Administration System (SEAS), and Empower;
 - System Staff Development led professional learning related to Special Education, including the New Administrator Professional Learning Series, the New Teacher Induction Program and occasional teacher training opportunities;
 - Professional development offered throughout the year for system class teachers (e.g., Transition, Autism Spectrum Disorder, Gifted, Accelerate programs);
 - Learning Support Services (LSS) support school-based meetings throughout the year that align with specific school needs.

- The budget allocated to support 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 time 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 Principals, teachers, Educational Assistants, and Professional Student Services staff;
 - Professional learning opportunities for system class teachers (e.g., Transition, Autism Spectrum Disorder, Gifted, Accelerate);
 - Learning Support Services (LSS) supports school-based staff meetings throughout the year that address specific school needs.
- In 2025-2026 the TVDSB engaged in partnerships for staff professional learning with the following agencies/organizations:
 - London District Catholic School Board
 - TVCC
 - University of Western Ontario (UWO)
 - Fanshawe College
 - Apple
 - Community Services Coordination Network (CSCN)
 - Child and Parent Resource Institute (CPRI)
 - Learning Disabilities Association of Ontario (LDAO)



Standard 14: Equipment

The purpose of this standard is to inform the Ministry of Education, Board staff members and other professionals, and parents about the provision of individualized equipment for students requiring Special Education programs and services.

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, through the Identification, Placement, and Review Committee (IPRC) and Individual Education Plan (IEP) processes. (See Standard 5 and Standard 10 of this Guide for more information). Recommendations will be provided by Board staff and qualified community professionals. Professional assessments can come from a Psychologist, Psychological Associate, Optometrist, Ophthalmologist, Occupational Therapist, Physiotherapist, Speech-Language Pathologist, and Teachers of Students who are Blind, d/Deaf, or d/Deafblind.
- 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).
 - SEA Claims-Based Amount: for any equipment costing more than \$5,000.00 (i.e., change tables, specialized commode chairs).

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;
- Parent(s)/guardian(s)/caregiver(s) are informed, and acknowledgment of the initiation of SEA application process is documented in student's IEP Consultation Log **and** the SEA Process Initiation Document.



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;
- Parent(s)/guardian(s)/caregiver(s) are informed of the initiation of SEA Application Process, and this notification is documented in student's IEP Consultation Log. Completion of the Parent Notification [SEA Process Initiation form](#) is also required.

Note: Students do not have to be identified as an exceptional student 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 SEA funding to school boards through revenue generated from the SEA PPA and SEA Claims-Based amounts for expenses exceeding \$5,000.00.
- All specialized equipment is the property of TVDSB and is allocated at the discretion of the board. The Board will provide any required repairs and ongoing maintenance. Repairs and maintenance concerns should be directed to the schools' Learning Support Teacher (LST).

Standard 15: Accessibility of School Buildings

The purpose of this standard is to provide the Ministry of Education with further details of the Board's multi-year plan, previously submitted to the Ministry, to improve accessibility for students with physical and sensory disabilities and to provide this information to the public.

Accessibility

Developed by the multidisciplinary Accessibility Working Group, which includes representatives from the Thames Valley District School Board (TVDSB) and community partners. The [TVDSB Multi-Year Accessibility Plan](#).

The TVDSB is committed to fulfilling its responsibilities under the *Ontario Human Rights Code*, the *Accessibility for Ontarians with Disabilities Act (AODA)*, and the *Integrated Accessibility Standards Regulation* in a manner that ensures equitable access to its buildings, programs, and services for all of the students, families, employees, and members of the public who collectively make up the TVDSB community.

The TVDSB is committed to achieving its accessibility goals in a way that promotes and ensures respect for every person's human right, dignity, and independence. An accessible TVDSB is therefore comprised of two equally essential elements:

1. Policies, procedures, and practices that promote inclusion in all aspects of service delivery for students, families, staff, and members of the public; and
2. Individual accommodations that meet needs and ensure the success of every TVDSB student and employee.

Processes for Improving Accessibility

- Special Education Department staff and School Principals identify immediate and anticipated accessibility needs to be addressed at specific school sites, based on existing and projected student enrolment.
- The Ministry of Education provides capital renewal grants on an annual basis. A portion of these funds is prioritized to accessibility improvements. Facilities Services staff work collaboratively with Learning Support Services (LSS) staff to determine the priority of these capital projects.
- Members of the public may obtain a copy of the completed plan from the TVDSB website, through the annual Special Education Advisory Committee (SEAC) presentation, at the annual

TVDSB presentation to the Ministry-appointed Board Supervisor/Board of Trustees, or by contacting Learning Support Services.

