

Special Education Program Overview and Improvement Planning



Exceptionality: Mild Intellectual Disability (MID)

Placement: Regular Class with Withdrawal 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:

- Indirect Support
- Regular Class with Resource Support
- 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 Withdrawal Support Program is to provide educational programming in the elementary 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.
- Instruction is delivered by a Special Education Teacher in a small group setting for less than 50% of the instructional day. Instruction is delivered in the regular class by the classroom teacher for greater than 50% of the day, developed and monitored collaboratively by the Special Education Teacher and Classroom Teacher(s).
- 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 Program Operation		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> Available for Grades 1 - Grade 12 Practical Applied Living Skills Program - Grade 3 to 8. 	<ul style="list-style-type: none"> Principal
Group size	<ul style="list-style-type: none"> Depending on individual student need as outlined in IEP (as per Ministry of Education Reg. 298) PALS- Practical Applied Living Skills program (gr. 3-8) group size is maximum 8 per day. 	<ul style="list-style-type: none"> Principal Area Superintendent
Time & Frequency	<ul style="list-style-type: none"> Depending on individual student need Less than 50% withdrawal from regular class Secondary students may attend the resource room during a resource period designated on their timetable, or during other periods on their timetable P.A.L.S. Practical Applied Living Skills program (grs. 3-8) is offered one day per week as per intake process 	<ul style="list-style-type: none"> Principal Regional Special Services Program Coordinator Region Special Service Program Coordinator - Behaviour (PALS Program) Regular Classroom Special Education Teacher SBSLT¹
Facility Requirements	<ul style="list-style-type: none"> Regular sized class Access to networked computers 	<ul style="list-style-type: none"> Superintendent of Special Services Area Superintendent School Principal
Transportation	<ul style="list-style-type: none"> Offered in home school Bussing as per TCDSB Transportation policy For PALS program transportation is provided to PALS program location from home 	<ul style="list-style-type: none"> Principal Transportation Department

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School selection criteria	<ul style="list-style-type: none"> • All schools provide this placement • Five P.A.L.S. TCDSB program sites 	<ul style="list-style-type: none"> • Superintendent of Special Services • Area Superintendent • School Principal
Locations/schools involved	<ul style="list-style-type: none"> • Student attends home school • Five P.A.L.S. TCDSB program sites 	<ul style="list-style-type: none"> • Regional Special Service Program Coordinator • School 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"> • Superintendent of Special Services • Accountability Framework Committee

2. STUDENTS

Components	Description	Responsibility
Early Identification	<ul style="list-style-type: none"> • According to TCDSB Early & Ongoing Identification Strategy for JK to Gr.1 • Intake meetings, case conferences, consultations • School-Based Support Learning Team meetings 	<ul style="list-style-type: none"> • Principal • Regional Coordinator • Classroom Teacher • SBSLT¹
Referral	<ul style="list-style-type: none"> • Elementary and secondary students with MID may be referred to an IPRC • SBSLT makes a recommendation based on: <ul style="list-style-type: none"> ○ Psychological assessment (including adaptive functioning) ○ Other assessments as appropriate ○ Student response to previous interventions ○ Parental input and consultation ○ Student input and consultation (16 or older) ○ An IEP is required 	<ul style="list-style-type: none"> • Principal or Parent may request the IPRC Meeting • Regional Special Services Program Coordinator chairs • Author of report or designate speaks to the report • Classroom Teacher • SBSLT • Parent/ Guardian • Student if older than 16

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Identification by Identification Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Formal identification by the Identification, Placement and review Committee (IPRC) • 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. 	<ul style="list-style-type: none"> • Regional Special Services Program Coordinator • Principal • SBSLT¹ • Classroom Teacher • Parent/ Guardian • Student if older than 16
Placement decisions by Identification Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • Parent/ guardian consent • Student consent, as appropriate • Placement criteria for the Practical Applied Living Skills (PALS) Program: <ul style="list-style-type: none"> ○ For elementary students grades 3 to 8 identified exceptional under the Ministry category of Mild Intellectual Disability through an IPRC who attend their home schools and receive Special Education on a withdrawal basis. ○ As part of their MID learning profile, these identified students often present a need for intensive social skill development and may also demonstrate some behavioral difficulties. ○ The PALS Program meets their need for alternate programming with a focus on developing everyday life skills and social skills. Practical Applied Living Skills (PALS) program requires an additional screening process for identified MID students 	<ul style="list-style-type: none"> • Regional Special Services Program Coordinator • Principal • Special Education Teacher • Classroom Teacher • Parent/ Guardian • Student if older than 16 • Regional Program Coordinator Behaviour Team • PALS Program Principal • PALS Program Teacher • Behaviour Team APT

