

# Special Education Program Overview and Improvement Planning



Exceptionality: Mild Intellectual Disability (MID)

Placement: Regular Class with Indirect Support

## A. Definition:

- A learning disorder characterized by: (a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service; (b) an inability to profit educationally within a regular class because of slow intellectual development; (c) a potential for academic learning, independent social adjustment, and economic self support (Ontario Ministry of Education)
- Criteria for identification in the category of MID: Overall intellectual functioning at or below the 2nd percentile (+ SEM) with a flat cognitive profile; adaptive functioning deficits that limit functioning in one or more areas of daily life (conceptual, social, or/and practical domain – DSM5); significant academic delays; students was assessed after age 7 years.

## B. Placement options:

### X Regular Class with Indirect Support

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

## C. Description:

- The goal of the Regular Class with Indirect Support Program is to provide educational programming in the elementary or secondary school for students with a Mild Intellectual Disability (MID) in their specific areas of strength and need across the curriculum through appropriate program accommodations and/ or modifications and/or alternative programming (where necessary) to provide access to the Ontario curriculum.
- The placement of Regular Class with Indirect Support is delivered when the student is placed in a regular class and the classroom teacher receives specialized consultative services from a qualified special education teacher.
- Instructional components of programming include: Ontario Curriculum Expectations, Alternative Curriculum expectations including specific learning needs, socials skills, adaptive living skills, organizational and study skills are documented in the Individual Education Plan (IEP).

<sup>1</sup> School Based Learning Team (SBSLT) includes members of the School Based Support Team and the Joint Team

## D. Planning Components:

Key Contact(s): System Design - Area Program Coordinator Program Operation - Area Program Coordinator		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> <li>Available for 1 to 12</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
Group size	<ul style="list-style-type: none"> <li>Regular Class sizes as per Ministry Guidelines and collective agreement</li> </ul>	<ul style="list-style-type: none"> <li>Area Superintendent</li> <li>Principal</li> </ul>
Time & Frequency	<ul style="list-style-type: none"> <li>Consultative support service to staff as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Special Education Teacher</li> <li>Regular Classroom Teacher</li> <li>SBSLT (SBS + JT)<sup>1</sup></li> </ul>
Facility Requirements	<ul style="list-style-type: none"> <li>Regular sized class and access to networked computers</li> </ul>	<ul style="list-style-type: none"> <li>Area Superintendent</li> <li>Principal</li> </ul>
Transportation	<ul style="list-style-type: none"> <li>Offered in home school as per TCDSB Transportation policy</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Transportation Department</li> </ul>
School selection criteria	<ul style="list-style-type: none"> <li>N/A</li> </ul>	<ul style="list-style-type: none"> <li>Area Superintendent</li> <li>Principal</li> </ul>
Locations/schools involved	<ul style="list-style-type: none"> <li>Student attends home school</li> </ul>	<ul style="list-style-type: none"> <li>Area Superintendent</li> <li>Principal</li> </ul>
Accountability Framework	<ul style="list-style-type: none"> <li>Development of a framework for accountability and continuous improvement is in process.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent of Special Services</li> <li>Accountability Framework Committee</li> </ul>

