Thames Valley
District School Board

# Special Education Plan

2025-26

Special Education
Thames Valley District School Board

Thames Valley District School Board

# Special Education Plan

## Table of Contents


***Section A - Introduction***

Acronyms and Definitions Related to Special Education ..... 1

Standard 1: The Board's Consultation Process for the Special Education Plan ..... 3

***Section B – Special Education Programs and Services***

Standard 2: The Board's General Model for Special Education ..... 7

Standard 3: Roles and Responsibilities ..... 10

Standard 4: Early Identification Procedures and Intervention Strategies ..... 21

Proactive Approach to Supporting Students Prior to IPRC Meetings ..... 26

Standard 5: The Identification, Placement & Review Committee (IPRC) Process and Appeals .. 31

Standard 6: Educational and Other Assessments ..... 41

Standard 7: Specialized Health Support Services in School Settings ..... 57

Standard 8: Categories and Definitions of Exceptionalities ..... 64

Standard 9: Special Education Placements Provided by the Board ..... 73

Standard 10: Individual Education Plans (IEPs) ..... 92

Standard 11: Provincial and Demonstration Schools in Ontario ..... 97

Standard 12: Special Education Permanent Staffing Allocation ..... 100

Standard 13: Staff Development ..... 102

Standard 14: Equipment ..... 106

Standard 15: Accessibility of School Buildings ..... 108

Standard 16: Transportation ..... 111

***Section C – Special Education Advisory Committee***

Standard 17: The Board's Special Education Advisory Committee ..... 113

***Section D – Coordination of Services with Other Ministries***

Standard 18: Coordination of Services with Other Ministries or Agencies ..... 119

# INTRODUCTION

## Acronyms and Definitions Related to Special Education

# Acronyms and Definitions Related to Special Education

| Acronym | Definition |
|---|---|
| ABA | Applied Behaviour Analysis |
| ADHD | Attention Deficit Hyperactive Disorder |
| AODA | Accessibility for Ontarians with Disabilities Act |
| APD | Auditory Processing Disorder |
| ASD | Autism Spectrum Disorder |
| ASL | American Sign Language |
| BCBA | Board Certified Behaviour Analyst |
| BMS | Behaviour Management Systems |
| CCAT | Canadian Cognitive Abilities Test |
| CVI | Cortical Vision Impairment |
| DE | Developmental Education |
| DHH | 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 |
| IPRC | Identification, Placement and Review Committee |
| LD | Learning Disability |
| LMA | Learning Media Assessment |
| LST | Learning Support Teacher |

| Acronym | Definition |
|---|---|
| MDT | Multi-Disciplinary Team |
| MID | Mild Intellectual Disability |
| ML | Multilingual Learner |
| O&M | Orientation and Mobility |
| OAP | Ontario Autism Program |
| OHAH | Ontario Health at Home |
| OSR | Ontario Student Record |
| OT | Occupational Therapist |
| PDT | Program Development Team |
| PT | Physiotherapist |
| RHPA | Regulated Health Professions Act |
| SEA | Special Equipment Amount |
| SEAC | Special Education Advisory Committee |
| SEAS | Special Education Administrative System |
| SEPPA | Special Education Per Pupil Amount |
| SIP | Special Incidence Portion |
| SLP | Speech-Language Pathologist |
| SSC | School Support Counsellor |
| STS | Student Transportation Services |
| SW/AC | Social Worker/Attendance Counsellor |
| TOSA | Teacher on Special Assignment |
| TVCC | Formally Thames Valley Children's Center now TVCC |
| TVDSB | Thames Valley District School Board |
| VMI | Visual-Motor Integration |
| WIAT | Wechsler Individual Achievement Test |
| WISC | Wechsler Intelligence Scale for Children |

Definitions for purposes of this Special Education Plan:

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

# INTRODUCTION

## Section A – STANDARD 1

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

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

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

The Thames Valley District School Board (TVDSB) values collaboration with families, community partners and stakeholders, and welcomes input into the *Special Education Plan* at any time throughout the academic year through the Special Education website or directly to staff using the **Special Education Plan email address** that has been established specifically for this purpose. Staff members have regular and ongoing communication with parents/guardians, system staff, and community agencies and associations. As a school board committed to continuous improvement, we value, and welcome input received through formal and informal processes. The feedback gathered influences the decisions made by the TVDSB on the provision of programs, services, and resources.

## Scheduled Program Reviews

During the 2024-2025 school year, a review of the TVDSB Giftedness Program was scheduled, however, it was placed on hold.

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

Information about the TVDSB's Special Education Plan and all associated resources, will be shared with the following:

- The Special Education Department will share with school principals so they can share with School Councils
- The Thames Valley Parent Involvement Committees
- The Thames Valley Council of Home and School Associations
- The 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 about special education programs and services. The TVDSB SEAC is currently comprised of eight (8) Local Associations, six (6) Additional Members and the Minister of Education appointed Supervisor that further the interests and well-being of students identified with exceptionalities.

SEAC members make recommendations to the Supervisor on any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students.

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

Every monthly agenda includes a section for "*Association Updates*," at which time members may provide updates to the committee on matters pertaining to their respective association. This may include, but is not limited to, introducing matters of interest or concern, key initiatives of the associations, upcoming events and/or celebrations, et cetera.

SEAC meetings are open to members of the public who are welcome to attend and observe the proceedings. SEAC meeting processes also allow for members of the public to speak as a delegation to SEAC on matters affecting the establishment, development, and delivery of special education programs and services for exceptional students. If members of the public would like to make a presentation to SEAC, they are encouraged to complete a Public Input application by clicking HERE. Oral presentations will be a maximum ten (10) minutes for an approved delegation representing a School Council, or a Home and School Association in good standing, and five (5) minutes for individuals or representatives of any other organization/group.
SEAC meeting processes also allow for members of SEAC to ask questions of the delegation. Depending on the nature of the questions, answers may be received during the meeting or at the next meeting.

## SEAC'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 a key contributor to the Special Education Plan, SEAC members are encouraged to make recommendations about how best to improve and/or enhance the special education resources, programs, and services available to Thames Valley DSB students. Staff review and update the Special Education Plan Standards annually. Standards are shared with SEAC, or the Special Education Plan sub-committee if appointed, for input and review. Following this, staff consider recommendations made by the sub-committee. It is our typical process to share various sections (or Standards) of the plan with SEAC over the course of the academic year. This final review of the plan typically occurs in June of every year and is done in advance of the final plan being shared with the Supervisor. To signal its support of the plan, the SEAC committee votes on a motion to endorse the amended plan each year.

## Majority or Minority Reports, Board Response

A minority report is made by a group of people within a larger group who disagree with the report of the whole group. SEAC Member Associations have an opportunity each year to submit a Minority Report to the Chair of SEAC and the Supervisor concerning the board's *Special Education Plan.* The Supervisor will issue a response to this report. This response may include, for example, an acknowledgement of receipt of the minority report, potential next steps, et cetera. Should a minority report be received, that report and the Supervisor's response would be attached as appendices to the Special Education Plan. A template for a minority report and further details about the report have been included in the TVDSB's SEAC Handbook.

There were no minority reports submitted during the 2024-2025 academic year.

## Means of Communication

TVDSB and SEAC communicate with and receive feedback from parents/guardians, board employees and the community throughout the year in these ways.

- TVDSB website
- TVPIC to share with School Councils
- Through SEAC member organizations
- TVDSB email address

Parents/Guardians and members of the community are able to provide input throughout the school year.

SEAC member contact information is provided on the website.

## Public Feedback on the Special Education Plan

During the 2024-2025 academic year, feedback was sought from members of the public on the board's Special Education Plan through either the Special Education Plan email address (specedplan@tvdsb.ca) or by direct communication with members of the department.

## Community Consultation

**The board staff in conjunction with SEAC, determined that an area of focus was to raise awareness and understanding of the TVDSB Special Education Plan:**

- Increased awareness of the Special Education Plan as part of regular professional development with administrators, Learning Support Teachers, and other staff;

- Continued to revise each standard to ensure current information and clarity of content;
- In May 2025, the Special Education Plan 2024-2025 was posted on the Board's website under Public Input;
- Stakeholders can email specedplan@tvdsb.ca to provide input on the 2025-2026 Special Education Plan.

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 2

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

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

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

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

### 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 in that, wherever possible, student's needs are addressed within the regular class at the home school with appropriate special education supports and services in accordance with parental preference.

Students with special education needs may require additional programs and services be designed and implemented in order for students to reach their maximum potential.

The TVDSB uses a variety of strategies, techniques and resources, using 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 approach to Special Education is consistent with the Board's Mission, Vision and Strategic Priorities. The TVDSB Mission, *"We build each student's tomorrow, every day"* lies at the heart of the programs and services that TVDSB provides through it's Special Education Department. Special Education embraces a tiered intervention approach of service delivery to support the achievement and well-being of all students. Tiered intervention facilitates 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 make programming decisions, followed by ongoing progress monitoring, with appropriate adjustment to instruction, strategies and goals. Student progress is reviewed and evaluated frequently, safeguarding equitable service to build strong foundations for every student.

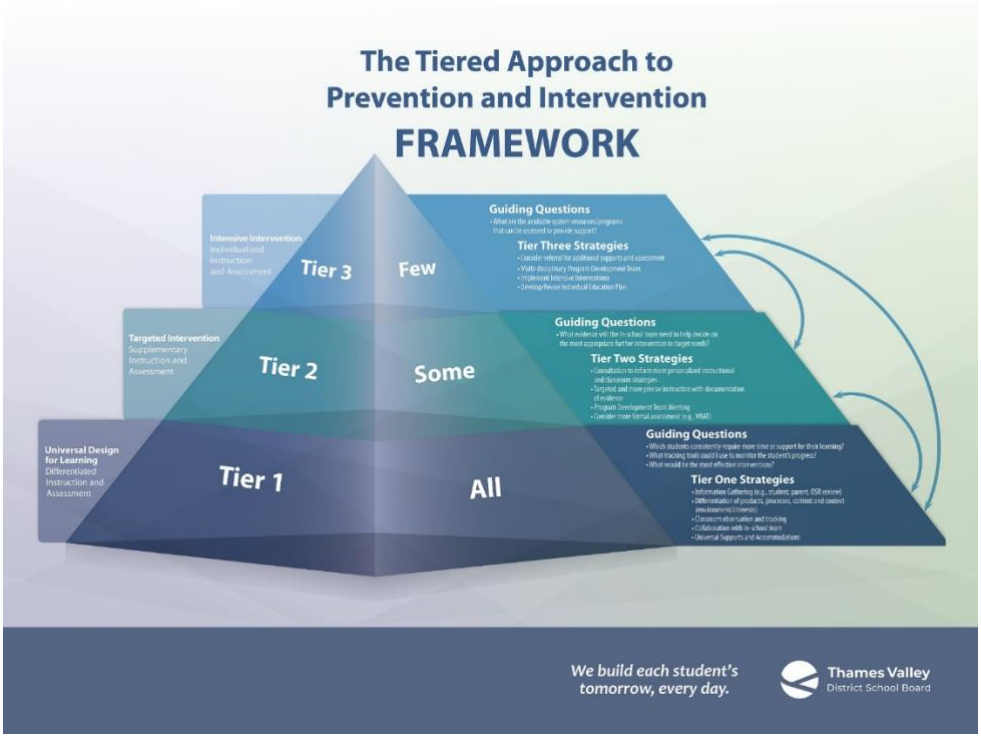
Support may be at one of three levels: universal support (good for all), targeted support (necessary for some) and intensive support (essential for few).

**Tier 1 (good for all)** is our 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 summary 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 few)** is for students who require more intensive services and supports than what is provided at Tier 1 and Tier 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), student, educator, support staff) brings valuable and diverse perspectives in understanding, assessing, and intervening in a manner that is responsive to the student's strengths and needs.



**TVDSB Strategic Directions**

The Special Education Department fosters inclusive environments through proactive and equitable practices which are responsive to the identity, strengths, abilities and living experiences of students. The goals of the Special Education Department are reviewed annually and are linked to the TVDSB Strategic Plan.

TVDSB's Strategic Directions contained in TVDSB's Multi-Year Strategic Plan are as follows:

**Support Student Achievement**
We value students' individual educational paths and provide the tools and resources necessary for student achievement including students with special education needs. Focusing on the strengths of students allows them to experience personal growth and well-being, while reaching their full potential. Specifically, we aim to have high expectations to 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 give students and staff 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 responsibilities. This will empower our staff to excel and focus on our primary mission of centering student achievement and well-being.

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

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 3

## Standard 3: Roles and Responsibilities

## Standard 3: Roles & Responsibilities

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

The Ontario Ministry of Education provided the majority of the enclosed information about roles and responsibilities in the area of special education. An * indicates that the roles and responsibilities are written exactly as recorded in the ministry document, Special Education in Ontario K-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 parent 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 board 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***

In the TVDSB, the special education teacher is often referred to as the Learning Support Teacher (LST).

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.

The TVDSB's "Role of the Learning Support Teacher" document can be found HERE.

**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***

- 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) of students with special needs regarding programming choices;
- Supports school and board staff in addressing students with complex special education needs;
- Supervises and coordinates Special Education Learning Coordinators;
- Supervises Special Education Teachers on Special Assignment (TOSAs), Itinerant Teachers and Educational Assistants.

**The Special Education Learning Coordinator**

- Supports school staff in addressing the needs of students with complex Special Education needs;
- Provides to principals and teachers, clarification on system and Ministry directions;
- Coordinates with principals and school teams, the implementation of Ministry and system Special Education program initiatives;
- Promotes, encourages, and facilitates teacher professional development that will assist schools in the implementation of quality instruction and learning;
- Assumes lead responsibilities for projects as assigned;
- 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 TVDBS's Case Management System (CMS).

The TVDSB's "Role of the TOSA" document can be found HERE.