- [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. Arrangements can be made upon request by submitting a [Community Accommodation Request form](#).

Feedback

For concerns regarding the accessibility of services offered by the TVDSB, please [contact us](#) or complete the [Accessibility Feedback Form](#).

Projects Completed or in Progress During the 2025-2026 School Year

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

2025/26 List of Projects	
School	Renovation
Algonquin PS	Provide LED light fixtures and dimmers in three (3) Special Education classrooms and elevator modernization.
Arthur Ford PS	Provide power door operators on the main office and library doors.
Arthur Stringer PS	Provide power door operator on the main office door.
Blenheim District PS	Provide power door operator to the exterior kindergarten door.
Caradoc PS	Provide new barrier-free crosswalk.
Cedar Hollow PS	Provide power door operators on the main office and library doors.
Centennial PS	Provide power door operators on the main office and library doors.
Chippewa PS	Elevator modernization.
Clara Brenton PS	Provide power door operators on the main office and library doors.
Davenport PS	Provide power door operators on the main office and library doors.
Eagle Heights PS	Provide power door operator on the exterior door to playground.
East Oxford Central PS	Provide power door operators on the main office and library doors.



Lambeth PS	Provide power door operator on the primary washroom door.
Masonville PS	Provide orientation and mobility vision painting and cover for skylight.
Rick Hansen PS	Provide orientation and mobility vision painting under the exit stairs.
Springbank PS	Provide Braille interior signs throughout the school.
Tavistock PS	Provide power door operators on the two exterior doors.
Victoria PS	Barrier-free renovations – provide elevator and universal washrooms.
White Oaks PS	Provide tactile indicators at all stair landings.
Clarke Road SS	Replace auditorium stage lift and provide a power door operator on the main office door.
Glendale HS	Provide power door operators on main exterior entrance, main office, guidance office, universal washroom, library, and staff washroom doors.
London Central SS	Provide a new barrier exterior entrance.
Medway HS	Provide a universal washroom and renovate existing boys' and girls' washrooms.
Montcalm SS	Provide a new Braille interior sign.
Oakridge SS	Elevator modernization.
Sir Wilfrid Laurier SS	Provide Braille interior signs throughout the school.

Standard 16: Specialized Transportation

The purpose of this standard is to outline the Board's Specialized Transportation policies and procedures for the Ministry of Education and 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, annually approves and directs the service parameters of Southwestern Ontario Student Transportation Services (STS).
- STS will make special transportation arrangements for TVDSB students who have been identified and approved by the school board.
- This Standard provides a summary of the Thames Valley District School Board's (TVDSB) Specialized Transportation Procedure which is located on the TVDSB website. For additional information, including detailed procedures and requirements, please refer to the Specialized Transportation Procedure, which outlines:
 - Roles and responsibilities
 - Application process
 - Eligibility criteria and application
 - Renewal process
 - Appeal process

Students with a Placement in a Special Education Classroom

- STS will manage and administer all home-to-school transportation for exceptional students who attend the following programs outside of their home school and are eligible for specialized transportation:
 - System Special Education classes (Developmental Education, Accelerate, Hearing, Giftedness, Autism Spectrum Disorder and Transition);
 - Education and Community Partnership Program (ECP) day treatment programs offered through Vanier Children's Services, The Child and Parent Resource Institute (CPRI) or Wellkin Child and Youth Mental Wellness (restrictions may apply);
 - Provincial and Demonstration Schools (day students only).
- Students who attend a Special Education class at their home school and require specialized transportation are required to follow the application process outlined in the following section.

Students in a Regular Class Placement

For students in a regular class placement, who may require specialized transportation to their designated home school, a Specialized Transportation Eligibility Form is completed by the school in collaboration with the parent(s)/guardian(s)/caregiver(s) and submitted to the TVDSB Board designate.

Submitted forms are reviewed by the System Principal of Special Education to determine eligibility. If a student is approved, the parent(s)/guardian(s)/caregiver(s) are required to complete the STS registration process.

