



Special Education Program Overview and Improvement Planning

Exceptionality: Giftedness

Placement: Regular Class with Indirect Support

A.

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. (Ministry of Education)

Criteria:

In line with provincial practices for identification of Giftedness, the TCDSB accepts a cut off score greater than or equal to two standard deviations above the mean on a standardized test battery accepted by the Board. Results from assessments carried out at the age of 8.0 or older are eligible for consideration.

B. Placement options:

Regular Class with Indirect Support¹

- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance
- Special Education Placement with Partial Integration–Intensive Support Program (ISP)
- Special Education Class Full Time-Intensive Support Program (ISP)

C. Description:

The goal is to provide educational programming for Gifted students both in their specific areas of need (unusually advanced degree of abilities), and across the curriculum through the application of differentiated instruction, and/or modified* Ontario curriculum and/or alternative program**. Instruction is delivered in the regular classroom where the alternative/modified (enriched) curriculum, as informed by the IEP, is

¹ Where the student is placed in a regular class for the entire day, and the Classroom Teacher receives specialized consultative services.

delivered by a Classroom Teacher in consultation with the school Special Education Teacher as appropriate. The IEP is developed collaboratively by the Classroom Teacher, school Special Education Teacher and the parent/guardian.

Gifted learners are encouraged to:

- utilize higher level thinking skills
- engage in divergent and imaginative approaches throughout open-ended investigations
- develop skills and abilities in the cognitive, affective, spiritual, social, and interpersonal domains
- become self-directed learners
- utilize leadership skills

The needs of Gifted learners are met in three inter-connected ways:

- Differentiation of course work in subject areas
- Enriched learning opportunities in and beyond the classroom and in the community
- Meeting(s) with the student to ensure learning needs and appropriate secondary/post-secondary pathways are in place

In addition to the Ontario Curriculum, instructional components of programming may include alternative program(modified/compacted), as well as creativity, leadership, cognitive, social and affective skills. Accommodations are provided based on individual student needs.

“accommodations”

The term *accommodations* is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade. (Ministry of Education, The Individual Education Plan (IEP) Resource Guide, 2004)

*** “modified”**

Modifications are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student’s learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade level curriculum expectations. . (Ministry of Education, The Individual Education Plan (IEP) Resource Guide, 2004)

**** “alternative”**

Alternative expectations are developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute *alternative programs* or *alternative courses* (secondary school courses). (Ministry of Education, The Individual Education Plan (IEP) Resource Guide, 2004)

D. Planning Components:

Key Contact(s): System Design - Chief Psychologist Program Operation – Special Services Program Coordinator		
1. PROGRAM DESIGN AND ADMINISTRATION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> Grade 3-12 (or age 8 and above) 	<ul style="list-style-type: none"> Principal
Group size	<ul style="list-style-type: none"> Regular class sizes as per ministry guidelines and collective agreements 	<ul style="list-style-type: none"> Area Superintendent Principal
Time & Frequency	<ul style="list-style-type: none"> Students attend their regular classes Consultative service as appropriate 	<ul style="list-style-type: none"> Principal SBSLT***Representatives Classroom Teacher Special Education Teacher
Facility Requirements	<ul style="list-style-type: none"> Regular size classroom Access to networked computers 	<ul style="list-style-type: none"> Area Superintendent Principal
Transportation	<ul style="list-style-type: none"> Offered in home school Bussing as per TCDSB policy 	<ul style="list-style-type: none"> Principal Transportation Department
School Selection Criteria	<ul style="list-style-type: none"> All schools provide this placement 	<ul style="list-style-type: none"> Area Superintendent Principal
Locations/Schools Involved	<ul style="list-style-type: none"> Student attends home school 	<ul style="list-style-type: none"> Principal
Accountability Framework	<ul style="list-style-type: none"> Development of a framework for accountability and continuous improvement is in process SMART goals will be set by the committee, in accordance with overall goals from the Special Services Department, using the goal format approved by the Board 	<ul style="list-style-type: none"> Special Services Superintendent Gifted Accountability Framework for Special Education – Program Review Committee
Early Identification	<ul style="list-style-type: none"> According to TCDSB Early and Ongoing Identification Protocol Case Conferences, consultation, SBSLT http://www.tcdsb.org/ProgramsServices/SpecialEducation/EarlyIdentification 	<ul style="list-style-type: none"> Special Services Program Coordinator Principal SBSLT Classroom Teacher Special Education Teacher Parent/guardian