**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 and additional training can be accessed by request 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 teams with the TVDSB APD Protocol (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;
- Supports school staff to put appropriate supports in place for DHH students;
- Works with Speech Language Pathologists to support language development of DHH students identified with a DHH exceptionality.

**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, 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, labour relations issues, and collective bargaining;
- Allocates Professional Student Services staff to schools and special programs;

- Develops, implements, and provides professional development 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 policies;
- 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, 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) 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 management team of 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:**

  <u>Interveners:</u>

  Are Educational Assistants assigned to support students who are deaf and hard of hearing/blind and low vision.

  <u>Transcribers:</u>

  Are Educational Assistants certified in the use of Braille and assigned to support students who are blind and low vision.

Interpreters:

Are Educational Assistants trained in American Sign Language (ASL) and who are assigned to support students who are deaf and hard of hearing.

ABA EAs

Are Educational Assistants with specialized training in tracking and monitoring student behaviour; Support Behaviour Analysts and support schools to implement plans to decrease challenging behaviour at school.

Itinerant EAs

Are Educational Assistants who support the school team on a short-term basis to put plans in place for students who are struggling significantly and/or are transitioning to a new school.

The TVDSB's "Role of the Educational Assistant" document can be found HERE.

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 4

## Standard 4: Early Identification Procedures and Intervention Strategies

## Standard 4: Early Identification Procedures and Intervention Strategies

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

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

The TVDSB uses a "tiered" approach to prevention and intervention. (See Standard 2 for more information.) This is a systematic approach to providing high-quality, evidence-based assessment and instruction and appropriate interventions that respond to students' individual needs. It is based on frequent monitoring of student progress and the use of assessment data, focusing on learning rate and level, to identify students who are facing challenges to learning and to plan specific assessment and instructional interventions of increasing intensity to address their needs effectively. This is the foundation of tiered intervention. The tiered approach can be used to address both academic and behavioural needs. The nature, intensity, and duration of interventions may be decided by teachers individually or in collaboration with a school team.

The tiered approach can:

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

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

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

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

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

**Early Identification and Intervention Strategies – Kindergarten to Grade 3**

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

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

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

**Phase 1: Student Review**

The Student Review is the first step in the Early Identification and Intervention Process, as listed in the table above. Teachers (grades 1-3) and educator teams (kindergarten) collaboratively

complete the Student Review (Phase 1). Educators need to consider a variety of factors when conducting the student review (e.g., lived experiences, special education needs, Multilingual Learners).

There are four domains that are reviewed in Phase 1:

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

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

**Phase 2: Early Identification and Intervention Meeting**

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

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

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

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

**Phase 4: Revisiting Student Needs**

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

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

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

| | **Early Identification and Intervention Process** |
|---|---|
| Kindergarten Year 1 | **By February 1** – Complete Phases 1, 2 and 3<br>**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<br>**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<br>**By March 1** – Students who have been identified as requiring supports and interventions will be revisited (Phase 4) |

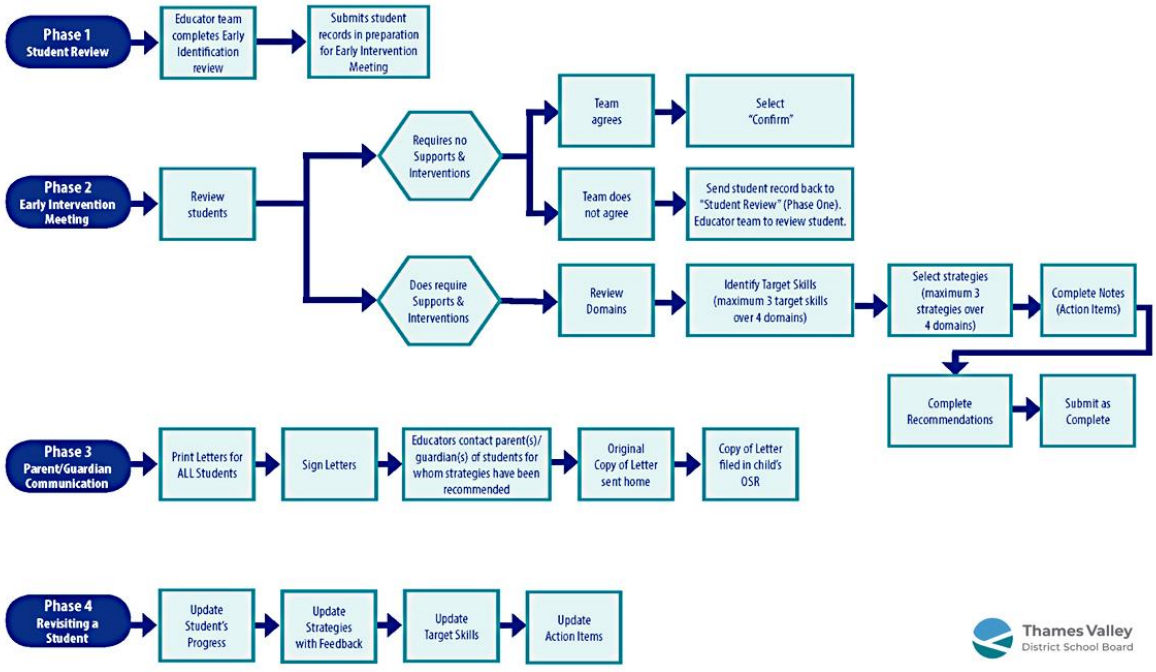
**Multilingual Learners**

In the TVDSB, we welcome students and families from all over the world. In an effort to best serve each learner, there are many considerations to support students entering a new linguistic

and cultural environment. All educators have a shared responsibility for supporting the language development of Multilingual Learners (MLs). Multilingual learners are students who are learning English as a second language or as an additional language. The needs of these students must be considered when assessing their learning. When assessing MLs, educators must carefully consider a student's language acquisition needs and possible special education needs. When a student is struggling, it is essential that prior to making determinations, the necessary information be gained through a systematic, focused process to determine the root of each student's difficulties. This will assist in determining the most effective method to address their need.

In their first few years, MLs may receive support within their classroom. It is important to recognize that each student will acquire language at a different rate. In the province of Ontario, the Supporting English Language Learners Practical Guide for Ontario Educators is used as a framework and resource to assist teachers in supporting MLs in the classroom. This framework is used to assess and monitor language acquisition and literacy development. The Steps to English Proficiency (STEP) resource can be used for both initial and ongoing assessment purposes. This framework is used to assess and monitor language acquisition and literacy development. The STEP resource can be used for both initial and ongoing assessment purposes.

**Early Identification and Intervention Process**

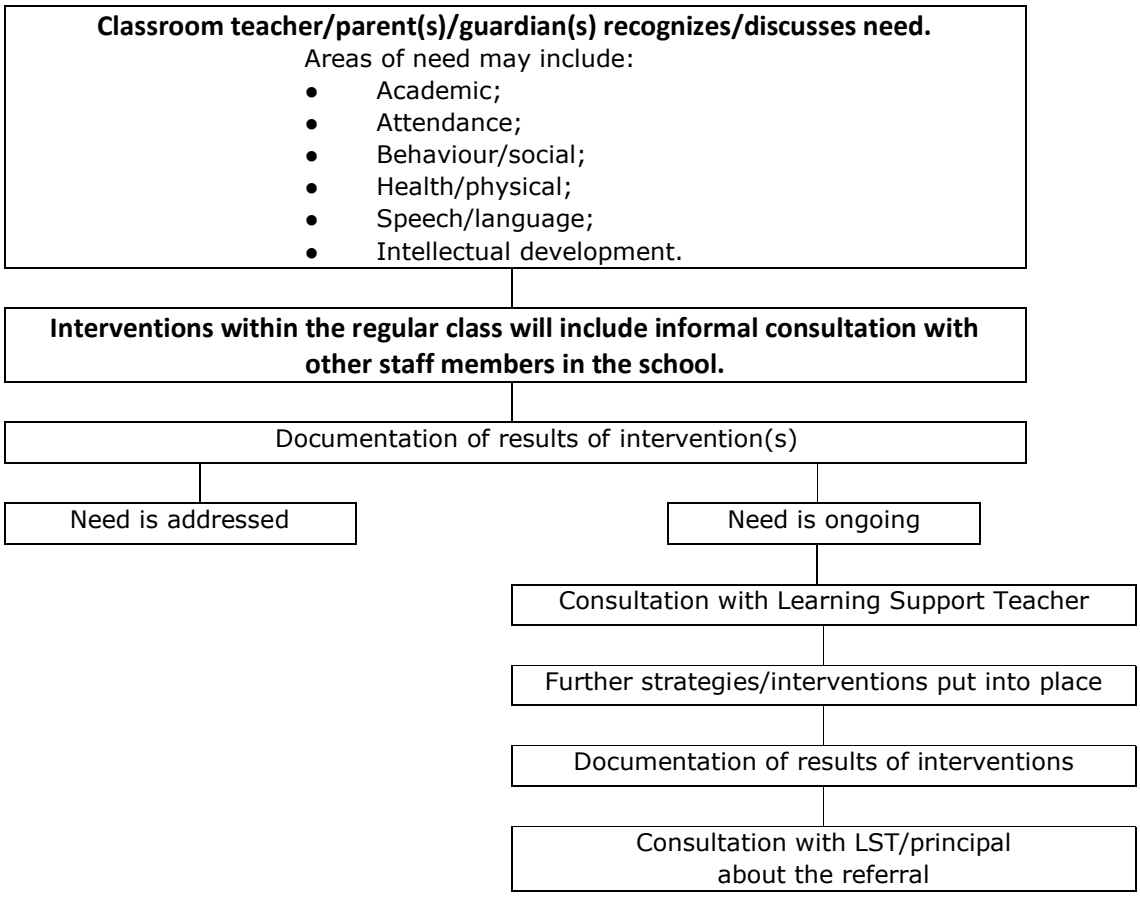


## Proactive Approach to Supporting Students Prior to Identification, Placement, and Review Committee (IPRC) Meetings

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

### 1. Classroom Based Supports

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



## Program Development Team (PDT) Meeting

A Program Development Team (PDT) meeting is a meeting held at the school which includes the parent(s)/guardian(s) and the student's teacher, as well as other staff who work with the student and system staff, as appropriate. The team meets to discuss the student's strengths and needs and plan their program. In-service training has been provided for school administration and Learning Support Teachers (LSTs) on the PDT process.

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

**Preparation for PDT Meeting**

| Principal/Designate | Referring Teacher(s) | LST | Support Personnel* | Parent(s)/ Guardian(s) |
|---|---|---|---|---|
| • Schedules PDT meeting;<br>• Determines participants;<br>• Continues tracking/documentation;<br>• Distributes agendas and minutes to team members which includes parent(s)/guardian(s). | • Prepares information for PDT meeting;<br>• Collects work samples and documentation;<br>• Will have discussed previous interventions with parent(s)/guardian(s) and LST;<br>• Completes PDT referral form. | • Observes student;<br>• Reviews work samples;<br>• Consults with teacher(s);<br>• Reviews previous interventions/ strategies. | • May be invited as needed to the PDT meeting with consent as required by legislation. | • May provide additional information that affects student learning. |

**At the PDT Meeting**

The Program Development Team:

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

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

## 2. School-Based Assessments

**Assessment needs to:**

- Take place within the natural context of the classroom;
- Reference the stated expectations for the grade (The Ontario Curriculum, Grades 1-8; The Kindergarten Program, Revised, 2016);
- Use a variety of tools (e.g., surveys, collections of student work, teacher anecdotal notes);
- Take place over a period of time;
- Reflect the importance of the on-going observations of growth and progress;
- Include information gathered from the parent(s)/guardian(s) and other professionals who may be involved with the student.

**Assessment of Multilingual Learners**

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

**Assessment of Children with Speech, Language, and Communication Needs**

- There is a wide range of communicative competence among children in the primary division.
- Many students are continuing to develop basic speech and language skills.
- Early intervention for students with speech and language needs is critical for academic, social and emotional development.

## Assessment Process

| Principal/Designate Contacts the Parent(s)/Guardian(s): |
|---|
| • To discuss referral with parent(s)/guardian(s);<br>• To answer questions;<br>• To gain written permission to conduct interviews and/or assessments as required;<br>• To notify parent(s)/guardian(s) of the date of the assessment, once that has been determined. |

| School Assessment Complete: |
|---|
| • Assessments are listed in detail in standard 6. |
| **Assessment Feedback Meeting** |
| • When the assessment is completed, the staff member who completed the assessment updates the principal/designate that the assessment is complete and informs them that a feedback meeting will be scheduled.<br>• The staff member who administered the assessment shares the results with the parent(s)/guardian(s) and members of the school team (where appropriate and with consent);<br>• Recommendations regarding student learning are made based on assessment results;<br>• The staff member that completed the assessment makes a recommendation to the Principal/designate that a PDT meeting be called for further program planning |

| PDT Meeting |
|---|
| • To include new interventions and strategies in the student's program plan from the information gained from this assessment. |

| At this PDT Meeting the Team May Recommend: |
|---|
| • That the student's progress be monitored for at least the next three months with the new program plan in place and reviewed within at least three months' time to determine if current needs are being addressed or if further interventions are required;<br>• That the assessment determines that the student be identified as exceptional through an IPRC;<br>• That an Individual Education Plan (IEP) be developed. |

The Identification, Placement and Review Committee (IPRC) is described in detail in Regulation 181/98 of the *Education Act*. Information on IPRCs, as well as the Individual Education Plan (IEP), can be found on the Ministry of Education website.

