

# Special Education Program Overview and Improvement Planning



Exceptionality: Mild Intellectual Disability (MID)

Placement: Regular Class with Resource Assistance

## 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:

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 Resource Assistance 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 Resource Assistance is delivered when the student is placed in a regular class for all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a 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 as detailed in the Individual Education Plan (IEP).

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## D. Planning Components:

Key Contact(s): System Design - Area Special Services Program Coordinator Program Operation - Area Special Service 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>Student attends their regular class</li> <li>Direct support from special education teacher as needed</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Special Education Teacher</li> <li>Classroom Teacher</li> </ul>
Facility Requirements	<ul style="list-style-type: none"> <li>Regular size classroom</li> <li>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</li> <li>Bussing as per board 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>	
Locations/schools involved	<ul style="list-style-type: none"> <li>Student attends home school</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> </ul>
Accountability Framework	<ul style="list-style-type: none"> <li>Development of a framework for accountability and continuous improvement is in progress.</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 &amp; Ongoing Identification Strategy for JK to Gr.1</li> <li>• Intake meetings, case conferences, consultations</li> <li>• School-Based Support Learning Team<sup>1</sup> meetings (SBSLT)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Regional Special Services Program Coordinator</li> <li>• Classroom teacher</li> <li>• Special Education 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</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 practical domain - DSM5); significant academic delays; students was assessed after age 7 years.</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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<b>Placement decision by Identification Placement and Review Committee (IPRC)</b>	<ul style="list-style-type: none"> <li>• Parent/ guardian consent</li> <li>• Student consent as appropriate</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>• By IPRC decision</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Special Services Program Coordinator</li> <li>• Principal</li> </ul>
<b>IPRC - Review</b>	<ul style="list-style-type: none"> <li>• Annual reviews are required; they may be waived by parents/ guardians under specific Ministry and TCDSB guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• Principal chairs</li> <li>• Parent/Guardian</li> <li>• Special Education Teacher, Regular Classroom Teacher(s)</li> <li>• SBSLT<sup>1</sup> members as appropriate</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>• IEPs are updated at every reporting period 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>• Teachers</li> <li>• Consultation from the SBSLT as appropriate</li> <li>• With input from parents</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> <li>• Assessment of individual expectations, as outlined in the IEP</li> <li>• Specific assessments or accommodations suitable for students with this exceptionality</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Special Education Teacher</li> <li>• Regular class Teacher</li> <li>• Curriculum/Accountability Resource staff</li> </ul>

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<p><b>Formal assessment to inform student learning</b> (e.g., psychology, speech and language, etc.)</p>	<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> <li>○ Assessments by other disciplines may be reviewed as appropriate</li> </ul> </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>
<p><b>Components</b></p>	<p><b>Description</b></p>	<p><b>Responsibility</b></p>
<p><b>Transition Process:</b></p>		
<p><b>Demission/ Change of Placement</b></p>	<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 Regular Class with Resource Support placement 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 meeting</li> <li>• Classroom teacher; Special Education Teacher</li> <li>• Participation of SBSLT members as appropriate</li> <li>• Parent participation</li> </ul>
<p><b>Transition</b></p>	<ul style="list-style-type: none"> <li>• As documented in the IEP for identified students who are 14 years of age or older</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> </ul>

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	<ul style="list-style-type: none"> <li>• Exchange of information meetings; Grade 8 to Grade 9, as per board policy</li> <li>• Consideration is given to transition to post-secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Parent</li> <li>• student if 16 years or older</li> <li>• SBSLT<sup>1</sup></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> <li>• Teacher</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>
<b>Staff Appraisal</b>	<ul style="list-style-type: none"> <li>• Teacher Performance Appraisal (TPA)</li> <li>• EA and CYW Appraisal, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>

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<b>Resources</b>		
<b>Components</b>	<b>Description</b>	<b>Responsibility</b>
<b>Classroom resources/materials</b>	<ul style="list-style-type: none"> <li>• School block and Special Services funding</li> <li>• Elementary and secondary curricular resources (literacy, numeracy)</li> <li>• Ministry of Education documents</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Regional Special Services Program Coordinator</li> <li>• Area Superintendent</li> <li>• Consultation with SBSLT<sup>1</sup></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> <li>• Equipment must be essential for access to the curriculum for a claim to be made (must meet Ministry of Education SEA criteria)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teacher</li> <li>• Regional Special Services Program Coordinator</li> <li>• Superintendent of Special Services</li> <li>• SBSLT staff</li> <li>• Information Technology staff, as required</li> </ul>
<b>Special Incident 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</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</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> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• SBSLT staff as appropriate</li> <li>• Special Services, Curriculum and Accountability, Student Success central teams</li> </ul>

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	<ul style="list-style-type: none"> <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>	
<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>• Principal</li> <li>• Special Services Department and Superintendent</li> <li>• Curriculum &amp; Accountability Department</li> <li>• Student Success</li> </ul>

#### 4. PARENTS

Components	Description	Responsibility
<b>Home - School Communication</b>	<ul style="list-style-type: none"> <li>• Ongoing communication between Regular Class Teacher, Special Education 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>• Principal</li> <li>• Regular Class Teacher</li> <li>• Special Education Teacher</li> <li>• Regional Special Services Program Coordinator</li> <li>• Parent</li> </ul>

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<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>
<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 of 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>Principal</li> <li>Teachers</li> <li>Regional 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 Program Coordinator</li> <li>Principal</li> <li>Communication Department</li> </ul>

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