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	<ul style="list-style-type: none"> ○ Applications are submitted for admission into the program in June for the following September. ○ Space permitting, there is on-going intake for the PALS Program after the June. ○ The student application is completed by the home school after consultation with the SBSLT members, parents/guardians. ○ Written parent/ guardian consent to participate in the PALS Program is required. ○ The application package is reviewed by the PALS Program staff and then the teacher of the PALS Program will observe the student in the home school setting 	
Admission	<ul style="list-style-type: none"> ● Based on IPRC decision ● The PALS Program requires an additional screening prior to admission to the program. 	<ul style="list-style-type: none"> ● Regional Special Services Program Coordinator ● Principal ● PALS Program Principal ● PALS Program Teacher ● Behaviour Team APT ● Parent/ Guardian ● Student if older than 16
IPRC - Review	<ul style="list-style-type: none"> ● Annual reviews are required; they may be waived by parents/guardians under specific Ministry and TCDSB guidelines 	<ul style="list-style-type: none"> ● Principal chairs ● Parent/Guardian ● Special Education Teacher, Regular Classroom Teacher(s)
Individual Education Plan (IEP)	<ul style="list-style-type: none"> ● An IEP is developed for an identified student to outline accommodations, modifications and 	<ul style="list-style-type: none"> ● Principal ● Teachers PALS Program Principal ● PALS Program Teacher

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	<p>alternative curriculum expectations as appropriate.</p> <ul style="list-style-type: none"> • IEPs are updated at every reporting period or as needed. 	<ul style="list-style-type: none"> • Behaviour Team APT • Consultation from the SBSLT¹ as appropriate • With input from parents
<p>Assessment to inform student learning (assessment for/as/of learning)</p>	<ul style="list-style-type: none"> • As outlined in Growing Success (2010) • Elementary and secondary curricular assessments as outlined by Curriculum and Accountability, appropriate to grade level • Other standardized assessments as applicable (e.g., EQAO, CAT4) 	<ul style="list-style-type: none"> • Principal • Special Education Teacher • Regular class Teacher • PALS Program Teacher • Curriculum / Accountability Resource staff
<p>Formal assessment to inform student learning (e.g., psychology, speech and language, etc.)</p>	<ul style="list-style-type: none"> • 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"> ○ Parent ○ Student ○ School Personnel (e.g. Principal, Special Education Teacher, Classroom Teacher) ○ Outside agencies as appropriate ○ Assessments by other disciplines may be reviewed as appropriate 	<ul style="list-style-type: none"> • Principal • SBSLT as appropriate • Parent consent is required
Components	Description	Responsibility
Transition Process:		
<p>Demission / Change of Placement</p>	<ul style="list-style-type: none"> • Demission and change of placement can only be determined by the IPRC • Decision to demit/ change placement from an Regular Class with Withdrawal Support placement may be based on information from: <ul style="list-style-type: none"> ○ Classroom based assessment data ○ TCDSB and Ministry assessment measures 	<ul style="list-style-type: none"> • Regional Special Services Program Coordinator chairs the IPRC Meeting. • Principal • SBSLT members as appropriate • Regular Class Teacher • Special Education Teacher • Parents • Student if over 16 years of age

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	<ul style="list-style-type: none"> ○ New formal assessment data (as appropriate) ○ SBSLT recommendation ○ Parent request ○ Student request if appropriate ● Case conferences may occur at any time to discuss student's needs and/or progress in the PALS Program to determine continued participation. Parents / guardians are entitled to withdraw their children from the Program at any time. 	<ul style="list-style-type: none"> ● Behaviour Team APT's ● P.A.L.S. Principal ● P.A.L.S. Teacher
Transition	<ul style="list-style-type: none"> ● For exceptional students, demission and change of placement can only be determined by the IPRC ● Decision to demit from withdrawal support may be based on: <ul style="list-style-type: none"> ○ Classroom based assessment data ○ Additional assessment data (e.g., data integration platform) ○ New formal assessment data where available ○ SBSLT recommendation ○ Parental input/request ○ Student request, if appropriate. ● The P.A.L.S. Program runs on a one day a week withdrawal format for four days. On the fifth day both the PALS teacher and CYW provide support to their PALS students and their teachers within their home school settings. (i.e. share strategies that work, modify timetable etc.) 	<ul style="list-style-type: none"> ● Principal ● Regular Class Teacher ● Special Education Teacher ● Guidance Department ● Student Success Teacher ● Career Access Teacher ● SBSLT¹ members ● Parents ● Student if over 16 years of age ● PALS Principal ● PALS Teacher ● Behaviour Team APT