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

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

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

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 5

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

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

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

Special Education programs and services are provided for students who have demonstrated a need for assistance that differs from regular classroom instruction. Parents/guardians or the principal may request to have documentation formalized through the Identification, Placement, and Review Committee (IPRC) process. To support the parent(s)/guardian(s) and student (where appropriate) understanding of the IPRC process, the TVDSB has developed a resource called the IPRC A Parent/Guardian Resource Guide. The school principal is responsible for ensuring that this guide is provided to parents/guardians prior to an initial or annual IPRC meeting. Parent(s)/guardian(s) may request in writing to the principal, an IPRC meeting. 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 makes initial identifications and placements or conducts the reviews of previously identified students in all special education placements. For new identifications, it is imperative that the Special Education Learning Coordinator review the documentation and provide 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) and pupils sixteen (16) years of age or older:

- To be present at and participate in, all committee discussions pertaining to the pupil;
- To have a representative present at an IPRC if so 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 also make recommendations to programs and services. 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.

Regulation 181/98 requires that before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

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

If, after considering all the information presented including relevant assessment information, 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) preferences, the IPRC will decide in favour of a regular class placement with appropriate special education services. The IPRC may also 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 central review committee will then provide recommendations for consideration at the IPRC.

**Requesting an IPRC**

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);
- Upon written request of the student's parent(s)/guardian(s).

As of June 2025, a total of 1487 referrals were made to the IPRC during the 2024-2025 school year.

**Exceptionality**

The IPRC determines whether a student meets the requirements to be formally identified with one or more exceptionalities, based on the outlined Ministry of Education definitions and according to 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), unless waived or refused or declined;
- Interview the student where practical and permitted by the parent(s)/guardian(s). The parent(s)/guardians(s) has the right to be present during the interview;

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

**Placement**

- Placements are determined by the IPRC and may be appealed by the parent(s)/guardian(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) 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 PDT is held with the Learning Coordinator of Special Education, school team and the parent(s)/guardian(s) to discuss possible placement options and referral processes
- The school team prepares relevant supporting documentation in consultation with the parent(s)/guardian(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 Deaf and Hard of Hearing | November |
| | Secondary Autism Spectrum Disorders | December |
| | Secondary Transitions | January |
| Special Education Class with Partial Integration | Elementary Autism Spectrum Disorders | February |
| | Elementary Transitions Class | April |
| | Elementary Deaf and Hard of Hearing Class | May |
| | Elementary Accelerate Class | March |
| | Secondary Developmental Education Class | November |
| Full Time Special Education Class | Elementary Developmental Education Class | February |
| | Secondary Developmental Education Class* | November |
| | Elementary Giftedness Class | April |
| Full time Special Education Class at a Provincial or Demonstration School** | Blind and Low Vision, Deaf and Hard of Hearing, Learning Disability | Ongoing |

*Students new to TVDSB who previously attended a developmental education class in a Secondary School will be immediately provided a placement in a Developmental Education Full Time Special Education Class at parent/guardian 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* which indicates the identification and placement of the exceptional student to the parent(s)/guardian(s), the student (sixteen (16) years and over), and the principal who made the referral. This must be done as soon as possible after the completion of the IPRC meeting;
- If a parent(s)/guardian(s) disagrees with the decision, they may, within fifteen (15) calendar days of receiving the Statement of Decision, make a written request to the principal to meet with the IPRC. The IPRC will hold a second meeting to discuss the decision. The IPRC may amend its decision after meeting with the parent(s)/guardian(s), but it is not required to do so;
- Alternatively, a parent(s)/guardian(s) who has questions about the IPRC's decision or is not sure whether they agree with it may, within thirty (30) calendar days of receiving the Statement of Decision, make a written request to the Director of Education to appeal the decision. In this case, a Special Education Appeal Board will be formed;
- As soon as possible following the meeting to discuss the Statement of Decision, the Chair of the Committee shall send a written notice to the parent(s)/guardian(s) stating whether any changes in its decisions were made as a result of the meeting. If changes in the Committee's decisions were made as a result of the meeting, the notice shall be accompanied by a revised *Statement of Decision* together with written reasons for the changes;
- An exceptional student shall not be placed in a Special Education program without the written consent of the parent(s)/guardian(s). If the parent(s)/guardian(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 notice of the implementation of the placement decision made by the Committee shall be given to the parent(s)/guardian(s);
- The principal of the school in which the program is delivered shall ensure that an IEP is developed and provided to the parent(s)/guardian(s) of the exceptional student within thirty (30) school days.

**Reviews**

- An IPRC must review the identification and placement of an exceptional student at least once every school year unless the parent(s)/guardian(s) of a student gives written notice dispensing with the annual review (Reg. 181/98, Part V, Section 21, (3 and 4)). If no written response is received from the parent(s)/guardian(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) for signature.

- A parent(s)/guardian(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). The IPRC shall also consider any information about the student submitted by the parent(s)/guardian(s) or the student;
- As soon as possible after the IPRC decides that it is satisfied with the identification and placement of the student, the Chair of the Committee shall send the *Statement of Decision* to:
    - The parent(s)/guardian(s);
    - The student, where the student is sixteen (16) years of age, or older;
    - The principal of the school at which the student's special education program is being provided.
- As soon as possible after a Committee decides 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) 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) 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) 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 2024-2025 school year, a total of 1230 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), determines that a student should be referred to an IPRC.

- The principal or designate communicates with the parent(s)/guardian(s) outlining the process;
- The principal or designate provides an IPRC information package to the parent(s)/guardian(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<br>• IPRC Parent/Guardian Resource Guide<br>• Any other written information that the Committee will consider | • The Letter of Invitation OR the Waiver Form if no changes are being proposed<br>• IPRC Parent/Guardian Resource Guide<br>• 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) 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) and the student who is sixteen (16) years of age or older.

- A copy of the IEP must be sent to the parent(s)/guardian(s) and the student who is sixteen (16) years of age or older by the principal of the school where the student is attending within thirty (30) days of the IPRC meeting. A copy of the IEP is to be placed in the student's OSR.

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

- If the parent(s)/guardian(s) does/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) does/does not agree with the decision after the second meeting, they may file a notice of appeal within fifteen (15) calendar days of receipt of the decision.
- If the parent(s)/guardian(s) does not consent to the IPRC decision and does not appeal it, the board will instruct the principal to implement the IPRC decision.

**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) 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) disagrees and must include a statement explaining why they disagree.

As of June 2025, TVDSB conducted zero (0) appeals during the 2024-2025 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) 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) 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) 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)** |
| • Establishes a date for the meeting;<br>• Informs school and support personnel of the date;<br>• Communicates with parent(s)/guardian(s) regarding the upcoming meeting (Letter of Invitation);<br>• Provides the IPRC Parent/Guardian Resource Guide to the parent(s)/guardian(s) ten (10) days prior to the meeting;<br>• 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;<br>• Reads/reviews the IPRC Parent/Guardian Resource Guide;<br>• Shares any available reports;<br>• May arrange for a representative to attend the meeting to speak on their behalf or support them;<br>• Provides any further information. |

| At the IPRC Meeting | | | | |
|---|---|---|---|---|
| **Principal** | **Referring Teacher(s)** | **LST** | **Support Personnel** | **Parent(s)/Guardian(s)** |
| • Chairs the meeting;<br>• Explains the role of the Committee;<br>• Invites each person present with knowledge of the student to present information;<br>• Considers information relevant to the student's needs and strengths;<br>• 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;<br>• Function as a resource to assist in the interpretation of reports from other agencies. | • Shares any available reports with Principal;<br>• May request that a representative speaks on their behalf or to support them;<br>• Provides any further information;<br>• Asks questions. |
| **At the IPRC Meeting, the Committee May Choose** | | | | |
| • To recommend identification (or not);<br>• To recommend initial placement in regular class on an IEP;<br>• To recommend continued placement in a regular class on an IEP;<br>• To change placement following entry or exit to a TVDSB Special Education class/program;<br>• To demit a student no longer in need of Special Education services;<br>• To defer a decision if the IPRC requires more information. | | | | |
| **After the IPRC Meeting** | | | | |
| **Principal** | | | | |
| • Provides one copy of the *Statement of Decision* to the parent(s)/guardian(s) and the student who is sixteen (16) years or older;<br>• Places one copy of the Letter of Invitation and the *Statement of Decision* into the *Ontario Student Record (OSR)*;<br>• Provides one copy of the IEP to the parent(s)/guardian(s) and the student who is sixteen (16) years or older within thirty (30) days of the IPRC;<br>• Places one copy of the IEP in the OSR.<br><br>It is the TVDSB's expectation that the TVDSB's IEP: A Parent/Guardian Resource Guide is available and/or is provided to parent(s)/guardian(s). | | | | |

## Links to IPRC Parent Guides

- TVDSB's IPRC Parent/Guardian Resource Guide
- TVDSB's IEP A Parent/Guardian Resource Guide
- TVDSB's Communication Parent/Guardian Resource Guide

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 6

## Standard 6: Education and Other Assessments

## Standard 6: Educational and Other Assessments

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

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 help parents/guardians formulate an understanding of the student's learning potential;
- To provide documentation required for identification as an exceptional student.

A range of assessment strategies are used to develop appropriate programs and interventions for students. The intent of any assessment is to assist the student by providing staff with insights into the student's 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 evaluate student achievement and student progress. Practitioners from Psychological Services and Speech-Language Pathology and Audiology Services identify and conduct specialized assessments and review assessment reports from community practitioners to determine learning needs to inform programming. A comprehensive assessment system may include family/educator/student report measures, observation, screening, and/or use of standardized assessment tools to develop appropriate programs and interventions for students.

Occupational Therapy and Physiotherapy assessments are accessed through referral to 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 in the College of Occupational Therapists of Ontario and College of Physiotherapists of Ontario, respectively. Reports include recommendations for physical management (e.g., mobility, seating, and positioning for function), activities of daily living skills and sensory integration.

**Parent(s)/Guardian(s) Consent**

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

Information to be shared includes, but is not limited to, that which is contained in the OSR. This information is obtained and used only for the improvement of instruction and other education of the student in accordance with the *Education Act*, (R.S.O. 1990. S.266(2)) and is collected, transmitted, retained, and disposed of confidentially in accordance with the *Municipal Freedom of Information and Protection of Privacy Act* (R.S.O. 1990 c. M. 56).

Informed consent from the parent(s)/guardian(s) for students under eighteen (18) years of age is obtained for all referrals for assessment by school personnel to Behaviour Analysts, Psychological Services, 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 legislation that governs the use of personal information.

A separate consent form, *Consent to the Disclosure, Transmittal and/or Examination of Records or Information,* must be signed by the parent(s)/guardian(s) (or by the student if sixteen (16) years of age or older and who has been withdrawn from parental control) to share information with outside agencies.

**Communication of Assessment Information**

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

A written confidential report is shared with the parent(s)/guardian(s) and is copied for the OSR with parent(s)/guardian(s) consent.

A copy of the psychological report is held in the central files. Central 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 (PHPA), 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) 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) is 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) or the principal. The parent(s)/guardian(s) is invited to attend, and the meeting is held, or a consultation between the parent(s)/guardian(s) and the professional completing the assessment occurs. |
| **PDT/Consultation recommendations may include:** |
| • Specific strategies to incorporate into the classroom;<br>• School-based educational assessment(s) conducted by a qualified staff member (academic assessment, speech-language assessment, psychological assessment, etc.). |
| **Principal/designate discusses with the parent(s)/guardian(s):** |
| • Strengths and areas of need for the student;<br>• Recommendation of referral for assessment;<br>• How the results will be used to enhance programming for the student. |
| **Parent(s)/Guardian(s) shares with the principal/designate:** |
| • Strengths and areas of need for the student;<br>• Additional information that may inform choice of assessment;<br>• Consent (or lack thereof) for assessment(s) to be conducted. |

| Practitioner discusses with the parent(s)/guardian(s): |
|---|
| • Consent for assessment is obtained by the appropriate practitioner;<br>• A written report is also provided for the OSR with parent(s)/guardian(s) permission;<br>• The parent(s)/guardian(s) may be legally able to withhold permission for a Registered Health Professional to disclose information to others;<br>• A release of information must be signed by the parent(s)/guardian(s) to share information with other agencies;<br>• All files and records are maintained following the procedures outlined in the RHPA;<br>• Description of the assessment protocol;<br>• How the test results will be shared;<br>• Anticipated timeframe for assessment is shared. |
| **Qualified practitioner conducts the assessment:** |
| • Assessments are completed according to protocols;<br>• Principal/designate is informed when the assessment(s) is completed;<br>• Qualified practitioner shares results with the parent(s)/guardian(s) (by telephone, via virtual meetings, or face to face) and with the student, if over the age of sixteen (16);<br>• 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) and members of the PDT;<br>• Recommendations regarding student learning are made based on assessment results;<br>• New strategies and interventions are incorporated into the plan;<br>• 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 parents/guardians consent to the assessment.

CCAT-7 is a group-administered assessment which provides information about cognitive, thinking and reasoning skills. The CCAT 7 covers 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 Do They 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 Professional Student Services Manager for the IOWA Acceleration Scale.

*Parent(s)/Guardian(s) Consent and Feedback*
- The parent(s)/guardian(s) is informed prior to assessment and results are communicated to parent(s)/guardian(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).

*Average Wait Time for Assessments*
- The average wait time for educational assessments to be conducted by the Special Education Teacher during the 2024-2025 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**

**Functional Behaviour Assessment (FBA)**

*What Does it Measure?*
- An FBA gathers information to determine the function of a student's behaviour (i.e., why they are engaging in challenging behaviour) for the purpose of creating an individualized, function-based plan including strategies that will address challenging behaviour.

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

*Qualifications of Assessors*

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

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

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

*Information Sharing and Privacy*

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

*Average Wait Time for Assessments*

- The average wait time for assessments by a Behaviour Analyst during the 2024-2025 academic year was three (3) months from the time of the referral resulting from a PDT.

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

**Functional Vision Assessment (FVA)**

*What does it measure?*

- The FVA measures how a student uses their vision in the educational learning environment and identifies what accommodations are required 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, 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) Consent and Feedback*

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

*Information Sharing and Privacy*

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

*Average Wait Time for Assessments*

- The average wait time for FVA conducted by the Vision Resource Teacher during the 2024-2025 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 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, 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/low vision may administer this assessment.