***SBSLT-School Based Support Learning Team includes School Based Support Team and the Joint Team (Psychology, Social Work, Speech and Language Pathologist, Assessment and Programming Teacher)

2. STUDENTS		
Components	Description	Responsibility
Referral criteria	<p>Regular screening procedures</p> <ul style="list-style-type: none"> • Grade 4: meeting TCDSB gifted criteria based on group screening and/or inclusionary measures (if applicable) • Grade 5-12: school or parent/guardian or student(over 16 years of age) nomination followed by recommendation of the SBSLT to participate in group screening and inclusionary measures (if applicable) for students who have not yet participated in a prior screening <p>Psychological Assessments (at age 8 or older)</p> <ul style="list-style-type: none"> • from SBSLT referrals, initiated to address a different learning need, which indicates student meets TCDSB gifted criteria • from the community or another school board indicating the student meets TCDSB gifted criteria (TCDSB Psychology staff must review and indicate the student meets TCDSB gifted criteria) 	<ul style="list-style-type: none"> • Principal • Special Education Teacher • Parent/guardian and student (if 16 years or older) • Psychology Service Provider • Gifted Steering Committee
Identification Decision by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • For identification as Gifted, the student must meet TCDSB Gifted criteria and be presented at an Identification, Placement and Review Committee (IPRC) • Principal or parent/guardian or student (if 16 years or older) may request IPRC 	<ul style="list-style-type: none"> • Special Services Program Coordinator • Principal • Psychology Provider if applicable • Parent/guardian • Student (if 16 years or older)
Placement Decision by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • For formal placement in the Regular Class With Indirect Support, the student must be: <ul style="list-style-type: none"> ▪ identified as Gifted within TCDSB ▪ placed by the IPRC • Parent/guardian and student participation and consent as appropriate 	<ul style="list-style-type: none"> • Special Services Program Coordinator • Principal • SBSLT • Special Education Teacher • Parent/guardian • Student (if 16 years or older)

2. STUDENTS		
Components	Description	Responsibility
Admission	<ul style="list-style-type: none"> Based on IPRC decision 	<ul style="list-style-type: none"> Special Services Program Coordinator Principal Special Education Teacher Parent/guardian Student (if 16 years or older)
IPRC - Review	<ul style="list-style-type: none"> Annual reviews are required May be waived by parent/guardian according to Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> Special Services Program Coordinator Principal SBSLT Special Education Teacher Parent/guardian Student (if 16 years or older)
Individual Education Plan (IEP)	<ul style="list-style-type: none"> An IEP is developed for an identified student to outline accommodations, modifications and alternative curriculum expectations, as appropriate IEPs are updated at every reporting period, as appropriate 	<ul style="list-style-type: none"> Principal SBSLT Special Education Teacher Classroom Teacher Parent /guardian Student (if 16 years or older)

