

Special Education Programs and Services

A partnership of students, school, family, and support services is essential to the success of exceptional students – Guiding Principles for the Development of the Toronto District School Board Special Education Plan.

A needs-based model of delivery is responsive to actual educational functioning levels over time. A range of responses to the level of student need is based on several criteria. Responses to needs reflect the partnership of the student, their family, the school, and a range of resources.

The profile and level of student strengths and needs play a key role in the development of program modification.

Professional development for all school staff, including administrators, school support teams, teachers, and especially teachers new to the Board, is necessary to assist in the development of the ability to recognize students with special needs. Prior to the identification of students, through in-school support strategies, academic testing, and other assessment or consultation, a full and clear picture of a student's strengths and needs is completed.

Students who had disrupted or limited access to schooling in their home country may be functioning several grades behind their age group. Placement in an academic upgrading program for ESL/ELD may be more appropriate for them.

Special Education Program Support and Related Services

Special Education Services within the TDSB rely on the expertise of teachers supported by:

- Educational Assistants, Child and Youth Workers, Special-Needs Assistants
- Hearing/Vision Staff
- Guidance Teachers
- Occupational Therapists and Physiotherapists
- Psychological Staff
- SEAC and Community Agencies
- Social Work and Attendance Staff
- Speech-Language Pathologists

A range of placements, programs, and services should be available to meet the needs of exceptional students – Guiding Principles for the Development of the Toronto District School Board Special Education Plan.

Range of Placements

A variety of placement options is necessary to meet the needs of all students with exceptionalities. The key elements in making a decision regarding an educational placement of a student are based on the individual strengths and needs of the student and the wishes of the parent.

The early years are a crucial time for the development of learning skills. There is a body of evidence that suggests that if young children receive effective early intervention to support their learning needs, a number of them may not require special education programs and services.

For many students with exceptionalities, inclusion into a school setting, and integration into a regular class, are important first steps toward a successful integration into society. An integrated placement provides increased opportunities for socialization, the opportunity for the development of self-esteem, and a strong sense of belonging.

This sentiment is again reinforced in Regulation 181/98 – Identification and Placement of Exceptional Students (part IV, section 17). *“When making a placement decision on a referral under section 14, the committee shall, before considering the option of placement in a special education class, consider whether placement in a regular class, with appropriate special education*

*Policy/Program Memorandum
No. 76c
website:
[www.edu.gov.on.ca/
extra/eng/ppm/76c.html](http://www.edu.gov.on.ca/extra/eng/ppm/76c.html)*

services, (a) would meet the student's needs; and (b) is consistent with parental preferences.”

Students may exhibit strengths and needs in several areas. Although categories of exceptionalities and their definitions are established by the Ministry of Education, student learning needs often overlap categories. In order to recognize the uniqueness of every student, key areas of strengths and needs will be considered along with the profile of learners in the class when considering placement. Local school support would be the placement most appropriate to meet the needs of those students, regardless of their exceptionality, who exhibit mild needs. As the level and diversity of student needs become more evident, the level of support to meet those learning needs may become more intensive. For some students with very high needs, small class, clustered settings, or intensive support classes with specially trained teachers and additional educational support, may be the most appropriate learning environment. As students with physical exceptionalities may also demonstrate needs in other areas, consideration of other congregated programs being located at barrier-free sites is a factor when planning program location. However, each student's profile is unique and must be considered when determining placement.

Students may require various levels of support according to their age and development. A full continuum of programs and services allows a student the transition in and out of various educational models throughout the student's educational career.

Placement Options

In making its placement decision, the IPRC may consider Special Education Placement or Regular Class Placement.

Where Regular Class Placement is recommended:

Regular class with indirect support. The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.

Regular class with resource assistance. The student is placed in the 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.

Regular class with withdrawal assistance. The student is placed in the regular class and receives instruction outside of the classroom for less than 50 percent of the school day, from a qualified special education teacher.