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

*Information Sharing and Privacy*
- Results are shared with the parent(s)/guardian(s) and the school team.
- The 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 2024-2025 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 CVI Range Assessment measures how a student uses their vision in the educational learning environment and identifies what accommodations are required to access their educational environment and program.
- The CVI Range Assessment considers the CVI characteristics of 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/low vision and additional workshops on CVI and completing the CVI range may perform this assessment.

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

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

*Information Sharing and Privacy*

- Results are shared with the parent(s)/guardian(s) and the school team.
- The CVI Range Report is retained in the OSR.
- The CVI Range 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 2024-2025 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.

**Deaf and Hard of Hearing (DHH) Informal Assessments Tools and Checklist**

The best practice for Teachers of the DHH to support student learning and well-being is to share updates/progress with classroom teacher, school team and parent. The DHH teacher completes and gathers diagnostic information using informal assessment tools and 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 Deaf/Hard of Hearing – Pre-K to Highschool;
- Informal Inventory of Independence and Self-Advocacy Skills for 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 Deaf and Hard of Hearing Students;
- Theory of Mind Test (TOM Test);
- Ontario Resource Guide for Specialist Teachers of Students Who Are Deaf or Hard of Hearing – DHH/ORG;
- PARC: Placement And Readiness Checklists for Students who are Deaf and Hard of Hearing;
- Ling 6/10 sound test.

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

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

*Information Sharing and Privacy*

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

*Average Wait times for Assessments*

- The average wait time for DHH assessments during the 2024-2025 academic year was two (2) to four (4) weeks.

**Speech and Language Assessments**

*Assessment Tools*

*Speech Tools (Articulation, Motor Speech, Fluency, Voice):*

- Goldman-Fristoe Test of Articulation 3 (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 (SPAT DII);
- Stuttering Severity Instrument 3 (SSI 3);
- Verbal Motor Production Assessment (VMPAC).

*Language Tools:*

- Bracken Basic Concept Scale – Third Edition;
- 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);

- Clinical Evaluation of Language Fundamentals Screening Test – Fifth Edition (CELF-5 Screener);
- Communication and Symbolic Behaviour Scales Developmental Profile (CSBS DP);
- Diagnostic Evaluation of Language Variation (DELV);
- Early Functional Communication Profile;
- Emerging Literacy & Language Assessment Record Form (ELLA);
- Expression – Reception and Recall of Narrative Instrument (ERRN1);
- Expressive One Word Picture Vocabulary Test 4th Edition (EOWPVT);
- Expressive Vocabulary Test – Third Edition (EVT 3);
- Language Processing Test – Elementary (LPT 3);
- Montgomery Assessment of Vocabulary Acquisition (MAVA);
- Oral and Written Language Scales (OWLS);
- Peabody Picture Vocabulary Test – Fifth Fourth Edition (PPVT 5);
- Preschool Language Assessment Instrument Profile (PLAI 2);
- Preschool Language Scales Fifth Edition (PLS-5);
- Preschool Language Scales Screening Test Fifth Edition (PLS-4 Screener);
- Qualitative Measures;
- Receptive – Expressive and Social Communication Assessment (RESCA-E);
- Receptive – Expressive Emergent Language Scale (REEL 3);
- Student Language Scale Screener for Language and Literacy Disorders (SLS);
- Structured Photographic Expressive Language Test Preschool (SPELT – P2);
- Test for Auditory Comprehension of Language – Third Edition (TACL 3);
- Test of Integrated Language and Literacy Skills (TILLS);
- Test of Narrative Language – Second Edition (TNL-2);
- The Token Test for Children – Second Edition;
- Test of Word Finding – Second Edition (TWF 2);
- The Listening Comprehension Test 2;
- The Rosetti-Infant Toddler Language Scale;
- The Word Test 3 Elementary (WORD-3).

*Phonological Processing Tools:*

- Comprehensive Test of Phonological Processing – Second Edition (CTOPP-2);
- Gallistel-Ellis – Test of Coding Skills;
- Lindamood Auditory Conceptualization Test – Third Edition (LAC-3);
- Qualitative Measures;
- The Phonological Awareness Test – Second Edition (PAT 2);
- The Phonological Test 2: Normative Update (PAT-2:NU).

*Social Language Tools (Pragmatics, Social Communication):*

- Social Language Development Test – Elementary: Normative Update (SLDT-E:NU);
- Social Language Development Test – Adolescent: Normative Update (SLDT-A:NU);
- Qualitative Measures;
- Test of Pragmatic Language – Second Edition (TOPL 2);
- Test of Problem Solving Adolescent – Second Edition (TOPS 2);
- Test of Problem Solving Elementary – Third Edition (TOPS 3).

*What Do They Measure?*

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

*Qualifications of Assessors*

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

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

- Informed consent from the parent(s)/guardian(s) must be received prior to the assessment for students under eighteen (18) years of age, or from the student if eighteen (18) years of age or older or sixteen (16) and withdrawn from parental control.
- Results are communicated to the parent(s)/guardian(s) by a Speech-Language Pathologist.
- The parent(s)/guardian(s) receives 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) is legally able to 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) permission. A release of information must be signed by parent(s)/guardian(s) to share information with other agencies.
- All speech and language files and records are maintained following the procedures outlined in the RHPA.

*Average Wait Time for Assessments*

- The average wait time for assessments by Speech-Language Pathologists during the 2024-2025 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 Do They Measure?*
- Psychological assessment tools are selected to provide information on a student's intellectual functioning, cognitive and processing skills, attitudes or interests, and other behavioural and social-emotional skills that are relevant to the development of academic skills, adaptive and life-functioning skills, and overall adaptation and adjustment.
- In conjunction with other sources of information, assessment information may lead to a psychological diagnosis or recommendation of 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; Psychometrists supervised by members of the College of Psychologists of Ontario (all under the RHPA).

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

- Informed consent from the parent(s)/guardian(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) receives a copy of the assessment report.
- Communication of Diagnosis is a *Restricted Act* under the RHPA. Diagnoses (e.g., learning disability) must be communicated by a member of the College of Psychologists of Ontario who is legally authorized to do so.

*Information Sharing and Privacy*

- If permission is granted, results are shared with the school team.
- The parent(s)/guardian(s) is legally able to 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) permission.
- A release of information must be signed by the parent(s)/guardian(s) to share information with other agencies.
- All psychological files and records are maintained following the procedures outlined in the RHPA.

*Average Wait Time for Assessments*

- The average wait time for assessments by Psychological Services staff during the 2024-2025 academic year was seven (7) to eight (8) months from the time of the referral resulting from a PDT meeting.
- 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 the practitioner determines that a student will receive an assessment, they are placed on the assessment waitlist for Speech-Language Pathologists and Psychological Services staff. A system level wait list is generated, which can also generate wait lists for each school.

Professional Student Services staff are responsible for completing assessments and managing the waitlist for their assigned schools or region. Waitlists and wait times are monitored on an ongoing basis by the responsible Professional Student Services Supervisor and Manager of Professional Student Services. Strategies for managing wait times may include:

- Triaging with school teams (S-LP);
- The student who has been waiting the longest in each region will be assessed next (Psychological Services);
- Centralizing requests for a student to be prioritized off the Psychological Assessment waiting list to the Psychological Services Supervisor;
- Reallocating staffing resources to address and reduce wait times to achieve parity across the system;
- Providing students the opportunity to engage in an assessment outside of the school calendar, such as the winter break, spring break and summer break.

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 7

**Standard 7:** Specialized Health Support Services in School Settings

## Standard 7: Specialized Health Support Services in School Settings

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

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

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

At the local level, the responsibility is shared by school boards, the Ministry of Health through 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 children's residential care and treatment facilities.

**Process for Determining Eligibility**

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

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

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

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

**Occupational Therapy and Physiotherapy**

**Occupational Therapy**

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

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

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

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

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

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

The school and the parent(s)/guardian(s) are responsible for completing the *School Therapy Services Referral Package*. Completed referral packages are authorized by the principal and submitted to TVCC for determination of eligibility and prioritization of services. TVCC also determines the discharge of services.

Discharge Criteria include one or more of the following:

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

**Physiotherapy**

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

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

- Gross motor skills
- Postural control
- Joint mobility
- Muscle strength
- Cardio-vascular fitness
- Use of mobility and positioning aids
- Physical management and handling of the child
- Modification of physical education programs and physical environment as necessary

**Consultation Services**

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

The school and the parent(s)/guardian(s) are responsible for completing the *School Therapy Services Referral Package*. Completed referral packages are authorized by the principal and submitted to TVCC for determination of eligibility and prioritization of services.

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

**Speech-Language Pathology Services**

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

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

**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). 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.

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) do not feel the need for treatment;
- Student no longer demonstrates the need for service.

**Appeals**

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

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

| Specialized Health Support Services | Agency or position of person who performs the service (e.g., OHAH, TVCC, Board staff, parent/guardian, student) | Eligibility criteria for students to receive the service | Position of person who determines eligibility to receive the service and the level of support | Criteria for determining when the service is no longer required | Procedures for resolving disputes about eligibility (If available) |
|---|---|---|---|---|---|
| **Administering of prescribed medications** | • TVDSB staff<br>• The parent/guardian<br>• Student<br>• 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<br>• 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<br>• OHAH contracted service provider for deep suctioning | OHAH Care Coordinator | • OHAH Care Coordinator | Physician, OHAH Care Coordinator and service provider | Consultation with the principal and OHAH Care Coordinator |
| **Lifting and positioning** | • TVDSB staff | TVCC provides consultation at parent/guardian or principal request | • TVDSB staff<br>• TVCC Clinical Coordinator | TVDSB staff, TVCC | Consultation with the principal and TVCC Manager |
| **Assistance with mobility** | • TVDSB staff | TVCC provides consultation at parent/guardian or principal request | • TVDSB staff<br>• TVCC | TVDSB staff, TVCC | Consultation with the principal and TVCC Manager |
| **Feeding** | • TVDSB staff<br>• OHAH<br>• contracted service provider (enteral feeds) | TVDSB staff, OHAH Care Coordinator, parent/guardian | • The Principal<br>• OHAH Care Coordinator | TVDSB staff, and OHAH service provider | Consultation with the principal and OHAH Care Coordinator |
| **Toileting** | • TVDSB staff | TVCC provides consultation at parent/guardian or principal request | • The Principal<br>• TVCC | TVDSB staff, TVCC | Consultation with the principal and TVCC Manager |

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 8

## Standard 8: Categories and Definitions of Exceptionalities

## Standard 8: Categories and Definitions of Exceptionalities

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

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 Thames Valley District School Board (TVDSB) IPRC applies the Ministry's categories and definitions of exceptionalities and applies them in making decisions on placement is 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 K-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 different from a diagnosis provided by a Psychologist/Psychological Associate or medical professional.

**Category: Behavioural**

**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 to 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.
- Children who are candidates for formal identification have severe behavioural and social-emotional difficulties. These ongoing and persistent behavioural concerns are likely to continue.
- Previous interventions of school-based and system-based personnel have met with limited success.
- As part of these supportive efforts, an investigation of the student's academic or learning skill profile has occurred, with an examination of how various demands (e.g., academic, learning, environmental) may impact the student's behaviour.
- In many cases, children who are candidates may have received a diagnosis by a member of the College of Psychologists or medical practitioner regarding their summary of 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 confirm 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 or by a medical practitioner.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm exceptionality.

**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*

- A permanent hearing loss substantiated by an audiological assessment (within the previous twelve months) by a registered Audiologist, which results in a need for accommodations and/or modifications to the classroom environment and/or program.
- External reports have been reviewed by a qualified Teacher of the Deaf and Hard of Hearing to inform programming and confirm 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 diagnosis of a Language Disorder by a member of the College of Psychologists which results in a need for accommodations and/or modifications to the classroom environment and/or program.

- External reports have been reviewed by a member of Psychological Services and/or Speech-Language Pathology and Audiology Services to inform programming and confirm exceptionality.

*Examples, but 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 has a significant impact on accessing the curriculum.

**Speech Impairment**

*Ministry Definition*
A disorder in language formulation that:
- May be associated with neurological, psychological, physical, or sensory factors;
- Involves perceptual motor aspects of transmitting oral messages;
- May be characterized by impairment in articulation, rhythm, and stress.

*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 an assessment by a qualified Speech-Language Pathologist, an augmentative device and/or alternative communication system may be required.
- External reports have been reviewed by a member of Speech-Language Pathology Services to inform programming and confirm exceptionality.

*Examples, but not limited to:*
- A student with a developmental apraxia of speech (motor planning) who is so unintelligible that picture communication symbols or other augmentative device and/or alternative systems are necessary 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 has an impact on the ability to learn and use academic and other skills and that:

- Affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are *at least* in the average range;
- Results in:
  - Academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range);
  - Academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.
- Results in difficulties in the development and use of skills in one or more of the following areas: reading, writing, mathematics, and work habits and learning skills;
- May typically be associated with one or more cognitive process such as:
  - Phonological processing;
  - Memory and attention;
  - Processing speed;
  - Perceptual-motor processing;
  - Visual-spatial processing;
  - Executive functions (e.g., self-regulation of behaviour and emotions, planning, organizing of thoughts and activities, prioritizing, decision making).
- May be associated with:
  - Difficulties in social interaction (e.g., difficulty in understanding social norms or the point of view of others;
  - Various other conditions or disorders diagnosed or undiagnosed;
  - Other exceptionalities.
- Is *not* the result of:
  - A lack of acuity in hearing and/or vision that has not been corrected;
  - Intellectual disabilities;
  - Socio-economic factors;
  - Cultural differences;
  - Lack of proficiency in the language of instruction;
  - Lack of motivation or effort;
  - Gaps in school attendance or inadequate opportunity to benefit from instruction.