2. STUDENTS		
Components	Description	Responsibility
Assessment to inform student learning (assessment for/as/of learning)	<ul style="list-style-type: none"> • As outlined in <i>Growing Success</i> (2010) • Progress monitored by Classroom Teacher(s) and Special Education Teacher (as appropriate) • Elementary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level and incorporating necessary accommodations • TCDSB assessments and standardized assessments (e.g., Canadian Achievement Test 4-CAT4) as appropriate and incorporating necessary accommodations • Other provincial assessments as applicable incorporating necessary accommodations (e.g., EQAO, OSSLT, etc.) • Assessment of individual expectations, as outlined in the IEP • Self-assessment by student as appropriate 	<ul style="list-style-type: none"> • Principal • Classroom teacher • Special Education Teacher • SBSLT • Curriculum and Accountability Resource Staff
Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> • If required and determined by IPRC /SBSLT • Assessment results are discussed with <ul style="list-style-type: none"> ▪ parent/guardian ▪ student, if appropriate ▪ Special Education and classroom teacher(s) (with parent/guardian consent) • Assessment report included in the Ontario Student Record – OSR (with parent/guardian consent) 	<ul style="list-style-type: none"> • Principal • SBSLT • Parent/guardian

2. STUDENTS

Components	Description	Responsibility
Transition Process:		
Demission /Change of placement	<ul style="list-style-type: none"> • Change of placement can only be determined by the IPRC • Decision to change placement from Regular Class with Indirect Support may be based on: <ul style="list-style-type: none"> ▪ classroom based assessment data ▪ additional assessment data, i.e., TCDSB and Ministry assessment results ▪ new formal assessment data ▪ SBSLT recommendation ▪ parent/guardian request ▪ student (if 16 years or older) request, if appropriate 	<ul style="list-style-type: none"> • Special Services Program Coordinator • Principal • Classroom Teacher • Special Education Teacher • SBSLT • Parent/guardian • Student (if 16 years or older)
Transition	<ul style="list-style-type: none"> • As documented in the IEP for identified students who are 14 years of age or older • Exchange of information meetings from grade 8 to grade 9 as per TCDSB policy • Transition Plan is created for post-secondary options as appropriate 	<ul style="list-style-type: none"> • Principal • SBSLT • Classroom Teacher • Special Education Teacher • Parent/guardian • Student (if 16 years or older) • Other elementary and secondary school staff as appropriate

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Staff qualifications/training requirements	<ul style="list-style-type: none"> Classroom Teacher and Special Education Teacher qualifications consistent with TCDSB policy and Ministry of Education requirements Special Education Teachers require Special Education Part One qualifications 	<ul style="list-style-type: none"> Special Services Superintendent Area Superintendent Special Services Program Coordinator Principal Special Education Teacher
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> Mentoring by Special Education Teacher(s) and/or APT/PAT, PD opportunities offered by TCDSB Special Services, Curriculum and Accountability, Student Success central teams IEP training and updates Training in assistive technology use Training in Data Integration Platform (DIP) use PD opportunities offered at the local school level by members of the SBSLT SBSLT to provide support and mentoring as needed Other PD opportunities outside of TCDSB 	<ul style="list-style-type: none"> Special Services Superintendent Area Superintendent TCDSB Special Services, Curriculum and Accountability, Student Success Departments Special Services Program Coordinator Principal SBSLT Special Education Teacher
Reflective practice: tools to inform teacher learning and practice	<ul style="list-style-type: none"> May be used periodically by school teams, and groups of regular classroom and Special Education teachers to guide practice, with participation of the Education Research Department 	<ul style="list-style-type: none"> TCDSB Research Department Special Services Program Coordinator Principal Special Education Teacher
Staff Appraisal	<ul style="list-style-type: none"> Teacher Performance Appraisal (TPA) 	<ul style="list-style-type: none"> Principal