Where special education class placement is recommended:

Special education class with partial integration. The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to Regulation 298, section 31, for at least 50 percent of the school day, but is integrated with a regular class for at least one instructional period daily.

Special education class full time. The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to Regulation 298, section 31, for the entire school day.

Other options than these exist to meet the student's needs, and parents and Board staff are encouraged to explore them. For example, there may be a need to apply for admission to:

- a Provincial School for students who are blind, deaf, or deaf-blind or a provincial Demonstration School for students who have severe learning disabilities
- a facility that provides the necessary care or treatment appropriate to the student's condition

Applications to Provincial Schools and provincial Demonstration Schools are coordinated and submitted by the school board. Applications to care and treatment facilities are made by the parent directly to the facility, although school board staff may be able to assist in gathering the appropriate documentation.

Community-Based Resource Model (CBRM)

The Community-Based Resource Model is a board-wide philosophy and process to support students who require special education services in their local elementary and middle schools. CBRM aligns with the vision of the TDSB Special Education Plan, which is to support the needs of the majority of exceptional students within well-resourced neighbourhood schools. The CBRM encompasses the Home School Program, resource support, and expertise of the Methods and Resource Teacher.

The CBRM is staffed with special education teachers who can provide indirect, in-class, and withdrawal resource support, as well as more intense small-group teaching for periods of the day. Schools design their CBRM based on the specific strengths and needs of their student community. The Home School Program Teacher and the Methods and Resource Teacher are key components of the CBRM team. All members of the CBRM team are involved in the support and delivery of the model.

Priority must be given to students who have been formally identified through the IPRC process and recommended for Special Education class placement at their home school. Identified students, whose recommended placement is "special education class," are supported in the Home School Program for 50 percent of their school day.

Students who are not formally identified may be supported in the CBRM through a recommendation of the School Support Team.

Students who have been formally identified through the IPRC process receive regular updates of their IEP each reporting period and may have an annual IPRC review to evaluate their current placement and support. Non-identified students are monitored through regular reviews of their IEP with their provincial report card.

School staff have access to consultation and resources provided by the CBRM team to support programming for students.

Home School Program (HSP)

The Home School Program is one of the components of the CBRM. It is a special education class in which a student is placed for at least 50 percent of the school day. Exceptional students are placed into the program through an IPRC. Sometimes non-identified students are placed into the program on the recommendation of the School Support Team. The Home School Teacher receives regular, ongoing professional development.

Methods and Resource Teacher (MART)

The Methods and Resource Teacher is a support to students and staff as a member of the CBRM team. Regular and ongoing professional development prepares the MART to offer special education programming expertise and resources in the school. Any one of the special education teachers in the school may be assigned to be the MART.

Intensive Support Programs (ISP)

Comments

Students with social/emotional needs require the support of the entire school community to be included in the life of the school.

Partnerships with parents, the school, and community organizations increase communication and effective intervention for student success.

Appropriate planning time and the opportunity for case conference meetings are required on an ongoing basis in order to provide effective programs for these students.

Partnerships with community organizations, mental health agencies, and parent support groups are important to ensure advocacy.

Ongoing liaison with Section 20 programs is important in order to streamline admissions and plan transitions for return to the school setting.

It is very important not to identify students as exceptional on the basis of performance or behaviour that reflects a normal process of second-language acquisition. At the same time, it is important to identify as quickly as possible those students who may have special learning needs.

Intensive Support Programs are located within Families of Schools and are staffed by central resources. These programs will provide more intensive support than the CBRM in home schools. The number and location of ISPs is determined by profiles of students requiring intensive support.

Behaviour

Students who exhibit needs in the social–emotional area must have programs that address the full range of their cognitive, emotional, and social development. Needs in the areas of self-control, anger management, trust, stability, adaptability, and responsibility are only some aspects of student need. Students with social–emotional needs must also be encouraged to become competent and self-confident learners.