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## 2. STUDENTS

Components	Description	Responsibility
<b>Early Identification</b>	<ul style="list-style-type: none"> <li>• According to TCDSB Early and Ongoing Identification Protocol for JK to grade 1.</li> <li>• Intake process, case conferences, consultation.</li> <li>• School Based Support Learning Team (SBSLT)<sup>2</sup></li> <li>• Kindergarten Language Program (KLP), as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regional Special Services Program Coordinators and Chiefs</li> <li>• Special Education Teacher</li> <li>• Classroom Teacher</li> <li>• SBSLT<sup>1</sup></li> </ul>
<b>Referral</b>	<ul style="list-style-type: none"> <li>• Elementary and secondary students with MID may be referred to an IPRC</li> <li>• SBSLT makes a recommendation based on:               <ul style="list-style-type: none"> <li>○ Psychological assessment (including adaptive functioning)</li> <li>○ Other assessments as appropriate</li> <li>○ Student response to previous interventions</li> <li>○ Parental input and consultation</li> <li>○ Student input and consultation (16 or older)</li> <li>○ An IEP is required</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Principal or Parent may request the IPRC Meeting</li> <li>• Regional Special Services Program Coordinator chairs</li> <li>• Author of report or designate speaks to the report</li> <li>• SBSLT<sup>1</sup></li> <li>• Parent/ Guardian</li> <li>• Student if older than 16</li> </ul>
<b>Identification by Identification Placement and Review Committee (IPRC)</b>	<ul style="list-style-type: none"> <li>• Formal identification by the Identification, Placement and review Committee (IPRC)</li> <li>• Criteria for identification in the category of MID:               <ul style="list-style-type: none"> <li>○ Overall intellectual functioning at or below the 2nd percentile (+ SEM) with a flat cognitive profile; adaptive functioning deficits that limit functioning in one or more areas of daily life (conceptual, social, or/and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Regional Special Services Program Coordinator</li> <li>• Principal</li> <li>• Parent/ Guardian</li> <li>• Student if older than 16</li> </ul>

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	practical domain – DSM5); significant academic delays; students was assessed after age 7 years.	
<b>Placement decisions by Identification Placement and Review Committee (IPRC)</b>	<ul style="list-style-type: none"> <li>• Formal placement determined by IPRC committee with parental consent (and student if 16 or older)</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Special Services Program Coordinator</li> <li>• Principal</li> <li>• Parent/ Guardian</li> <li>• Student if older than 16</li> </ul>
<b>Admission</b>	<ul style="list-style-type: none"> <li>• Based on IPRC decision</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Special Service Program Coordinator</li> <li>• Principal</li> <li>• Parent consent and student if over age 16</li> </ul>
<b>IPRC - Review</b>	<ul style="list-style-type: none"> <li>• Annual reviews are required; they can be waived by parents/ guardians under specific ministry and TCDSB guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Principal chairs meeting</li> <li>• Parents/ Guardians</li> <li>• SBSLT<sup>1</sup></li> <li>• Special Education Teacher</li> <li>• Classroom Teacher(s)</li> </ul>
<b>Individual Education Plan (IEP)</b>	<ul style="list-style-type: none"> <li>• An IEP is developed for an identified student to outline accommodations, modifications and alternative curriculum expectations as appropriate.</li> <li>• Updated at every reporting period or as needed.</li> <li>• IEPs are recommended for any student who meets the exceptionality criteria and is receiving support.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom Teacher</li> <li>• Special Education Teacher</li> <li>• Input from parents (and with student 16 or older)</li> <li>• Consultation with SBSLT<sup>1</sup> as appropriate</li> </ul>
<b>Assessment to inform student learning</b> (assessment for /as/ of learning)	<ul style="list-style-type: none"> <li>• As outlined in Growing Success (2010)</li> <li>• Elementary and Secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level.</li> <li>• Other standardized assessments as applicable ( e.g. EQAO, CAT4)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Classroom Teacher</li> <li>• Special Education Teacher</li> <li>• Curriculum and Accountability Resource staff</li> <li>• SBSLT<sup>1</sup> members</li> </ul>