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Resources :		
Classroom resources/materials	<ul style="list-style-type: none"> • School block budget and Special Services funding • TCDSB Curriculum and Accountability, Student Success and Special Services resources • Elementary and secondary curricular resources • Differentiated Instruction resources/materials • Computers, interactive whiteboards, data projector, digital and audio recording devices, assistive technology <p>Other Ministry Policy and Resource Documents</p> <ul style="list-style-type: none"> • Elementary and Secondary Curriculum, By Grade / By Subject • Ontario Schools Kindergarten to Grade 12: Policy and Program Requirements, 2011 • Policy and Program Requirements, 2011 • English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007 • The Ontario Curriculum – Grades 1-12: Achievement Charts (Draft), 2004 • Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation 2009 • Supporting English language learners: A practical guide for Ontario educators Grades 1 to 8, 2008 • The Ontario Curriculum Grades 1-8, English As a Second Language and English Literacy Development – A Resource Guide, 2001 • Ontario Curriculum Unit Planner • Ontario Schools Code of Conduct, 2001 • Ontario Student Record (OSR) Guideline, 2000 • Pathways for success – Samples timetables for supporting students at risk, 2003 (PDF, 221 KB) • Policy/Program Memoranda • Who's Responsible for Your Child's Education? 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • TCDSB Special Services, Curriculum and Accountability, Student Success Departments • SBSLT • Principal • Special Education Teacher

	<ul style="list-style-type: none"> • Course Codes 2010 • Course Descriptions and Prerequisites, Grades 9 to 12, 2011 • Education Policy and Program Update 	
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3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Special Education Amount (SEA)	<ul style="list-style-type: none"> • Based on individual learning needs, as recommended by a relevant qualified professional • Equipment must be essential for access to the curriculum for a claim to be made • Must meet Ministry of Education SEA criteria 	<ul style="list-style-type: none"> • Special Services Superintendent • Special Services Program Coordinator • TCDSB Special Services, Curriculum and Accountability, Student Success Departments • SBSLT • Principal • Special Education Teacher • Information Technology staff
Special Incidence Portion (SIP)	<ul style="list-style-type: none"> • Application for funding submitted for students with intensive safety and/or health needs according to Ministry of Education SIP criteria 	<ul style="list-style-type: none"> • Special Services Superintendent • Special Services Program Coordinator • TCDSB Special Services, Curriculum and Accountability, Student Success Departments • SBSLT • Principal • Special Education Teacher

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> • Mentoring by experienced Special Education teacher(s) of the Gifted • Program and student support is provided as appropriate by SBSLT • Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum & Accountability, Student Success) • Community/outside agency support, as governed by the TCDSB Third Party Protocol and/or Partnership Agreements <ul style="list-style-type: none"> ▪ Community agencies (Association for Bright Children, etc.) 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • TCDSB Special Services, Curriculum and Accountability, Student Success Departments • SBSLT • Principal • Special Education Teacher
Support documents	<p>Ministry of Education Documents:</p> <p>Special Education Policy Documents</p> <ul style="list-style-type: none"> • <u>Individual Education Plans: Standards for Development, Program Planning and Implementation – 2000</u> • <u>Growing Success: Assessment, Evaluation and Reporting in Ontario Schools.</u> • <u>Standards for School Boards' Special Education Plans – 2000</u> • <u>Ontario Secondary Schools, Grades 9 to 12 – 1999</u> • <u>Program Planning and Assessment, The Ontario Curriculum Grades 9 to 12 – 2000</u> • <u>Choices Into Action – 1999</u> • <u>Elementary And Secondary Report Card</u> • <u>Funding for Special Education.</u> • <u>Education Quality and Accountability Office (EQAO)</u> <p>Special Education Regulations</p> <ul style="list-style-type: none"> • <u>Regulation 181/98: Identification and Placement of Exceptional Pupils</u> • <u>Highlights of Regulation 181/98</u> • <u>Regulation 306: Special Education Programs and Services</u> 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • Special Services, Curriculum and Accountability, Student Success Departments

- [Regulation 464/97: Special Education Advisory Committees](#)
- [Regulation 298: Operation of Schools-General](#)
- [Regulation 296: Ontario Schools for the Blind and Deaf](#)