*TVDSB Criteria for Identification*

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford-Binet) has been completed. Although the cognitive results may vary from the Low Average to Very Superior range of functioning, the overall estimate of intellectual ability would fall at least within the broad Average range.
    - A discrepancy is evident between assessed intellectual ability and current standardized assessment of academic achievement. This academic achievement is below a level appropriate for their intelligence and age. The academic achievement is manifested in at least one of the following academic areas:
        - Word recognition/decoding;
        - Reading fluency;
        - Reading comprehension;
        - Written language;
        - Mathematics;
        - Work habits and learning skills.
- In some cases, a discrepancy may not be evident between the student's intellectual ability and academic achievement, but the academic achievement can be maintained by the student only with extremely high levels of effort and/or with additional support.
- Within the assessment, there has been an attempt to identify the student's profile of processing skills and learning strengths and needs. In most cases, psychometric tests will identify processing deficits or areas of learning need connected to Below Average academic performance.
- The academic weaknesses are not solely due to physical, environmental (e.g., a lack of opportunity or insufficient instruction or intervention), social-emotional, or cultural factors and are not better described under another exceptionality category.
- Related learning difficulties, however, may be apparent in social skills, emotional maturation, and classroom behaviour.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm 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 99% percentile. Or the WISC-V, the Full-Scale IQ or General Ability Index at or above a standard score of 130 (98% percentile).
- Other measures other then 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 accommodation for programming, curriculum modifications and/or alternate specialized programming.
- External reports have been reviewed by a member of Psychological Services to inform programming and confirm 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*

- An individually administered measure of general intellectual ability (e.g., Wechsler Scales, Stanford Binet) 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 confirm 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*

- A severe ongoing physical or medical disability and/or condition as identified by a medical practitioner which results in a need for accommodations and/or adaptations to the classroom environment and/or program.
- External reports have been reviewed by a Special Education Learning Coordinator to confirm exceptionality.

**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 students 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.

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 9

## Standard 9: Special Education Placements Provided by the Board

## Standard 9: Special Education Placements Provided by the Board

**The purpose of the standard is to provide the Ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an 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 shall 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 in the use of a "tiered' approach to prevention and intervention and providing, high-quality, evidence-based assessment and instruction that respond to individual student needs.
- Options for special education programs, services, and placements (which may include regular class, withdrawal assistance, resource assistance, a special education class with or without partial integration, or attendance at a Provincial school) are discussed at Program Development Team (PDT) meetings. These discussions are supported by the 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) that is developed taking into consideration at the input of the parent(s)/guardians(s) and the student (where age appropriate). IEPs are updated at least three times per year (elementary) or twice per year (secondary). (For more information on IEPs, please see Standard 10).
- The 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 are discussed with the parent(s)/guardian(s) by the principal and Special Education staff at PDT meetings and are determined at the school level through the development of an IEP.
- The maximum enrolment of exceptional students in special education class placements conforms with Regulation 298, Section 31 of the Education Act.
- All special education placement in special education classes in the TVDSB require that a principal referral is submitted to the Special Education Central Committee. In considering the referral, the Committee will take into account the history of interventions following the

- TVDSB's Tiered Approach to Prevention and Interventions, as well as each student's individual strengths and needs. Upon review of the supporting documentation, the Special Education Central Committee makes 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 principal of the student's school must wait for the Special Education Central Committee's recommendation before holding an IPRC meeting to place a student in a special education class.
- Some placements in a special education class in the TVDSB are for a limited time period. These include:
    - ASD (elementary),
    - Accelerate (elementary),
    - Transitions (elementary), and
    - DE Work Experience (secondary).

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; the placement no longer meets the student's needs. Placement is always subject to funding and in consultation with the parent(s)/guardian(s).

**The Special Education Central Committee (SECC)**

The Special Education Central Committee is a committee comprised typically of board staff convened for the purpose of providing recommendations to be considered by the IPRC in making decisions about the placement of a student in a special education class. The individuals who form the SECC vary depending on the specific placement option. Information shared by parent/guardian is carefully considered during the SECC meeting by all committee members.

The SECC includes, 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-level Principals

The parent(s)/guardian(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 ways at a school level including the PDT meeting, and the opportunity to provide input in the referral package for a specialized class.

As outlined above, the criteria for placement in a special education class includes the appropriate exceptionality and typically includes a well-documented history of tier 1 and tier 2 interventions. Specific details of the criteria for each special education class can be found on the *TVDSB Special Education Program Guides* section of the board's website.

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

In the case that a student is not recommended for placement in a special education class by the SECC, the committee will provide the school team with specific examples of additional tier 1 and tier 2 interventions that may be implemented. These interventions should be discussed with the parent(s)/guardians(s) during a PDT and in advance of the IPRC. Following the PDT, if the parent(s)/guardian(s) has 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. Further details on the TVDSB's guide to foster effective communication are outlined in the TVDSB's Communication Guide – A Parent Resource Guide.

**Placement Options**

To best meet the needs of TVDSB students formally identified through the IPRC process, TVDSB offers placement options dependent on specific student exceptionality. These placement options align with the Ministry of Education's placement definitions. For further details on which of 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 class with indirect support*** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- ***A regular class with resource assistance*** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- ***A regular class with withdrawal assistance*** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.

- ***A special education class with partial integration*** where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for up to 50 per cent of the school day, depending on the individual plan.
- ***A full-time special education class*** 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 Class with Indirect Support | All exceptionalities | |
| Regular Class with Resource Assistance | Blind and Low Vision | |
| Regular Class with Withdrawal Assistance | Autism<br>Behavioural<br>Deaf and Hard of Hearing | Secondary Autism Spectrum Disorders Program<br>Secondary Transition Programs<br>Secondary Deaf and Hard of Hearing Program |
| Special Education Class with Patrial Integration | Autism<br>Behavioural<br>Deaf and Hard of Hearing<br>Developmental Disability<br>Learning Disability | Elementary Autism Spectrum Disorders Class<br>Elementary Transition Programs<br>Secondary Developmental Educational Class<br>Elementary Accelerate Class |
| Full Time Special Education Class | Developmental Disability<br>Giftedness | Elementary Developmental Educational Class<br>Secondary Developmental Educational Class<br>Elementary Giftedness Class |
| Full Time Special Education Class at a Provincial or Demonstration School | Blind and Low Vision<br>Deaf and Hard of Hearing<br>Learning Disability | |

**Annual Review of Placement Options Within the TVDSB**

In order to ensure that the range of placement options provided by the board are meeting 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 best meet the 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).

**<u>Behavioural Exceptionality</u>**

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

- *Placement:* In a regular class with indirect support.

Supports may include:
- In-classroom assistance;
- In-school supports and interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[1].

- *Placement: In a Special Education Transition Program class 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 health diagnosis. The placement provides a learning experience that is partially integrated to allow for the development of skills in the alternative goal areas (e.g., self-advocacy, social skills, behaviour) as identified in the Individual Education Plan. It supports the development of skills, within a 2-year timeframe, which can be generalized to the regular class placement in their home school.

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

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a behavioural exceptionality with a specific mental health 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 Individual Education Plan. It supports the student to successfully complete the requirements of an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC). As part of the Transitions placement, annual review meetings will be held for all students to determine if they still meet eligibility criteria for the class and are effectively utilizing the program as intended. Circumstances could 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.

**Transition Class**

**Class Size:**
- Elementary eight (8) students

[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.

- Secondary twelve plus (12+) students

**System Supports:**

- One (1) Special Education Teacher
- Two (2) Educational Assistants
- Supported by a Social Worker and a representative of Psychological Services
- 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 Transition class:**

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Behavioural;
- Typically, has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Has received a specific mental health diagnosis and has been involved in live-in and/or ongoing intensive treatment with a mental health professional;
- Requires extensive social skills development and self-regulation development;
- Has had ongoing interventions in a regular classroom placement;
- Is capable of accessing curriculum with accommodations and/or modifications to expectations and the learning environment;
- Agreeable for TVDSB school Counselling and Social Work, and Psychological Services during the placement.

## 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 three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:

- In-classroom assistance;
- In-school supports and interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[2] and/or Speech–Language Pathology and Audiology Services.

[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 an 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.

- *Placement: In a Special Education ASD class 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 by 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 to support graduated integration into a regular classroom setting with the goal of returning to the regular class placement after 2 years. This is a two-year placement, with the potential of a one-year extension.

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

Purpose of Placement:
The placement supports the strengths and needs of the student diagnosed with an autism spectrum disorder exceptionality and provides maximum integration in regular secondary classrooms using resource withdrawal support by a qualified Special Education Teacher. Supporting 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 to successfully complete 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 will be held for all students to determine if they still meet eligibility criteria for the class and are effectively utilizing the program as intended. Circumstances could 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.

**Autism Spectrum Disorder Class**

**Class Size:**
- Elementary six (6) students
- Secondary fourteen plus (14+) students

**System Supports:**
- One (1) Special Education Teacher
- 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 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 their particular learning style and modification to 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.

**Deaf and Hard of Hearing (DHH) Exceptionality**
Students identified with a deaf and hard of hearing exceptionality receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

  Supports may include:
  - Support from an Itinerant Hearing Resource Teacher;
  - Support from a Speech-Language Pathologist;
  - Access to an Educational Audiologist.

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

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

Purpose of Placement:
The placement supports the strengths and needs of the student identified with a Deaf and Hard of Hearing exceptionality and provides maximum integration in regular classrooms using resource withdrawal support by a qualified Teacher of the Deaf. It 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 to successfully complete the requirements for an Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC).

- *Placement: In a Provincial School for the Deaf.*

Placement in a Provincial School for the Deaf must be recommended through the IPRC process and is reserved for those students requiring instruction in American Sign Language. Final decision on acceptance and placement in a Provincial School require the submission of an application that is reviewed and approved by the Provincial and Demonstration Schools Branch.

**Deaf and Hard of Hearing Class**

**Class Size:**

- Secondary twelve plus (12+) students

**System Supports:**

- One (1) Special Education Teacher
- 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 Deaf and Hard of Hearing Program:**

A student who:

- Has been identified as an exceptional student through the IPRC process under the category of Communication: Deaf and Hard of Hearing;
- Typically, has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Has an audiological report within the last year confirming permanent hearing loss;
- Elementary students have been assessed with a speech/language delay of greater than one year compared to chronological age;
- 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.

**<u>Speech or Language Impairment Exceptionality</u>**

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

- *Placement: In a regular class with indirect support.*

Supports may include:

- Support from Speech-Language Pathologists;
- Referral to 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 can be individual, in pairs or in group format);
  - In-school supports and interventions;
- Other intervention services include:
  - Mediator-based support from an Educational Assistant (EA);
  - In-class interventions;
  - Home programming to support carry-over of communication goals to 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 three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:

- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[3];
- Use of Assistive Technology to support the student in accessing the curriculum.

- *Placement: In a Special Education Class with Partial Integration.*

- *Placement: In a Full-Time Special Education Class.*

The purpose of the Placement

The placement supports the strengths and needs of the student identified with a Learning Disability exceptionality in reading. The placement provides reading intervention through the Empower Reading, Decoding, and Spelling program and supports the development of skills in alternative goal areas (e.g., Learning skills, self-advocacy, assistive technology), which can be generalized to the regular class placement in the home school.

[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.

On an individual basis, and following a PDT requested by the parent(s)/guardian(s) or the school's administration, students with a placement in the TVDSB's Special Education class (Accelerate) may be considered for a placement in a special education class with partial integration or full-time. An IPRC meeting must be then held to amend a student's placement if these placements change during the academic year.

**Accelerate Class**

**Class Size:**

- Elementary eight (8) students

**System Supports:**

- One Special Education Teacher
- An Educational Assistant
- 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 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;
- Has received documented intervention in literacy in a regular classroom placement;
- Has demonstrated strengths in learning which can be used to compensate for learning difficulties;
- Will respond to intensive levels of support.

**<u>Giftedness Exceptionality</u>**

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

- *Placement: In a regular class with indirect support.*

Supports may include:

- In-classroom curriculum-related enrichment opportunities;
- Support for programming for school staff from the Special Education Teacher on Special Assignment (TOSA)[4];

[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.

- Participation in Regional Giftedness Sessions at the elementary level.

- *Placement: In a Full-Time Special Education class (elementary).*

**Giftedness Program Class**

**Class Size:**
- Elementary twenty-five (25) students Gr. 5/6 and 7/8

**System Supports:**
- One (1) Special Education Teacher
- 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 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 2 interventions to support programming in the regular classroom setting;
- May exhibit exceptionally high performance beyond the grade level expectations in numerous subjects;
- Will benefit from a learning environment of intellectual peers.

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

- *Placement: In a regular class with indirect support (secondary)*

Secondary schools are provided extra staffing allocations in order to address the needs of students formally identified with a giftedness exceptionality.

**Developmental Disability Exceptionality**

Students with a Developmental Disability exceptionality, receive support in one of the following three placements:

- *Placement: In a regular class with indirect support.*

Supports may include:

- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[5] and/or Speech-Language Pathology and Audiology Services.

- *Placement: In a Full-Time Special Education class.*

The Purpose of the Placement:

- Support the strengths and needs of students identified by an IPRC with Intellectual Developmental Disability;
- Modify the environment and provide methods of instruction that are compatible with the student's learning profile thereby enabling the student to experience academic, social and communication growth;
- Provide integration opportunities for students based on IEP goals within the wider school community;
- Provide a bridge between school and community with a strong focus on work skills, life skills, leisure, and recreational skills;
- Provide the opportunity to achieve a Secondary School Certificate of Accomplishment (CoA)
- Engage in a blend of alternative curriculum and work-place training, individualized to match strengths, interests, and needs.