Effective programs in schools can work to address needs of all students and may be especially supportive of students who demonstrate needs in the social–emotional areas. In terms of early intervention and the setting of appropriate and positive expectations, these programs may actually be preventative in nature. Programs may include social skills programs and conflict-resolution programs.

As in other areas of exceptionality, early identification is important. Early intervention in this area is important in order to provide support prior to social, emotional, or behavioural challenges reaching a crisis stage. Effective transition between elementary, intermediate, and secondary programs are important to all exceptional students. Transition between Care, Treatment, or Correction Programs (*Section 20 programs*) and the school setting is especially important. All staff who work with these students must be involved in the transition in order to create an environment that will be supportive to a successful educational experience. A student with extremely high needs may require additional intensive support over and above a special class placement in order for the placement to be effective in meeting his or her needs.

Class size: 8

Communication

Communication is an umbrella term for the following exceptionalities: Learning Disability, Autism, Deaf/Hard of Hearing, Speech Impairment, and Language Impairment.

Learning Disability (LD)

A learning disability is a learning disorder evident in academic and/or social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication. Students with learning disabilities typically have average to above-average cognitive abilities, but they may require specific teaching strategies and/or accommodations to learn and to demonstrate their knowledge or skills.

Students with learning disabilities need early identification through a systematic approach. The persistent nature of learning disabilities requires access to services at all grade levels.

Students placed in an Intensive Support Program are:

- identified with a communications exceptionality at an IPRC and, show evidence of lack of success in the Home School Program
- identified with LD (usually diagnosed Learning Disability), Autism (usually diagnosed ASD) or Language Impairment **and** assessed as having *average thinking and reasoning skills and* evidence of adaptive difficulties plus other factors such as ADHD, anxiety disorder, social/emotional needs, as shown through professional assessments (e.g., psychology, speech-language pathology, and/or teacher assessments)
- indicating academic functioning (via teacher assessment)
 - below grade level by a minimum of two years in literacy and numeracy in the *primary grades*
 - below grade level by a minimum of three years in literacy and numeracy in the *junior grades*
 - below grade level by a minimum of four years in literacy and numeracy in the *intermediate and senior years*

Class Size: 8

Comments

Pervasive (across all areas)

Developmental (from birth and life long)

Disorder (not simply a delay and therefore may not follow the normal protocol of development)

Autism

Autism is one of the disorders within the Pervasive Development Disorder (PDD) or Autism Spectrum Disorder (ASD) spectrum. Other disorders include Asperger's Syndrome (AS), Rett's Syndrome, Childhood Disintegrative Disorder, and PDD Not Otherwise Specified (PDD-NOS).

The scientific and medical communities are still unsure about what causes ASD. Knowledge in the field of ASD is constantly growing and changing. The current focus of research in ASD is in the area of genetics and neurological development.

The term(s) *PDD/ASD* reflect a group of disorders that all share key features that include qualitative impairments in:

- social interactions
- verbal and non-verbal communication
- behaviours/interests that are restricted and often stereotypical or repetitive

All three areas of impairments interconnect and are not mutually exclusive. Issues relating to sensory disturbances or anxiety may also be present.

Students with Autism present a myriad of strengths and abilities.

Comments

Some students may require a classroom with minimal auditory distractions.

Some students may have other learning and social needs that must be addressed.

Degree of hearing loss may not determine level of needs.

Deaf and Hard of Hearing

Students with a hearing loss may demonstrate needs in language and speech development, usually, but not always, reflecting the severity of the hearing loss. The majority of students with hearing loss benefit from hearing aids, cochlear implants, and other amplification devices, and can be served in regular class placements with specialized supports. Some students and their families may choose a deaf cultural approach which includes the use of American Sign Language (ASL). Very early identification is critical and needs are addressed through home-based programs from the time of diagnosis until school entry. Throughout the educational career of the student, parents continue to play a key role in the education of their children and in liaising with the school system.