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	<ul style="list-style-type: none"> <li>• Assessment of individual expectations as outlined in the student IEP</li> </ul>	
<b>Formal assessment to inform student learning</b> (e.g., psychology, speech and language, etc.)	<ul style="list-style-type: none"> <li>• All students receive a psychological assessment to indicate the student’s learning profile (learning strengths/needs), adaptive functioning as well as programming recommendations. Gathering information for formal psychological assessment from: <ul style="list-style-type: none"> <li>○ Parent</li> <li>○ Student</li> <li>○ School Personnel (e.g. Principal, Special Education Teacher, Classroom Teacher)</li> <li>○ Outside agencies as appropriate</li> </ul> </li> <li>• Assessments by other disciplines may be reviewed as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• SBSLT<sup>1</sup> as appropriate</li> <li>• Parent consent is required</li> </ul>
<b>Components</b>	<b>Description</b>	<b>Responsibility</b>
<b>Transition Process:</b>		
<b>Demission/ Change of Placement</b>	<ul style="list-style-type: none"> <li>• For exceptional students, demission and change of placement can only be determined by the IPRC</li> <li>• Decision to demit from indirect support may be based on: <ul style="list-style-type: none"> <li>○ Classroom based assessment data</li> <li>○ Additional assessment data (e.g., data integration platform)</li> <li>○ New formal assessment data where available</li> <li>○ SBSLT recommendation</li> <li>○ Parental input/request</li> <li>○ Student request, if appropriate</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Regional Special Services Program Coordinator chairs the review IPRC meeting</li> <li>• School Principal chairs the SBSLT<sup>1</sup> meeting</li> <li>• Classroom teacher; Special Education Teacher</li> <li>• Participation of SBSLT members as appropriate</li> <li>• Parent participation</li> </ul>
<b>Transition</b>	<ul style="list-style-type: none"> <li>• As documented in the IEP for identified students who are 14 years of age or older</li> <li>• Exchange of information meetings; Grade 8 to Grade 9, as per board policy</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• Parent</li> <li>• student if 16 years or older</li> </ul>

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	<ul style="list-style-type: none"> <li>• Consideration is given to transition to post-secondary</li> </ul>	<ul style="list-style-type: none"> <li>• SBSLT</li> <li>• other elementary and secondary school staff as appropriate</li> </ul>
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### 3. PERSONNEL AND PROFESSIONAL DEVELOPMENT

Components	Description	Responsibility
<b>Staff qualifications/training requirements</b>	<ul style="list-style-type: none"> <li>• Classroom teacher and special education teacher qualifications consistent with board policy and Ministry requirements</li> <li>• Special Education Teachers require Special Education Part 1 qualifications</li> </ul>	<ul style="list-style-type: none"> <li>• Area Superintendent</li> <li>• Principal</li> </ul>
<b>Professional learning opportunities</b> (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> <li>• IEP training and updates</li> <li>• Training in Assistive Technology use</li> <li>• Training in Data Integration Platform (DIP) use</li> <li>• PD opportunities offered by TCDSB Special Services, Curriculum and Accountability, and Student Success central teams</li> <li>• PD opportunities offered at the local school level by members of the SBSLT</li> <li>• SBSLT to provide support and mentoring as needed</li> <li>• Other PD opportunities outside of TCDSB</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• Regional Special Services Program Coordinator</li> <li>• TCDSB Special Services, Curriculum &amp; Accountability, Student Success central teams</li> <li>• SBSLT</li> </ul>
<b>Reflective practice:</b> tools to inform teacher learning and practice	<ul style="list-style-type: none"> <li>• May be used periodically by school teams, and groups of regular classroom and Special Education teachers to guide practice, with participation of the Educational Research Department</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• Regional Special Services Program Coordinator</li> <li>• Educational Research Department</li> </ul>

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<b>Staff Appraisal</b>	<ul style="list-style-type: none"> <li>• Teacher Performance Appraisal (TCDSB)</li> <li>• EA and CYW Appraisal, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>
<b>Resources</b>		
<b>Components</b>	<b>Description</b>	<b>Responsibility</b>
<b>Classroom resources/materials</b>	<ul style="list-style-type: none"> <li>• TCDSB curriculum resources (e.g. Literacy, Numeracy)</li> <li>• Ministry of Education curriculum expectations</li> <li>• Ministry of Education resources</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• TCDSB Curriculum and Accountability, Special Services, Student Success Departments</li> <li>• Regular Classroom Teacher</li> <li>• Special Education Teacher</li> </ul>
<b>Special Equipment Amount (SEA)</b>	<ul style="list-style-type: none"> <li>• Based on individual learning needs, as recommended by a relevant qualified professional</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> </ul>
<b>Special Incidence Portion (SIP)</b>	<ul style="list-style-type: none"> <li>• Application for funding submitted for students with intensive safety and/or health needs according to Ministry of Education SIP criteria, as applicable</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• Superintendent of Special Services</li> <li>• Regional Special Services Program Coordinator</li> <li>• Area Superintendent</li> <li>• Support by SBSLT and special services staff</li> </ul>
<b>Professional Support Central/Regional/ External</b>	<ul style="list-style-type: none"> <li>• Ongoing program and student support is provided by SBSLT members</li> <li>• Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT</li> <li>• Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum &amp; Accountability, Student Success)</li> <li>• Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• SBSLT staff as appropriate</li> <li>• Special Services, Curriculum and Accountability, Student Success central teams</li> </ul>