- *Placement: In a Special Education class with partial integration (secondary).*

On an individual basis, and following a PDT requested by the parent(s)/guardian(s) or the school's administration, students with a placement in the TVDSB's Full-Time Special Education class may be considered for a placement in a *special education class with partial integration*. Students can work on 1 to 2 credits per semester and work towards an Ontario Secondary School Certificate. An IPRC meeting must be then held to amend a student's placement.

[5] 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.

**Developmental Education Class**

**Class Size:**

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

**System Supports:**

- One (1) Special Education Teacher
- One (1) - 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;
- 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 their particular learning profile and modification to the environment;
- Requires extensive support and program modification to access curriculum or alternative programming for the development of functional communication, literacy, and numeracy skills.

- *Placement: In a Full-Time Special Education with Work Experience (WE) (secondary).*

<u>The Purpose of the Placement:</u>

- Support students pursuing a 5-year school to work, or school to community, or school to post-secondary pathway;
- Develop the requisite skills to participate in work experience placements in preparation for future employment;
- Desire/goals to work in the future.

**Criteria for placement in a Work Experience Program:**

A student who:

- Typically, has documented evidence of Tier 1 and Tier 2 interventions to support programming in the regular classroom;
- Demonstrates functional communication and literacy skills;
- Demonstrates functional numeracy and money sense;
- Is a motivated learner with consistent attendance and work ethic;

- Demonstrates independence and flexibility skills and the ability to follow two-step instructions;
- Has developed self-regulation and frustration coping skills sufficient to tolerate a dynamic work environment.
- Has the desire or goal to be working in the future.

**Physical Disability Exceptionality**

Students with physical disabilities exceptionality receive support in the following placement:

- *Placement: In a regular class with indirect support.*

Supports may include:
- In-classroom assistance;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[6];
- Ongoing and/or consultative services from other agencies.

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

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

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

**Physical: Vision**

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

[6] 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.

- *Placement: In a regular class with indirect support.*

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

Supports may include:
- In-classroom assistance;
- In-school supports and interventions;
- Support from the Vision Resource Team;
- Specialized equipment or materials;
- Use of Assistive Technology to support the student in accessing the curriculum.

- *Placement: In a regular class with resource assistance*

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

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

**Criteria for placement in a resource assistance placement:**
A student who:
- Requires instruction in braille and the Expanded Core Curriculum based on the result of a Functional Vision Assessment and/or a Learning Media Assessment.

Students identified with a Blind and Low vision exceptionality receive supports in the following placement:

- *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 deaf/blind). Final decision on acceptance and placement in a Provincial School require 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:

- *Placement: In a regular class with indirect support.*

Supports may include:

- In-classroom assistance;
- In-school resource supports/interventions;
- Support for programming to school staff from the Special Education Teacher on Special Assignment (TOSA)[7].

[7] 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.

**Specialized Classes and Program Locations in the Thames Valley District School Board (2025-2026)**

| Elementary | Secondary |
|---|---|
| **Autism Spectrum Disorder** | |
| Byron Somerset | Arthur Voaden (Pilot) |
| 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 | Arthur Voaden |
| Arthur Stringer | Central Elgin Collegiate Institute |
| Ashley Oaks | London Central |
| Chippewa | Clarke Road |
| Forest City | College Ave |
| Harrisfield | East Elgin |
| Mary Wright | Glencoe District High School |
| Mitchell Hepburn | Glendale |
| Sir Isaac Brock | H.B. Beal |
| Southwold | Huron Park |
| Summers Corners | Ingersoll District Collegiate Institute |
| St. Georges | Lord Dorchester |
| Stoney Creek | 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 |
| **Giftedness** | |
| Orchard Park | |
| Mountsfield | |
| **Deaf and Hard of Hearing** | |
| | Montcalm |
| **Transition Program** | |
| Cleardale | Arthur Voaden |
| Elgin Court | Huron Park |
| Lord Nelson | Montcalm |
| North Meadows | Sir Wilfrid Laurier |
| Westmount | Saunders |
| Winchester | |

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 10

## Standard 10: Individual Education Plans (IEPs)

## Standard 10: Individual Education Plans (IEPs)

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

**The Individual Education Plan (IEP)**

- The principal is responsible for ensuring the implementation and review of the IEP.
- An IEP is a working document to support the student in their learning. The plan is based on the student's strengths and needs as informed by different types of assessments. It also contains learning goals and an outline of supports and services that help build the success of the student in their learning.
- 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 instruction and assessment purposes in response to the student's individual strengths and needs.
- An IEP must be developed for all students identified as having a formal exceptionality through the Identification, Placement, and Review Committee (IPRC) process. An IEP must be developed within thirty (30) school days of the initial IPRC decision.
- The IEP is collaboratively developed by a team of people who know the student best. Members of the team include the parent(s)/guardian(s), the student's teacher(s), the Learning Support Teacher (LST), the principal and, where appropriate, the student.
- The parent(s)/guardian(s) know the student best and their input is integral to the development of a functional IEP.
- The parent(s)/guardian(s) and student (who is sixteen (16) years of age or older) must be consulted in the development (including revision) of the IEP and must receive a copy upon completion.

**Individual Education Plans 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 until the end of January.
- IEP #2 will include program expectations from February until the end of June and will be sent home or posted to the Parent Portal, with the Term 1 Report Card.
- IEP #3 will offer an opportunity to personalize transition plans for the upcoming school year.

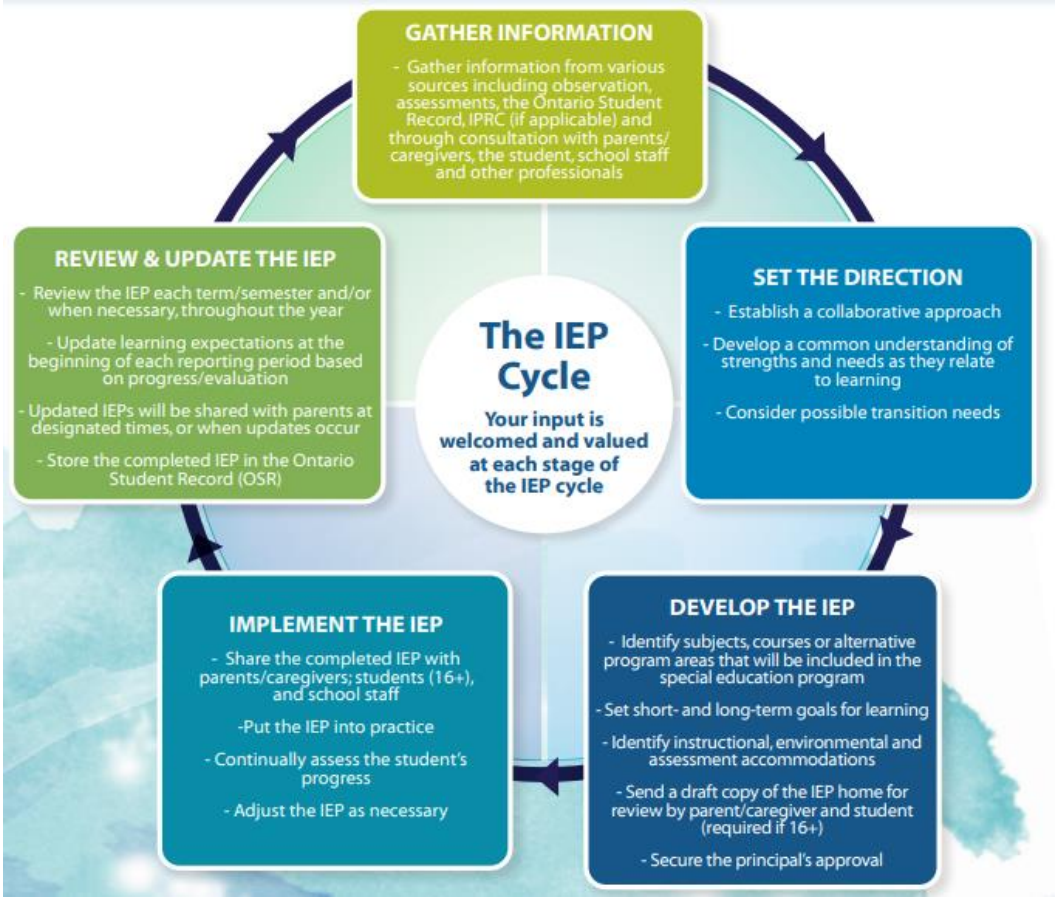
Secondary

- 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 until 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 until the end of the second semester.

The IEP includes a Transition Plan that outlines goals for the student as they move from grade to grade, school to school, elementary to secondary, and between placements, school and post-secondary or the community once high school is completed.

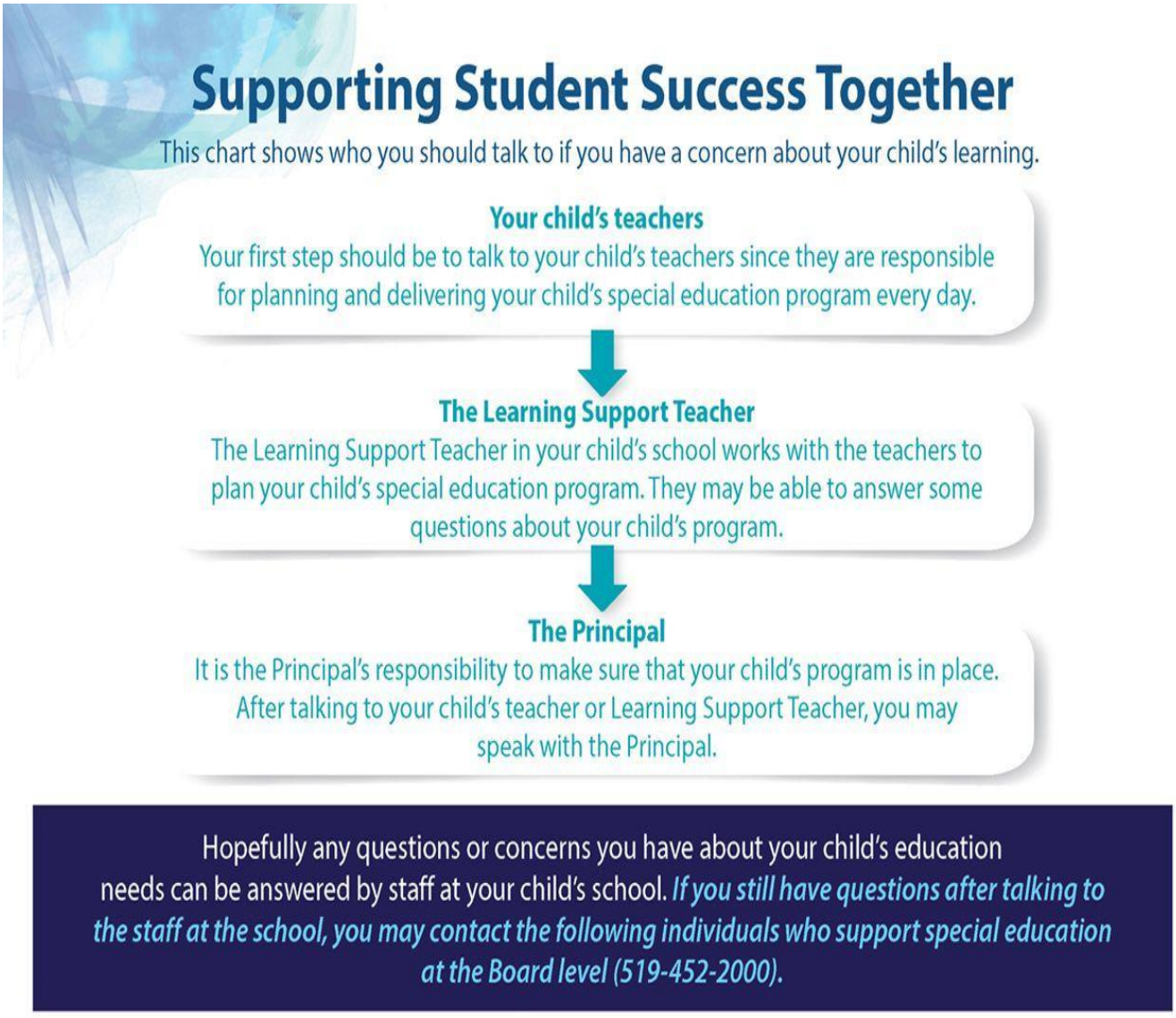
**The IEP Process**

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



**Process for Expressing Concerns Regarding the IEP**

As indicated in the Parent Resource Guide: Supporting Student Success Together, this chart shows who parent(s)/guardian(s) should contact, should they have concerns regarding the IEP. Parents/guardians are encouraged to immediately bring any concerns or questions about their student's IEP to the appropriate individuals listed below.



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

**System Principal of Special Education**
The System Principal of special education leads the team of special education Learning Coordinators.

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

**Superintendent of Student Achievement - Special Education**
The Superintendent of student achievement oversees all special education programming within TVDSB.

**Director of Education**

**IEP Parent Guide**

A Parent Resource Guide – Individual Education Plan (IEP)

**IEP Reviews**

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

2001 - 2003 First Provincial IEP Review
2006 - 2007 Second Provincial IEP review
2011 - 2012 Third Provincial IEP Review

The Thames Valley District School Board follows an annual IEP Audit process to conduct a qualitative review of Individual Education Plans relative to the Provincial Standard. The last IEP audit was conducted during the 2024-2025 academic school year.

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 11

## Standard 11: Provincial and Demonstration Schools in Ontario

## Standard 11: Provincial and Demonstration Schools in Ontario

**The purpose of the standard is to provide the public with information about the Provincial and Demonstration Schools that are operated for students who are deaf, blind, or 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 deaf, blind, deafblind or who have severe learning disabilities;
- Be accessed as a resource by Thames Valley District School Board (TVDSB) teachers/special education teachers;
- Provide pre-school home visiting services for students who are deaf, blind, or 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) 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 four different Provincial Schools:
  - W. Ross Macdonald School: School for the Blind and Deaf (2 students);
  - Robarts School for the Deaf (29 students);
  - Ernest C. Drury School for the Deaf (3 students);
  - Amethyst School for students with Learning Disabilities (8 students).