Programs for the Deaf and Hard of Hearing support approximately 700 students Board-wide. Approximately 170 students are in self-contained classes ranging from pre-school (aged three) to graduation from secondary school.

- There are 12 Hard of Hearing classes at the elementary level. These are full-day programs for students with a language delay of approximately three years or more. Students usually have moderate to severe hearing losses or profound losses with cochlear implants. The method of communication is spoken language.
- There are three oral and signed support classes. These are full-day programs, and the students frequently have severe to profound hearing losses, occasionally with cochlear implants. The method of communication is spoken language with sign support added.
- There are classes for Deaf students at Davisville Public School/Metro Toronto School for the Deaf. These are full-day programs for students who have severe to profound hearing losses or profound losses, occasionally with cochlear implants. ASL is the language of communication throughout the school. Natural-Based English Sign is used as the primary language of instruction in the classroom.
- At the secondary level, there are three Deaf/Hard of Hearing programs. These offer a combination of self-contained and integrated courses, depending on students' needs. The method of communication is sign language at Danforth Commercial-Technical Institute, oral with signed support at Drewry Secondary School and oral or oral with signed support at Northern Secondary School. Sign Language Facilitators are available at all sites.

For students in the mainstream, there are a variety of programs under the umbrella of Special Education Hearing Itinerant. Students in these programs range from age of diagnosis of hearing loss to graduation from secondary school.

- Approximately 50 infants and preschoolers are seen at home or at a daycare through the Parent Guidance Program.
- Special Education Hearing Itinerant teachers support approximately 450 deaf and hard-of-hearing students in the mainstream to develop their speech and language skills to access the curriculum. Special Education Hearing Itinerant teachers assist classroom teachers develop appropriate teaching strategies and accommodations for students who are Deaf or Hard of Hearing.

Programs for the Deaf and Hard of Hearing also have the support of a TDSB Audiologist, Speech-Language Pathologist, and Social Worker. For program information, call (416) 393-0644.

Speech

Comments

Most students with speech impairment alone may be accommodated in regular class.

Students with speech impairment may present with several challenges that require a team approach.

Students with a speech impairment need early identification through a systematic approach. The persistent nature of speech impairments (e.g., articulation and/or phonological disorder, dysfluency) requires access to services for students at all grade levels.

Many students with a speech impairment, specifically articulation and/or phonological disorder, also have a language impairment. Some students with a speech impairment have associated difficulties in other areas of development (e.g., reading and writing, learning, intellectual, social-emotional, behavioural, and sensory). The close relationships among phonology, language, and literacy development are central to the classroom focus of speech intervention and support services. To understand these relationships, regular and special education teachers require pre-service and in-service training in the area of speech development and strategies for classroom use.

Most students with a speech impairment alone will have their needs met in regular class programs with varying levels of support from speech and language staff. Students with other exceptional learning needs in regular and special education programs may also have speech impairments that must be addressed.

Students from culturally and linguistically diverse backgrounds may demonstrate speech needs. Obtaining information about the student's speech development in his or her first language is essential in making informed decisions. To provide appropriate services for ESL/ELD students, speech and language staff may need to work in partnerships with multicultural staff.

Language

Comments

Speech and language services should be classroom based.

The most effective way to address the language needs of students is a systematic approach that involves an early identification process. However, the ongoing nature of language impairments necessitates the provision of services for students at all grade levels.

The strong connection between oral language, literacy, and social development is central in the provision of language-intervention strategies and support services for students with language impairments. To understand this fundamental relationship, regular and special education teachers need pre-service and in-service training in the area of language development and strategies for classroom use. Teacher–pupil ratios should be considered for students at any level whose language impairments are severe.

Students with a language impairment often have a co-existing speech impairment (i.e., articulation and/or phonological disorder). They may also demonstrate associate and persistent difficulties in a variety of other areas (e.g., reading and writing, learning, intellectual, social–emotional, behavioural, and sensory). The language needs of these students must be addressed as well.