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<b>Support documentation</b>	<ul style="list-style-type: none"> <li>• TCDSB Special Services document</li> <li>• Learning for All (Ministry of Education, 2009)</li> <li>• Education for All (Ministry of Education, 2005)</li> <li>• Student Success High Yield Strategies (TCDSB, 2010)</li> <li>• Supporting Student Success in Literacy (TCDSB, 2009)</li> <li>• Differentiated Instruction Resources and kits from Ministry of Education</li> <li>• Special Education Guide for Educators (Ministry of Education, 2001)</li> <li>• Transition Resource Guide (Ministry of Education, 2002)</li> <li>• IEP Resource Guide (Ministry of Education, 2004)</li> <li>• Documents on evidence-based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Special Services Department and Superintendent</li> <li>• Curriculum &amp; Accountability Department</li> <li>• Student Success</li> </ul>
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<b>4. PARENTS</b>		
<b>Components</b>	<b>Description</b>	<b>Responsibility</b>
<b>Home - School Communication</b>	<ul style="list-style-type: none"> <li>• Ongoing communication between Regular Class Teacher and parent/guardian</li> <li>• Parent-teacher interviews</li> <li>• IPRC's and Annual Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• Regular Class Teacher</li> <li>• School Principal</li> <li>• Regional Special Services Program Coordinator</li> <li>• Parent</li> </ul>
<b>Shared Solutions</b>	<ul style="list-style-type: none"> <li>• Follow process outlined in Shared Solutions (Ministry of Education)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• Special Education Teacher</li> <li>• Parent</li> <li>• Superintendent of Special Services</li> <li>• Area Superintendent</li> </ul>

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<b>Parent Guide</b>	<ul style="list-style-type: none"> <li>• TCDSB Special Education Parent Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent Special Services</li> <li>• Principal</li> </ul>
<b>Parent Involvement</b>	<ul style="list-style-type: none"> <li>• Ongoing communication</li> <li>• Parent evening sessions – curriculum nights</li> <li>• Individual Education Plan (IEP)</li> <li>• Parents participate in Identification Placement Review Committee (IPRC) meetings</li> <li>• Parent Teacher Interviews</li> <li>• School and School Board Information Fairs</li> </ul>	<ul style="list-style-type: none"> <li>• School Principal</li> <li>• Teachers</li> <li>• Regional Special Services Program Coordinator</li> </ul>

## 5. COMMUNICATION

<b>Components</b>	<b>Description</b>	<b>Responsibility</b>
<b>External</b>	<ul style="list-style-type: none"> <li>• TCDSB Website/Portal</li> <li>• Special Education Advisory Committee</li> <li>• TCDSB Department Brochures</li> <li>• Information Fair</li> <li>• TCDSB Special Services Parent Guide</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent of Special Services</li> <li>• Communication Department</li> </ul>
<b>Internal</b>	<ul style="list-style-type: none"> <li>• TCDSB Website/Portal</li> <li>• Email</li> <li>• Director’s Bulletin</li> <li>• TCDSB Policy and Procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent of Special Services</li> <li>• Regional Special Services Program Coordinator</li> <li>• Principal</li> <li>• Communication Department</li> </ul>

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