**W. Ross Macdonald School: School for the Blind and Deafblind**

- W. Ross Macdonald School is located in Brantford and provides a residential, alternative education option for TVDSB students who are blind, visually impaired, or 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 parents/guardians and families of preschool 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 Deaf**

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

**Demonstration Schools**

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

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 12

## Standard 12: Special Education Permanent Staffing Allocation

# Standard 12: Special Education Permanent Staffing Allocation 2025-2026

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

| Special Education Staff | Qualifications | Elementary | Secondary | Total |
|---|---|---|---|---|
| **TEACHING STAFF** | | | | |
| Learning Support Teachers | Spec Ed Part 1 | 217.4 | 57.85 | 275.25 |
| **Teachers for self-contained classes** | | | | |
| Developmental Education Classes | Spec Ed Part 1 | 28.0 | 93.0 | 121.0 |
| Gifted Special Education Classes (Elementary)/ Lines (Secondary) | Spec Ed Part 1 | 4.0 | 4.70 | 8.7 |
| ASD Special Education Classes (Elementary)/ Resource Withdrawal (Secondary) | Spec Ed Part 1 | 6.0 | 6.00 | 12.0 |
| ASD Special Education Classes Pilot (Secondary) | Spec Ed Part 1 | 0 | 1.0 | 1.0 |
| 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 | 110.7 | 156.7 |
| Special Education Classes (Prep) | N/A | 9.0 | 34.64 | 43.64 |
| Total Special Education Classes Staffing (Classroom Teachers / Prep) | | 55.0 | 145.34 | 200.34 |
| **Other special education teachers** | | | | |
| Itinerant Teachers (Hearing – 7.0, Vision Resource – 11.0) | Hearing: Additional Qualification - Teaching Students Who Are Deaf or Hard of Hearing Vision: Additional Qualification – Teaching Students Who Are Blind/Low Vision | 18.0 | 0 | 18.0 |
| Teacher On Special Assignment (TOSA) | Spec Ed Part 1 | 15.0 | 2.0 | 17.0 |
| Teachers on Special Assignment (TOSA), Assistive Technology | Spec Ed Part 1 | 6.0 | 1.0 | 7.0 |
| Learning Coordinators | Spec Ed Specialist | 9.0 | 2.0 | 11.0 |
| System Principals | PQP 2 | 2.0 | 0 | 2.0 |

| Special Education Staff | Qualifications | Elementary | Secondary | Total |
|---|---|---|---|---|
| **EDUCATIONAL ASSISTANTS** | | | | |
| Educational Assistants | N/A | 767.2 | 221 | 988.2 |
| ☐ Special Incident Portion (SIP) | N/A | 18.0 | 24.0 | 42.0 |
| Total Educational Assistants | | 785.2 | 245 | 1030.2 |
| **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<br>PhD | | | 27.6 |
| Speech-Language Pathologist | Masters | | | 45.7 |
| Audiologists | Masters | | | 1.0 |
| Social Work and Attendance Counselors | Bachelors<br>Masters | | | 58.5 |
| School Support Counselors | College Diploma | | | 33.3 |
| 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 |

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 13

## Standard 13: Staff Development

## Standard 13: Staff Development

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

The goal of Special Education Staff Professional Learning is to develop the capacity of administrators and staff in each of our schools to provide the best possible learning experience for all students in that school's community. By providing the classroom teacher and support personnel with a variety of learning strategies and access to a wide range of in-school and system resources, we create the opportunity for the educational experience of every student individualized to student's 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 when reviewing Special Education programs.
- System personnel are required to be current in their understanding of Ministry policies and legislation which have an impact on Special Education. This information is presented to principals and school Special Education personnel who in turn are responsible to implement new policy and legislative directions at the school level.

**Ongoing Review of Staff Professional Learning Needs**

- The TVDSB SEAC and staff from Learning Support Services have identified the need to continue to provide regular and coordinated professional learning for school staff across employee groups to facilitate the understanding of issues and current research.
- The staff professional learning and training programs of the 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 of Education as required.
- The Special Education Department regularly reviews priorities requiring additional professional learning opportunities for school and system staff. These reviews take place at weekly meetings and are influenced by feedback to department staff that is received 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 its entire staff. The board allocates funds in its annual budget for conferences, workshops, specific short courses, and in-service programs for all staff. Special education staff are encouraged to make use of these funds. Similarly, special education staff may apply to use funds available from their respective teachers' federations. In addition to these general funds, the board directs funds to specific special education in-service and other staff learning opportunities.

Professional learning opportunities are announced through the TVDSB's weekly email Learning Support Services Memorandum that is distributed to school administrators. All staff have access to the LSS SharePoint site where LSS Memos are posted and stored. Additionally, Special Education Learning Coordinators provide Learning Support Teachers and other system staff with information about upcoming professional learning opportunities through, for example, but not limited to, monthly LST meetings, the LST Outlook Group, social media and the TVDSB website.

## Communication of the Special Education Plan

Once approved by the Board of Trustees, on an annual basis, the TVDSB's Special Education Plan is submitted to the Ministry of Education. 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 such as, but not limited to LSS Memos, monthly elementary and secondary administrator meetings (TVACE/TVSAC). To help ensure that school level practices and processes align with the Special Education Plan, Learning Coordinators will directly reference the Special Education Plan during the LST professional development meetings as it specifically relates to workflow throughout the school year.

## Professional Learning and Training

Mental health and well-being for students, families, and staff continues to impact our system planning secondary to the disruptions to routines and learning patterns. Providing support for staff, students and families will be a necessary aspect of our 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 that can be addressed through staff development and have been identified by Learning Support Services staff working in consultation with members of SEAC.

- Professional Learning opportunities are provided in a variety of formats such as, but not limited to:
  - Targeted professional learning through collaboration supported by Special Education Learning Coordinators, Teachers on Special Assignment, and Professional Student Services staff;
  - Workshops on system and site-based professional activity days and during summer in-service sessions;
  - Monthly Learning Support Teacher meetings;
  - School and system training throughout the school year as required to develop an understanding of new and existing Ministry requirements;
  - School and system training on new assessment procedures and/or materials;
  - Workshops provided by outside sources such as TVCC, Elgin, London, Middlesex, Oxford FASD, Greenfield (Lexia/PowerUp) attended by designated staff;
  - Conferences attended by designated staff such as Coaching to Inclusion, Building Inclusive Communities, the Geneva Centre for Autism International Symposium, Special Education Regional Coordinator/Consultant Conference (SERCC) and the Learning Disabilities Conference;
  - Collaboration between system staff and a variety of community groups on workshops and conferences;
  - Ongoing in-service to new teachers, Learning Support Teachers, as well as new administrators;
  - Dedicated professional learning series for Educational Assistants;
  - Continuing training in areas such as Behaviour Management System (BMS), Individual Behaviour Plan (IBP), Individual Education Plan (IEP) development, Special Equipment Amount (SEA) System, Weschler Individual Achievement Test (WIAT), Canadian Cognitive Abilities Test (CCAT), Special Education Administration System (SEAS) and Empower;
  - Under the auspices of System Staff Development, professional learning related to Special Education is included in the New Administrator Professional Learning Series, New Teacher Induction Program and Occasional Teacher Training Opportunities;
  - Professional Development throughout the year specifically for system class teachers (Transition, Autism Spectrum Disorder, Gifted, Accelerate);
  - LSS support school-based meetings throughout the year related specifically to school needs.

- The budget allocation dedicated to the staff development plan in the area of special education, includes funding for the following activities:
  - Professional learning opportunities for system support staff and special education teachers;
  - Release funds for school staff to participate in system staff development;
  - Collaboration funding for school teams to participate in targeted professional learning with system support staff;
  - Cost-sharing of joint curriculum and special education professional learning opportunities;
  - Cost-sharing of professional learning opportunities and parent information sessions with community partners;
  - Purchase of online courses for administrators, teachers, educational assistants, and Professional Student Services staff;
  - Professional Development throughout the year specifically for system class teachers
  - (Transition, Autism Spectrum Disorder, Gifted, Accelerate);
  - LSS supports school-based staff meetings throughout the year related specifically to school needs.

- In 2024-2025 the TVDSB engaged in partnerships for staff professional learning with the following agencies/organizations:
  - London District Catholic School Board
  - TVCC
  - UWO.

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 14

## Standard 14: Equipment

## Standard 14: Equipment

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

**Equipment**

- The Thames Valley District School Board (TVDSB) is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs.
- Student equipment needs are identified through the Program Development Team (PDT) process and documented, as appropriate, during the Identification, Placement, and Review Committee (IPRC) and Individual Education Plan (IEP) process(es). (See Standard 5 and Standard 10 of this Guide for more information). Recommendations are received from board professional personnel and community professional practitioners. Professional assessments can come from a Psychologist, Psychological Associate, Optometrist, Ophthalmologist, Occupational Therapist, Physiotherapist, Speech-Language Pathologist, and specialist teachers of the blind, deaf or deaf-blind.
- There are two types of Special Equipment Amount (SEA) claims:
  - SEA Per Pupil Amount (PPA) for technology equipment and physical equipment (i.e. Chromebooks, specialized seating, sensory equipment, etc.);
  - SEA Claims-based Amounts (i.e., lifts, Braille Readers, furniture).

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

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

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

**Required Documentation for All SEA Claims Based Equipment**

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

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

- A SEA application is completed by the Learning Support Teacher (LST) and forwarded through the SEA Automation process to the school's area Special Education Learning Coordinator for processing.
- The Ministry of Education allocates to school boards SEA revenue generated from the SEA PPA and SEA Claims-based Amounts for expenses exceeding $5000.00.
- All specialized equipment is the property of TVDSB and is allocated at the discretion of the board. Any required repair for maintenance will be provided by the board. Repairs and maintenance concerns are to be shared with the LST of the school.

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 15

## Standard 15: Accessibility of School Buildings

## Standard 15: Accessibility of School Buildings

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

**Accessibility**

Developed by our multi-disciplinary Accessibility Working Group, which includes representatives from Thames Valley District School Board (TVDSB) and community partners, the TVDSB's multi-year Accessibility Plan can be accessed here.

The TVDSB is committed to fulfilling its responsibilities under the Ontario Human Rights Code, and under AODA and the Integrated Regulation, in a way 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 commits to achieving its accessibility goals in a way that promotes and ensures respect for every person's human rights, dignity and independence. An accessible TVDSB is therefore comprised of two, equally important 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 the needs and ensure the success of every TVDSB student and employee.

**Process(es) for Improving Accessibility**

- The Special Education department staff and School Administrators identify immediate and anticipated accessibility needs to be addressed at specific school sites based upon existing and anticipated students enrolled at each school.
- The Ministry of Education provides capital renewal grants on an annual basis. A percentage of these funds are then prioritized to accessibility improvements. Facilities Services staff work collaboratively with Learning Support Services staff to determine an appropriate priority for these capital projects.
- Members of the public can obtain a copy of the completed Plan from the TVDSB website, annual Special Education Advisory Committee (SEAC) presentation, annual TVDSB presentation to the 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 are 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 an Accessibility Feedback Form.

**Projects Completed or in Progress During the 2024-2025 School Year**

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

| 2024/25 List of Projects | |
|---|---|
| **School** | **Renovation** |
| **St Georges PS** | Renovation to Spec Ed Centre (carry over from 2023/2024). |
| **North Middlesex DHS** | Provide Universal Washroom and Vertical lift to Stage (carry over from 2023/2024). |
| **Bonaventure Meadows PS** | Provide power door operator to Library door. |
| **Jeanne Sauve FIPS** | Provide barrier free access to Gym – Exterior ramp. |
| **College Ave SS** | Provide power door operator to Special Needs Washroom. |
| **IDCI** | Provide Universal Washroom, Tactile indicators at stair landings, Hold open devices on Corridor doors, Elevator modernization. |
| **Medway HS** | Provide vertical lift to Gym stage. |
| **Oakridge SS** | Provide Barrier Free parking at Community Entrance. |
| **London South CI** | Elevator modernization. |
| **Strathroy District CI** | Elevator modernization. |
| **Algonquin PS** | Provide power door operators to playground exterior doors. |
| **Lord Nelson PS** | Orientation and mobility vision painting. |
| **Mountsfield PS** | Orientation and mobility vision painting. |
| **Nicholas Wilson PS** | Orientation and mobility vision painting. |
| **Princess Elizabeth PS** | Provide barrier free access to exterior Kindergarten entrance. |
| **River Heights PS** | Orientation and mobility vision painting. |
| **Springfield PS** | Relocate Corridor bench and cubbies for barrier free access. |
| **Tecumseh PS** | Orientation and mobility vision painting, provide tactile indicators at stair landings and braille room signage. |
| **Westmount PS** | Provide barrier free access to exterior Kindergarten entrance. |

| | |
|---|---|
| **Woodland Heights PS** | Orientation and mobility vision painting and provide tactile indicators at drinking fountains. |
| **Glencoe District HS** | Provide barrier free access to student parking lot exterior doors. |
| **Lord Dorchester SS** | Provide bariatric toilet in Universal Washroom. |
| **Medway HS** | Provide power door operator to Main Office and Library door. |
| **Montcalm SS** | Provide tactile indicators at drinking fountains. |
| **Saunders SS** | Provide barrier free sidewalk to athletic track. |
| **Strathroy District CI** | Provide barrier free exit from exterior Library door. |

# SPECIAL EDUCATION PROGRAMS AND SERVICES

## Section B – STANDARD 16

## Standard 16: Transportation

## Standard 16: Transportation

**The purpose of the standard is to provide details of the board's transportation policies to the Ministry and to the public.**

**Provision of Transportation for Exceptional Students**

- The Thames Valley District School Board's (TVDSB) Transportation Policy outlines that the board, specifically the Special Education Department staff, will approve and direct the service parameters of Southwestern Ontario Student Transportation Services (STS) on an annual basis.
- STS will make special transportation arrangements for TVDSB students who have been identified and approved by the school board having a placement in a Special Education classroom as outlined in Standard 9.