The language and learning needs of students from culturally and linguistically diverse backgrounds should be recognized. Obtaining information about a student’s first language development is essential to making informed decisions. For students with needs in ESL/ELD, speech and language staff may need to work in partnerships with multicultural staff to provide appropriate services.

Intellectual

Comments

Opportunities for mentoring are important for all students, regardless of level of need, in order to develop intellectual potential and intellectual interests.

Part of the Special Education Resource Teacher's responsibility will be to assist with program development and support for Gifted students who are in regular classroom settings.

The area of cognitive skills and intellectual ability involves sensory awareness, attention, processing, memory, and concept development. These abilities may vary widely and are measured by a qualified practitioner using a norm-referenced individual assessment and/or an adaptive measures tool.

The examination of needs is not solely on the basis of the degree of intellectual strengths or needs, but rather also on the inability of the student to be successful without support and intervention in their learning environment.

Students with intellectual needs may also present additional needs in other areas and will require a flexible ratio or a specialized setting to address these needs. Although integration into age-appropriate classroom settings is a goal, support and communication between students who are intellectual peers can provide a positive and enriching learning environment.

Mild Intellectual Disability and Developmental Disability

Mild Intellectual Disability Comments

Academic modifications may increase with the age of the student as concepts and curriculum become more challenging.

Opportunities to interact with age-appropriate peers and adults in the school and in the wider community are important for students in terms of their development of appropriate social skills.

Secondary programs: Opportunities for supportive co-op experiences or government-supported vocational programs are suggested.

Child and Youth Workers may be required to work with students who have severe behavioural needs.

Flexible staffing ratios are driven by programming supports for students' needs.

Students who demonstrate cognitive skills below age expectations require program accommodations and modification to meet their varied learning needs. Often students may present a variety of needs to be addressed, including social-emotional needs and health issues. Flexibility in scheduling of the school day and opportunities for concrete and relevant learning is important in program development. In the area of academics, repetition of academic concepts and delivery of those concepts at a slower pace may assist with skill development.

Students with developmental disabilities often require alternative curriculum that is adapted and oriented toward life and vocational skills. The goal of this curriculum is the development of basic skills that will lead to functional independence. These vocational and life skills are necessary in order for students with developmental needs to become active and responsible members of society.

The opportunity to be included in the extra-curricular life of the school, regardless of placement in a regular class with intensive support, or in a small class or congregated setting, is very important to build student confidence and self-esteem.

Mild Intellectual Exceptionalities (MID or DD)

Students placed in an Intensive Support Program are:

- identified exceptional by an IPRC and show evidence of lack of success in the Home School Program
- usually diagnosed Mild or Moderate Developmental Disability
- usually functioning at an intellectual level at or below the 2nd percentile in a recent psychological assessment *and* experiencing significant difficulty in two or more of the following—functional communication, basic living skills, social skills, self-control, or behaviour—as indicated through professional assessments such as speech and language assessment, psychological assessment, or teacher assessment

Developmental Disability

Comments

Liaison with outside agencies is an important factor for staff and parent support.

Child and Youth Workers may be required to work with students who have high behavioural needs.

Students with intellectual developmental disabilities may have behavioural needs at least equal to their intellectual needs. Some students may require, and should be considered for, a treatment centre model rather than an educational model.

- Indicating academic functioning (via teacher assessment)
 - below grade level by a minimum of two years in the *primary grades*
 - below grade level by a minimum of three years in the *junior grades*
 - below grade level by a minimum of four years in the *intermediate and senior years*

Class size: Mild Intellectual Disability

Primary 10

Junior 12

Intermediate 14

Class size: Developmental Disability 10

Gifted

An Early and Ongoing Identification Process should include a component that will assist school support teams in identifying students who have need of a differentiated curriculum because they evidence an unusually advanced level of cognitive ability. Administrators and staff require a checklist of traits, characteristics, and behaviours to assist them in recognizing a potentially gifted student.