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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 board policy and Ministry requirements Special Education Teachers require Special Education Part 1 qualifications 	<ul style="list-style-type: none"> Area Superintendent Principal Teacher
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> IEP training and updates Training in Assistive Technology use Training in Data Integration Platform (DIP) use PD opportunities offered by TCDSB Special Services, Curriculum and Accountability, and Student Success central teams 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"> Principal Teacher Regional Special Services Program Coordinator TCDSB Special Services, Curriculum & Accountability, Student Success central teams SBSLT
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 Educational Research Department 	<ul style="list-style-type: none"> School Principal Teachers Regional Special Services Program Coordinator Educational Research Department
Staff Appraisal	<ul style="list-style-type: none"> Teacher Performance Appraisal (TPA) EA and CYW Appraisal, if appropriate 	<ul style="list-style-type: none"> Principal
Resources		
Components	Description	Responsibility
Classroom resources/materials	<ul style="list-style-type: none"> TCDSB curriculum resources (e.g. Literacy, Numeracy) Ministry of Education curriculum expectations Ministry of Education resources 	<ul style="list-style-type: none"> Principal TCDSB Curriculum and Accountability, Special Services, Student Success Departments

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		<ul style="list-style-type: none"> • Special Education Teacher • Regular Classroom Teacher
Special Education Amount (SEA)	<ul style="list-style-type: none"> • Student identified with a Mild Intellectual Disability may be eligible for SEA Claim funding if it is essential to access the curriculum (Ministry of Education criteria/ TCDSB SEA Guidelines) 	<ul style="list-style-type: none"> • Principal • Teachers • Regional Special Services Program Coordinator • Superintendent of Special Services • SBSLT staff • Information Technology staff, as required
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 (as applicable to the placement) 	<ul style="list-style-type: none"> • Principal • Teacher • Superintendent of Special Services • Regional Special Services Program Coordinator • Area Superintendent • Support by SBSLT and special services staff
Professional Support Central/Regional/ External	<ul style="list-style-type: none"> • Ongoing program and student support is provided by SBSLT members • Consultation and direct support as appropriate by TCDSB staff including the school SLP, psychology, social work, APT/PAT • Consultation support by TCDSB central team staff (e.g., Special Services, Curriculum & Accountability, Student Success) • Community/outside agency support is governed by the TCDSB Third Party Protocol and Partnership Agreements 	<ul style="list-style-type: none"> • School Principal • Teacher • SBSLT staff as appropriate • Special Services, Curriculum and Accountability, Student Success central teams
Support documentation	<ul style="list-style-type: none"> • TCDSB Special Services document • Learning for All (Ministry of Education, 2009) • Education for All (Ministry of Education, 2005) 	<ul style="list-style-type: none"> • Special Services Department and Superintendent

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

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Parent Involvement	<ul style="list-style-type: none"> • Ongoing communication • Parent evening sessions – curriculum nights • Individual Education Plan (IEP) • Parents participate in Identification Placement Review Committee (IPRC) meetings • Parent Teacher Interviews • School and School Board Information Fairs 	<ul style="list-style-type: none"> • School Principal • Teachers • Regional Special Services Program Coordinator
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5. COMMUNICATION		
Components	Description	Responsibility
External	<ul style="list-style-type: none"> • TCDSB Website/ Portal • Special education Advisory Committee • TCDSB Department Brochures • Information Fair 	<ul style="list-style-type: none"> • Superintendent of Special Services • Communication Department
Internal	<ul style="list-style-type: none"> • TCDSB Website/ Portal • Email • Director’s Bulletin • TCDSB Policy and Procedures 	<ul style="list-style-type: none"> • Superintendent of Special Services • Regional Special Services Program Coordinator • Principal • Communication Department

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