**Students with a Placement in a Special Education Classroom**

- STS will manage and administer all of the board's home-to-school transportation for exceptional students who attend the following programs:
  - System Special Education classes (Developmental Education, Accelerate, Hearing, Giftedness, Autism Spectrum Disorder and Transition);
  - Education and Community Partnership Program (ECPP) day treatment programs offered through Vanier Children's Services, The Child and Parent Resource Institute (CPRI) or Wellkin Child and Youth Mental Wellness;
  - Provincial and Demonstration Schools (day students only).

**Students in a Regular Class Placement**

- For students in a regular class placement, who may require specialized transportation to their designated home school, a Special Transportation Eligibility Form will be completed by the school in collaboration with the parent(s)/guardian(s) and submitted to TVDSB board designate. Forms will be completed through collaboration between the parent(s)/guardian(s) and school-based staff, and in consultation with Special Education Learning Coordinators and school principals. Submitted forms are reviewed by the System Principal of Special Education to determine eligibility. If it is determined the student is eligible for Specialized Transportation the parent will be required to fill out a registration form with STS.

- Qualifying students will have a permanent disability that prevents them from safely getting to and from their board-designated school on their regular school bus.

- 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.

- 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), and in consultation with the Learning Coordinator/Program Development Team to support planning.

- Specialized Transportation arrangements may be made by the TVDSB on behalf of students with a permanent disability that prevents them from safely getting to and from their board-designated school to access Summer School Programs on their regular school bus.

- 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.

- An ISTP is developed for each student who requires Specialized Transportation. An ISTP is a written plan that details:
  - How each student will board, be secure while driving, and de-board;
  - What assistance students may need while boarding, securing themselves, or de-boarding;
  - Responsibilities of the students, the parent(s)/guardian(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, includes but is 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.

# SPECIAL EDUCATION ADVISORY COMMITTEE

## Section C – STANDARD 17

## Standard 17: The Board's Special Education Advisory Committee

# Standard 17: The Board's Special Education Advisory Committee

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

SEAC was established in compliance with Regulation 464/97.

**SEAC Roles and Responsibilities**

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

- To make recommendations to the Supervisor 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 parents/guardians and staff related to the Identification, Placement, and Review Committee (IPRC), the Individual Education Plan (IEP), effective communication practices and parent(s)/guardian(s) engagement;
  - Discussing program recommendations that are presented by staff and/or sub-committees;
  - Bringing forward issues for discussion by administration and/or the Supervisor;
  - 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 2025-2026 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.
- 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 regarding the Special Education budget.
- To communicate with parents/guardians 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;
  - Collaborate with the board to increase public awareness of the Special Education Plan and SEAC;
  - Increase awareness of Ministry of Education Special Education resources, including the Ministry of Education and SEAC websites.
- To respond to Supervisor 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 which may impact on students who require Special Education programs and services;
  - Consulting and collaborating with other Ministries, community partners and agencies regarding the development or changes in services and programs which may affect students who require Special Education.

**Role of TVDSB**

- To provide personnel and facilities necessary for the proper functioning of this committee.
- The work of SEAC is supported by the following Administrative Resource Staff to the Committee:
  - Jeff Bruce, Superintendent of Student Achievement
  - Cheryl Nichols, System Principal
  - Kathryn Lambert, Manager
  - Marek Miszkiewicz, Elementary Principal
  - Holly Powers, Elementary Principal
  - Renee Shave, Secondary 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 2025-2026 is as follows.

## 2025-2026 Special Education Advisory Committee Meeting Dates

Tuesday, September 9, 2025, 1:00-3:00 p.m.
Monday, October 6, 2025, 6:00-8:00 p.m.
Tuesday, November 4, 1:00-3:00 p.m.
Tuesday, January 5, 2026, 1:00-3:00 p.m.
Tuesday, February 3, 2026, 1:00-3:00 p.m.
Monday, March 2, 2026, 6:00-8:00 p.m.
Monday, April 1, 2026, 6:00-8:00 p.m.
Tuesday, May 4, 2026, 1:00-3:00. p.m.
Monday, May 19, 2026, 6:00-8:00 p.m.
Monday, June 1, 2026, 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, who are committed to furthering the interests of students with special education needs.

### Special Education Advisory Committee Membership 2022-2026

| ASSOCIATION | REPRESENTATIVE | ALTERNATE |
|---|---|---|
| **SUPERVISOR** | | |
| Supervisor | Paul Boniferro<br>paul.boniferro@tvdsb.ca | |

| ASSOCIATION | REPRESENTATIVE | ALTERNATE |
|---|---|---|
| **SECTION 2<br>LOCAL ASSOCIATIONS (MAX 12)** | | |
| **Association for Bright Children**<br>www.abcontario.ca | Tracy Leckie<br>tleckie@tvseac.ca | Vacant |
| **Autism Ontario**<br>1340 Dundas St. E.,<br>London, ON N6G 2V9<br>Phone: 519-433-3390<br>london@autismontario.com<br>www.autismontario.com/london | Carmen Pecican<br>cpecican@tvseac.ca | Caroline Nicolle<br>cnicolle@tvseac.ca |
| **Easter Seals Ontario**<br>One Concorde Gate, Suite 700<br>Toronto, ON M3C 3N6 or<br>2265 Oxford Street W., Unit 1<br>London, ON N6K 4P1<br>Phone: 519-432-9669<br>easterseals.org | Alison Morse<br>chair@tvseac.ca<br>amorse@tvseac.ca | Gabrielle White<br>gwhite@tvseac.ca |
| **Inclusion Action Ontario**<br>53 Robertson Dr.<br>Stratford, ON N5A 0J6<br>contact@inclusionactionontario.ca | Paul Cook<br>pcook@tvseac.ca | Vacant |
| **Learning Disabilities Association London**<br>303 Richmond Street, Unit 205<br>London, Ontario N6B 2H8<br>Phone: 519-438-6213<br>www.ldalondon.ca | Deborah Shore Reid<br>dshore-reid@tvseac.ca | Vacant |
| **Vanier Children's Services**<br>871 Trafalgar Street<br>London, ON N5Z 1E6<br>Phone:519-433-3101<br>www.vanier.com | Krista Robinson<br>krobinson@tvseac.ca | Amy Mouselimis<br>amouselimis@tvseac.ca |
| **VOICE for Deaf and Hard of Hearing Children**<br>admin@voicefordeafkids.com<br>www.voicefordeafkids.com<br>478 Dundas St W<br>Oakville ON L6H 6Y3 | Michele Barbeau<br>mbarbeau@tvseac.ca | Vickie Hlady-MacDonald<br>vhladym-macdonald@tvseac.ca |
| **Ontario Parents for Visually Impaired Children**<br>613-825-9467 | Stephanie Antone<br>santone@tvseac.ca | Brandy Sell<br>bsell@tvseac.ca |

| SECTION 2 ORGANIZATIONS<br>ADDITIONAL MEMBERS (6) | | |
|---|---|---|
| **Children's Hospital, LHSC**<br>Victoria Hospital<br>800 Commissioners Rd. E.<br>London, ON N6A 5W9 | Carol Fortnum<br>cfortnum@tvseac.ca | Diana Cryderman<br>dcryderman@tvseac.ca |
| **Community Services Coordination Network (CSCN)**<br>171 Queens Ave. Suite 750<br>London, ON N6A 5J7<br>www.cscn.on.ca | Judy Wright<br>jwright@tvseac.ca | Roxanne Ramjeawan<br>rramjeawan@tvseac.ca |
| **Fetal Alcohol Spectrum Disorder Network**<br>fasdelmo@gmail.com<br>www.fasdelmo.wordpress.com | Craig Read<br>cread@tvseac.ca | Tracy Grant<br>tgrant@tvseac.ca |
| **London Autism Developmental Disabilities Support Group** | Suzanne Young<br>syoung@tvseac.ca | Christina Devlin<br>cdevlin@tvseac.ca |
| **London Down Syndrome Association**<br>PO Box 52022,<br>Commissioners Rd. ON N6C 0A1 | Rhonda Askew<br>raskew@tvseac.ca | Norman Askew<br>naskew@tvseac.ca |
| **ADDITIONAL MEMBERS** | | |
| | Kim Vandersluis<br>Chippewas of the Thames First Nations<br>kvandersluis@tvseac.ca | |

Members of the public are encouraged to make their views known to SEAC by requesting a delegate presentation to SEAC, contacting representatives directly, using the 'Contact us' link on the Special Education page of the TVDSB website, or calling the Special Education Department at the board office (519-452-2000 ext. 20076).

## SEAC Activities

In the 2024-2025 school year, SEAC provided input on a wide range of special education department initiatives, the annual review of the Special Education Plan and the 2025-2026 special education budget.
SEAC had a number of staff presentations on exceptionality specific programs and resources including:

- Budget
- Exceptionality Data
- EA Staffing Recruitment and Retention
- Professional Student Services - Assessments

- IEP Audit
- Summer Mental Health Programs
- Annual Accessibility
- EQAO Results
- Education and Community Partnership Program (ECPP)
- Wait Times for SLP Services with TVCC
- Special Incidence Portion/SEA Claims Numbers
- Acadience
- School Climate Survey

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 Information Videos
- Psychological Services Regional Model

**SEAC had Representation on the Following Committees:**

- Special Education Plan Working Group

# COORDINATION OF SERVICES WITH OTHER MINISTRIES

## Section D – STANDARD 18

**Standard 18:** Coordination of Services With Other Ministries or Agencies

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

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

**Pre-School Programs**

- The Ministry of Health, Ministry of Children, Community and Social Services and the Ministry of Education work in harmony to provide services for pre-school children.
- Examples of some of the programs are:
  - Infant Hearing Program Provincial Schools Branch – Home Visiting Program;
  - tykeTALK (Thames Valley Region Preschool Speech and Language Program serviced by TVCC [London, Middlesex, and Elgin sites], Western University and Woodstock Hospital).
- Learning Support Services representatives meet with representatives from the Ministries above to establish links and relationships with parents/guardians and children prior to the student's first day of attendance in a Thames Valley District School Board (TVDSB) school.

**Pre-School Speech and Language Programs**

- The TVDSB Speech-Language Pathology and Audiology Services staff work very closely with the local initiative tykeTALK, the Thames Valley Region Preschool Speech and Language Program, and private Speech-Language Pathologists in the following ways:
  - As representatives on the Transition to School Committee;
  - As representatives on the Services and Liaison Committee;
  - Through participation in the development of policies for the transition from pre-school services to school-age programs;
  - Through participation in the strategic planning process;
  - Through the provision of parent(s)/guardian(s) workshops;
  - Through participation in transition to school meetings for the parent(s)/guardian(s).

**Pre-School Nursery Programs**

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

**Intervention Programs for Children with Autism**

- It is the TVDSB policy and practice to collaborate with community-based teams such as the Child and Parent Resource Institute (CPRI), All Kids Belong, and Ontario Autism Program (OAP) providers who support early and ongoing intervention programs for children with Autism.

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

**First Nations, Métis and Inuit**

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

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

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

- TVDSB Special Education representatives meet with community partners to implement improved service coordination for students with complex needs.
- This initiative is part of the Special Needs Strategy in collaboration with community partners, including:
  - Community Services Coordination Network (CSCN);
  - TVCC;
  - Infant Hearing Program;
  - Community Living Elgin and London;
  - Community Living Tillsonburg;
  - Middlesex London Health Unit;
  - 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) is intended to facilitate collaboration between partnering Children's Aids Societies (CASs) and school boards in their efforts to enable Kindergarten to Grade 12 students who are in the care of, or receiving services from, a CAS to benefit from the learning opportunities and supports available in schools and to achieve academic success. A Realizing Educational Achievement for Children/Youth (REACH) Team must be offered to every student that has been identified by the CAS to the school board, with appropriate consents. Students with consent and who agree to have a REACH Team should be offered the opportunity to have an individualized Education Success Plan developed to support their educational success.

**Education and Community Partnership Program (ECPP)**

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

**Assessments from Other Boards, Ministries or Agencies**

- The school, in conjunction with the appropriate personnel (such as Psychological Services or Speech-Language Pathology and Audiology Services) will review assessments accompanying students entering the school system from other boards, Ministries, or agencies.
- Where identification as an exceptional pupil is concerned, the Ontario Student Record (OSR) contents and assessments will be reviewed by appropriate TVDSB personnel to determine whether or not the student meets the criteria for formal identification. Students are identified according to categories and definitions of exceptionalities provided by the Ministry of Education with criteria outlined in Standard 8 of this document.
- Additional assessments will be recommended if additional information is required.

**Information Sharing**

- For students entering TVDSB, relevant information is shared between other school boards, Ministries, community agencies and the parent(s)/guardian(s), and written consent is to be obtained from the parent(s)/guardian(s) or from the student if the student is of the age of consent.
- The Special Education Learning Coordinator for that school will assist by acting as a liaison between the various community partners and the school.
- For students leaving the board to attend other programs or boards, the sending school's principal, Learning Support Teacher (LST), or the Special Education Learning Coordinator for that school may share information with the receiving agency or school, provided written consent has been obtained from the parent(s)/guardian(s).
- The principal is responsible for ensuring transition planning for these students is conducted by the sending or receiving school, in collaboration with Education & Community Partnership Program staff and the parent(s)/guardian(s). Where appropriate, the Special Education Learning Coordinator for that school and other system or agency staff are to be included in the transition planning.

For more information regarding these specific partnerships, please call the TVDSB Education Centre at 519-452-2000 ext. 20076.