Students with the most severe needs may demonstrate a marked disparity between the expected and observed achievement in the area of academic, communication, or social–emotional skills. Although students may demonstrate superior intellectual ability, there may be other learning and behavioural needs to be addressed.

Class size: Primary 8

Junior/Intermediate 25



A commitment on the part of the Toronto District School Board to develop a plan to make all facilities fully accessible to students, families, staff, and communities.

Comments

Professional development for staff is necessary to ensure awareness of the disability, including necessary safety issues such as fire evacuation procedures.

Space allocation for on-site physical support opportunities is a consideration at designated sites, pod settings, or specialized schools.

Opportunities for co-op placement are an important option for students.

Adequate space accommodation for specialized equipment is required at all sites.

Partnerships with outside agencies are crucial.

Liaison with central staff is imperative to coordinate with outside agencies and resources.

Sensory

Physical

Students with physical needs must have access to all aspects of school life in a barrier-free environment. The most appropriate placement will, in some cases, depend on the severity of the student's physical needs. The goal is to provide the maximum level of support as close to home as possible.

Transportation is a key issue for these students. Wheelchair accessibility and flexible busing schedules enable the full inclusion of students into extra-curricular activities.

A team approach and effective use of human resources are essential to addressing and coordinating services to meet multiple needs of the student. Liaison with central staff and partnerships with outside resources are crucial to meeting student needs. Technology to increase student independence and the acquisition of life skills are essential for student self-confidence and self-esteem.

Students with physical needs may have additional educational needs. Consideration of other congregated programs being located at barrier-free sites is a factor when planning program locations.

Plant accommodations must be addressed for safety and accessibility to ensure full participation of students.

Vision

The TDSB Vision Program supports approximately 400 students in Toronto schools. Students whose vision is beyond 20/70 (after best correction in the better eye) or who have a visual field of less than 20° are entitled to some form of support for their vision-related needs. The level of support depends on the severity of the eye condition and the results of a Functional Vision/Tactile Assessment that is conducted by the Vision Program Assessment Team. Typically, once signed consent and medical documentation have been received by the Vision Program, the student is assessed within one to two weeks.

Depending on the needs of the student, Itinerant Vision Teachers can teach blind students how to read and write in Braille, and they can help students with low vision learn to maximize their remaining vision to access the curriculum. A large part of what Itinerant Vision Teachers do is to help classroom teachers develop appropriate teaching strategies and accommodations for learners who are visually impaired. The Vision Program also employs Orientation and Mobility Specialists who are certified to teach students who are visually impaired to travel within and to and from school independently and safely, with or without a white cane or guide dog.

Students who are visually impaired rely heavily on adaptive technology to access the curriculum. The staff of the Vision Program can teach students how to use, for example, a laptop computer with screen-enlargement program and/or speech output, a Braille embosser (printer), a scanner, a portable Braille

note-taking device, and a global positioning system. Advances in adaptive technology have helped students who are visually impaired access the curriculum independently and quickly.

Multiple Exceptionalities

This program supports students who have documented needs in a variety of areas, one of which is cognitive impairment. Other needs may include one or more of the following:

- communication
- physical
- behaviour

Students in these programs require a small class setting and intensive support from a qualified Special Education teacher and an Educational Assistant.

Pervasive Developmental Disorders/Autism Spectrum Disorder (PDD/ASD) Services

A priority for Special Education and Support Services is the development of a comprehensive, interdisciplinary service for students with PDD/ASD, as well as support for parents, teachers, administrators, and support staff. Students with PDD/ASD may be placed in a range of regular education and special education programs. Factors that affect placement include the student's overall developmental, learning and social needs, cognitive level, behaviour, co-existence of other disabilities and parental preference.