Eligibility Criteria:

- Has a physical disability or a medically documented chronic condition that results in disability-related functional limitations affecting safe access to transportation.
- To qualify, a student's functional limitations must not be reasonably accommodated through regular transportation (e.g., boarding, seating, or accessing a designated bus stop) and similar accommodations are required within the school setting.
- Students attending specialized system classes outside their home school boundary for which regular busing is not available.
- There are concerns that the physical safety of passengers, TVDSB staff, and third-party service providers may be negatively impacted.
- To access this support, it must be demonstrated that other interventions have been implemented or considered and be deemed not appropriate or successful by the System Principal of Special Education.
- Specialized transportation arrangements may be made by the TVDSB to access Summer School Programs.
- A determination as to whether the student will be transported with other students or separately is made by the System Principal of Special Education upon application by the school principal.
- To access this support, an Individual Student Transportation Plan (ISTP) is developed and implemented by the school in consultation with the parent(s)/guardian(s)/caregiver(s), and in consultation with the Learning Coordinator/Program Development Team to support planning.



- An ISTP must be developed for each student who requires specialized transportation. An ISTP is a written plan that details:
 - How each student will board, be secured during transportation, and disembark;
 - What assistance students may need while boarding, securing themselves, or disembarking;
 - Responsibilities of the students, the parent(s)/guardian(s)/caregiver(s), the driver(s), school staff, the school board, and the transportation company.
- Criteria related to safety, considered by STS during the selection of transportation providers for all exceptional students, include, but are not limited to, the following:
 - Drivers must have first-aid training;
 - School buses are equipped with a two-way radio and contact with the Operator's main dispatcher is maintained at all times during scheduled runs;
 - School principals or a designate complete bus safety documentation to ensure school bus drivers and STS are aware of students that require any special care or strategies for a safe school bus ride;
 - 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 this standard is to provide details of the operation of the Board's Special Education Advisory Committee (SEAC) to the Ministry of Education 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 Ministry-appointed Board Supervisor/Board of Trustees in any matter affecting the establishment, development and delivery of special education programs and services for exceptional pupils of the board. 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)/caregiver(s) and staff related to the Identification, Placement, and Review Committee (IPRC), the Individual Education Plan (IEP), effective communication practices and parent(s)/guardian(s)/caregiver(s) engagement;
 - Discussing program recommendations that are presented by staff and/or sub-committees;
 - Bringing forward issues for discussion by administration and/or the Supervisor/Board of Trustees;
 - 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 2026-2027 school year;
 - Creating and 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 Supervisor/Board of Trustees.
- 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 and/or Board meetings, as applicable, about proposed expenditures or funding allocations;
- Making recommendations to the Supervisor/Board of Trustees regarding the Special Education budget.
- To communicate with parent(s)/guardian(s)/caregiver(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 additional 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;
 - Collaborating with the Board to increase public awareness of the Special Education Plan and SEAC;
 - Increasing awareness of Ministry of Education Special Education resources, including the Ministry of Education and SEAC websites.
- To respond to Supervisor/Board of Trustees and Ministry consultations. SEAC activities which support this role include:
 - Participating in policy reviews that impact students with special education needs, and any other matter that the board requests input from SEAC (for example, Accessibility Plan, Diversity and Equity Plan, etc.)
 - Responding to Ministry of Education consultations on Special Education policies and procedures;
 - Responding to government consultations on programs and policies that 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:



- Katherin O'Hara, Superintendent of Student Achievement
- Cheryl Nichols, System Principal
- Lindsay Denning, System Principal
- Kathryn Lambert, Manager
- Marek Miskiewicz, Elementary Principal
- Holly Powers, Elementary Principal
- Nancy Howe, Secondary Principal

SEAC Meetings

SEAC meetings occur on either the first or second Tuesday from 1:00 p.m. to 3:00 p.m., or the first or second Monday from 6:00 p.m. to 8:00 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 2026-2027 is as follows.

2026-2027 Special Education Advisory Committee Meeting Dates

Tuesday, September 8, 2026, 1:00-3:00 p.m.
Monday, October 5, 2026, 6:00-8:00 p.m.
Tuesday, November 10, 2026, 1:00-3:00 p.m.
Monday, January 11, 2027, 6:00-8:00 p.m.
Tuesday, February 3, 2027, 1:00-3:00 p.m.
Monday, March 8, 2027, 6:00-8:00 p.m.
Tuesday, April 6, 2027, 1:00-3:00 p.m.
Tuesday, April 13, 2027, 1:00-3:00 p.m.
Monday, May 10, 2027, 6:00-8:00 p.m.
Tuesday, May 18, 2027, 1:00-3:00 p.m.
Monday, June 7, 2027, 6:00-8:00 p.m.