Resource Documents

- [Caring and Safe Schools in Ontario: Supporting Students With Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12](#)
- [Effective Educational Practices for Students with Autism Spectrum Disorders](#)
- [Guidelines 2005 – For Approval of Education Programs for Pupils in Government Approved Care and/or Treatment, Custody and Correctional Facilities](#)
- [Individual Education Plan \(IEP\) Samples](#)
- [The Individual Education Plan \(IEP\), A Resource Guide, 2004](#)
- [Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011](#)
- [Education for All \(Ministry of Education, 2005\)](#)
- [Planning Entry to School – A Resource Guide, 2005](#)
- [Publications for Parents](#)
- [Resolving Identification or Placement Issues \(Procedures for Parents/Guardians\)](#)
- [Shared Solutions – A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs](#)
- [Special Education, A Guide for Educators, 2001](#)
- [Transition Planning: A Resource Guide, 2002](#)

Funding

- [Funding for Special Education](#)
- [Special Education Funding Guidelines: Special Equipment Amount \(SEA\), 2012-13](#)

- Special Education Funding Guidelines: Special Incidence Portion (SIP), 2012-13

Additional Information on Special Education

- Categories of Exceptionalities, 2011
- Differentiated Instructional Resources and kits
- ADEPT Kits (Alternative & Differentiated Enrichment, Projects & Themes)- Gifted Department Resource Kits to support primary students

TCDSB Documents:

- TCDSB Special Services document
- Special Education Guide for Parents
- Student Success High Yield Strategies (TCDSB 2010)
- Supporting Student Success in Literacy (TCDSB 2009)

External Documents:

- Documents on evidence based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.
- www.abcontario.ca
- ABC Ontario's Developing Individual Education Plans for Gifted Students
- ABC Ontario's Resource Guide
- ABC Ontario's Gifted Information Resource Guide: A Concise Overview of Gifted Education Programming in Ontario School Boards

4. PARENTS		
Components	Description	Responsibility
Home School Communication	<ul style="list-style-type: none"> • Communication between teacher and parent/guardian • Progress and Provincial Report Cards • Parent-teacher interviews • IPRC 	<ul style="list-style-type: none"> • Special Services Program Coordinator • Principal • Classroom Teacher • Special Education Teacher • Parent/guardian
Shared Solutions	<ul style="list-style-type: none"> • Follow process outlined in <u>Shared Solutions - A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Needs (2007)</u>(Ministry of Education) 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • Special Services Program Coordinator • Principal • Classroom Teacher • Special Education Teacher • Parent/guardian
Parent Guide	<ul style="list-style-type: none"> • TCDSB Pamphlet - <u>Parent Guide to Identification of Giftedness and Elementary Gifted Programs</u> 	<ul style="list-style-type: none"> • Special Services Superintendent • Special Services Program Coordinator • Gifted Steering Committee
Parent Involvement	<ul style="list-style-type: none"> • Participation in IPRC meetings • Individual Education Plan • Parent/Guardian evening sessions/ curriculum nights • Parent/Guardian-Teacher communication and interviews • Volunteer supervisors for excursions and events • TCDSB Information Fairs 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • Special Services Program Coordinator • Principal • SBSLT • Classroom Teacher • Parent/guardian

5. COMMUNICATION

Components	Description	Responsibility
External	<ul style="list-style-type: none"> • TCDSB Website/Portal • Special Education Advisory Committee • TCDSB Director’s Bulletin • TCDSB Department Brochures • TCDSB Gifted Brochures, Pamphlets • TCDSB Information Fair • TCDSB Special Services Parent Guide 	<ul style="list-style-type: none"> • Special Services Superintendent • Communication Department • Information Technology Department • Special Services Program Coordinator • Principal • Assessment and Programming Teacher • Classroom Teacher
Internal	<ul style="list-style-type: none"> • TCDSB Website / Portal • TCDSB Practices and Procedures Handbook for Giftedness • TCDSB Email • TCDSB Director’s Bulletin • TCDSB Policy and Procedures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department • Information Technology Department • Special Services Program Coordinator • Principal • Classroom Teacher