PDD/ASD Team – East and West

The mission of the PDD/ASD Team is: partnering to empower schools to provide effective and appropriate programming for students with Pervasive Developmental Disorder/Autism Spectrum Disorder. The PDD/ASD Team is a coordinated, multidisciplinary team supporting students diagnosed with a disorder within the PDD or ASD spectrum. On each PDD/ASD team the team members include: Special Education Consultant, Psychologist/ Psychoeducational Consultant, Speech-Language Pathologist, Training Assistant, and Child and Youth Worker. As well, one full-time Occupational Therapist and Social Worker are shared by the East and West teams.

Service can be accessed on a referral basis, following discussion of the student's needs at a School Support Team meeting. The school completes the PDD/ASD Referral form and the Autism Checklist form. The parent signs the referral form. Completed forms are submitted to the Central Coordinator of Autism Services, 5050 Yonge Street, 2nd floor.

The PDD/ASD team will provide one or more of the following services:

- information on PDD/ASD
- classroom environment observation
- professional assessment(s)
- general and specific strategies for communication, social skills, play skills routines, and transitions including making materials, as appropriate,
- instructional strategies based on the principles of Applied Behaviour Analysis (ABA)
- IEP support
- ongoing support for a specified period of visits to model appropriate strategies to implement in the classroom with one or more students
- links to various community/services/agencies

Primary Autism Transition Program

Program Description

- For each program location: Full-day program, 2 classrooms, 12 students, 2 teachers, 3 educational assistants, 1 child and youth worker (CYW).
- Program consists of two Primary (Grades 1–3 age) classes per quadrant.
- Initially, students spend the full day in program classrooms with transition to integration as an integral part of the programming.

- The makeup of each classroom will be determined by the site Principal in collaboration with the Education Office Communication Coordinator.
- CYW position to be assigned to the classroom where the need for behaviour support is most prevalent.
- Program will reflect, as much as possible, the design, structure, and expectations of a typical classroom.
- Based on demonstrated readiness, students may begin to transition to their home/neighbourhood school or appropriate special education placement.

Selection Guidelines

- Diagnosis of PDD/ASD full spectrum including Asperger's Syndrome *and*
- Student currently attending the TDSB *or*
- Children with no previous school/program experience *or*
- Students receiving Toronto Preschool Autism Services (TPAS) or other interventions (e.g., daycare setting)
- Referral based on observation by Family of Schools Consultant or Communication Coordinator and submitted by Home/Neighbourhood School Principal
- All referred candidates will have a further screening – Adaptive Behaviour Assessment System, 2nd Ed. (ABAS-II) and meet an identified minimum level of development
- Evidence of readiness for toilet training; emerging communication skills; imitation skills; some ability to focus and attend – constant prompting not required; no intense and/or frequent physical aggression toward self or others; ability to tolerate working and playing alongside other children; and child does not require constant, individualized support to manage behaviours
- Placements offered by Family of Schools Education Office Communication Coordinator

TDSB Partnership – School Support Program – Autism Spectrum Disorder (Surrey Place Centre)

This partnership provides enhanced services to support students with Autism Spectrum Disorder through the School Support Program – ASD Partnership with Surrey Place Centre.

In the fall of 2004, the TDSB formalized a partnership and working agreement with Surrey Place Centre – Lead Agency, to participate in the Ministry of Children and Youth Services initiative – School Support Program – Autism Spectrum Disorder (ASD). Guidelines for this program were developed in collaboration with the Ministry of Education.

The shared purpose of the partnership is to continually build capacity within the TDSB by enhancing existing supports for students with Autism Spectrum Disorders. ASD Consultants hired through Surrey Place Centre will provide training and consultative services to Board staff, based on identified needs by

the School Board.

Training delivered to schools will include the identification, development, and sharing of resource materials and strategies. However, the ASD Consultants do not provide services directly to students or maintain case files on students with ASD.

Access to this service is through the PDD/ASD Team referral process.