Members of the public are welcome and encouraged to attend.

SEAC Membership

SEAC consists of representatives of local associations, additional members and the Minister of Education appointed Supervisor/Board of Trustees, who are committed to furthering the interests of students with special education needs.

The Thames Valley District School Board complies with the requirements of Ontario Regulation 464/97 governing the selection and appointment of SEAC members. Eligible local associations are invited to nominate representatives and alternate representatives, and appointments are approved by the Ministry-appointed Board Supervisor/Board of Trustees in accordance with legislative requirements.



Special Education Advisory Committee Membership 2022-2026

ASSOCIATION	REPRESENTATIVE	ALTERNATE
MINISTRY-APPOINTED BOARD SUPERVISOR		
Board Supervisor	Paul Boniferno paul.boniferno@tvdsb.ca	
Trustee	Kevin Auckland k.auckland@tvdsb.ca	
SECTION 2 LOCAL ASSOCIATIONS (MAX 12)		
Association for Bright Children www.abcontario.ca	Tracy Leckie tleckie@tvseac.ca	Christine Thammavongsa
Autism Ontario London 1340 Dundas St. E., London, ON N6G 2V9 Phone: 519-433-3390 london@autismontario.com www.autismontario.com/london	Carmen Pecican cpecican@tvseac.ca	Caroline Nicolle cnicolle@tvseac.ca
Easter Seals Ontario One Concorde Gate, Suite 700 Toronto, ON M3C 3N6 or 2265 Oxford Street W., Unit 1 London, ON N6K 4P1 Phone: 519-432-9669 easterseals.org	Alison Morse chair@tvseac.ca amorse@tvseac.ca	Gabrielle White gwhite@tvseac.ca
Inclusion Action Ontario 53 Robertson Dr. Stratford, ON N5A 0J6 contact@inclusionactionontario.ca	Paul Cook pcook@tvseac.ca	Vacant
Learning Disabilities Association London 303 Richmond Street, Unit 205 London, Ontario N6B 2H8 Phone: 519-438-6213 www.ldalondon.ca	Deborah Shore Reid dshore-reid@tvseac.ca	Vacant
London Down Syndrome Association PO Box 52022, Commissioners Rd. ON N6C 0A1	Rhonda Askew raskew@tvseac.ca	Norman Askew naskew@tvseac.ca



ASSOCIATION	REPRESENTATIVE	ALTERNATE
VOICE for D/deaf and Hard of Hearing Children admin@voiceforD/deafkids.com www.voiceforD/deafkids.com 478 Dundas St W Oakville ON L6H 6Y3	Michele Barbeau mbarbeau@tvseac.ca	vacant
Ontario Parents for Visually Impaired Children 613-825-9467	Stephanie Antone santone@tvseac.ca	Brandy Sell bsell@tvseac.ca

SECTION 2 ORGANIZATIONS ADDITIONAL MEMBERS (6)		
CAS of London & Middlesex P.O. Box 7010, 1680 Oxford St. London, ON N5Y 5R8 (519) 455-9000 www.caslondon.on.ca	Paula Szabo paula.szabo@caslondon.on.ca <i>(served until January 9, 2024)</i>	Mike Cvetkovich mike.cvetkovich@caslondon.on.ca
Children's Hospital, LHSC Victoria Hospital 800 Commissioners Rd. E. London, ON N6A 5W9	Carol Fortnum cfortnum@tvseac.ca	Diana Cryderman dcryderman@tvseac.ca
Community Services Coordination Network (CSCN) 171 Queens Ave. Suite 750 London, ON N6A 5J7 www.cscn.on.ca	Judy Wright jwright@tvseac.ca	Roxanne Ramjeawan rramjeawan@tvseac.ca
Fetal Alcohol Spectrum Disorder Network fasdelmo@gmail.com www.fasdelmo.wordpress.com	Craig Read cread@tvseac.ca	Tracy Grant tgrant@tvseac.ca
London Autism and Disabilities Group No email	Suzanne Young syoung@tvseac.ca	Christina Devlin cdevlin@tvseac.ca
Vanier Children's Services 871 Trafalgar Street London, ON N5Z 1E6 Phone: 519-433-3101 www.vanier.com	Amy Mouselimis amouselimis@tvseac.ca	Margaret Glab mglab@tvseac.ca
ADDITIONAL MEMBERS		



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](#), calling the Special Education Department at the board office (519-452-2000 ext. 20363) or using the [Student and Family Support Office](#).

SEAC Activities

In the 2025-2026 school year, SEAC provided input on a wide range of Special Education Department initiatives, the annual review of the Special Education Plan and the 2026-2027 Special Education budget.

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

- Budget
- Exceptionality Data
- Community Engagement Results
- Professional Student Services – Assessments
- Suspension, Expulsion and Exclusion Data
- IEP Audit
- Summer Mental Health Programs
- Annual Accessibility Report
- EQAO Results
- Education and Community Partnership Program (ECPP)
- Wait Times for SLP Services with TVCC
- Special Incidence Portion/SEA Claims Numbers
- Acadiance
- School Climate Survey
- DHH program
- SEAC goals for 2026-2027

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:

- Orientation/Roles and Responsibilities of SEAC
- Multi Year Strategic Plan
- Parent(s)/Guardian(s)/Caregiver(s) Information Videos
- Psychological Services Regional Model

SEAC had Representation on the Following Committees:

- SEAC Working Group
- Special Education Plan Review Sub-Committee



Standard 18: Coordination of Services with Other Ministries or Agencies

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

The Board undertakes advance special education planning for students with special education needs who are entering TVDSB from preschool programs, other school boards, Education and Community Partnership Programs, Provincial or community agencies, and other specialized programs. Planning includes transition meetings, consultation with families and community partners, review of assessments and student records, and the development of transition plans, where appropriate.

Pre-School Programs

- The Ministry of Health, Ministry of Children, Community and Social Services, and the Ministry of Education work collaboratively to support 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 delivered through TVCC [London, Middlesex, and Elgin sites], Western University and Woodstock Hospital).
- Learning Support Services representatives meet with representatives from the ministries above to build relationships with parent(s)/guardian(s)/caregiver(s) 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;
 - Participating in the development of policies for the transition from pre-school services to school-age programs;
 - Participating in the strategic planning process;
 - Providing workshops for parent(s)/guardian(s)/caregiver(s);
 - Attending transition-to-school meetings for the parent(s)/guardian(s)/caregiver(s).

Pre-School Nursery Programs

- Transition plans are developed for students with exceptional needs to support a smooth transition from pre-school childcare settings to school.
- Special Education Learning Coordinators and/or school teams consult with pre-school resource consultants from All Kids Belong and Child Oxford.

Intervention Programs for Children with Autism

- TVDSB collaborates 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 Nation Communities

- TVDSB personnel work collaboratively with representatives from the Munsee Delaware Nation, the Oneida Nation of the Thames and Chippewas of the Thames First Nation to plan and support successful transitions, including applications, if appropriate, for Special Equipment Amount (SEA) equipment for First Nations students transitioning to TVDSB, as well as referrals to specialized classes and programs.
- Oneida language classes at the elementary school level are provided at Delaware Central and Lambeth Public Schools, and at the secondary level at H.B. Beal and Saunders Secondary Schools.
- Alternative secondary classes are provided at N'Amerind Friendship Centre and at the Oneida Nation of the Thames Community site.
- Indigenous Counsellors are available on a limited referral basis.

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

- TVDSB Special Education representatives collaborate with community partners to improve 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;
- Ontario Health at Home (OHAH);
- tykeTALK, (Thames Valley Region Preschool Speech and Language Program).

Joint Protocol for Student Achievement (JPSA)

- The Joint Protocol for Student Achievement (JPSA) facilitates 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 is offered to every identified student by the CAS to the school board, with appropriate consents. Students for whom consent has been obtained are offered the opportunity to participate in a REACH Team and to develop an individualized Education Success Plan to support their educational success.

Education and Community Partnership Program (ECPP)

- Students entering or leaving an Education and Community Partnership Program or a Care and Treatment Education 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 or CTEP program.

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 formal identification as an exceptional pupil is being considered, 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)/caregiver(s) upon obtaining required consent to release and obtain personal health information. The school's Special Education Learning Coordinator acts 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 school's Special Education Learning Coordinator may share information with the receiving agency or school, provided written consent has been obtained from the parent(s)/guardian(s)/caregiver(s).
- The principal is responsible for ensuring transition planning occurs for these students by the sending or receiving school, in collaboration with Education & Community Partnership Program staff and the parent(s)/guardian(s)/caregiver(s). Where appropriate, the Special Education Learning Coordinator and other system or agency staff are to be included in the transition planning.

For more information about these specific partnerships, please call the TVDSB Education Centre at 519-452-2000 ext. 20363.