



Special Education Program Overview and Improvement Planning

Exceptionality: Giftedness

Placement: Part-Time Special Education Placement - Intensive Support Program

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 Support
- Regular Class with Resource Assistance
- Regular Class with Withdrawal Assistance
- Special Education Placement with Partial Integration–Intensive Support Program (ISP) ¹
- 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, modified* Ontario curriculum and alternative program**.

¹ Where the student is placed by the IPRC in a special education class in which the student-teacher ratio conforms to Regulation 298, section 31, for at least 50% of the school day, but is integrated with a regular class for at least one instructional period per day.

Giftedness – Part-time Special Education Placement (ISP)

Instruction is delivered in the form of special education and regular classroom where the alternative/modified (enriched) curriculum is delivered by a Special Education Teacher. Student receives instruction within the Gifted and French Immersion classroom, as informed by the IEP. Instruction is based on the appropriate grade level curriculum expectations which are compacted and modified. Alternative programming is integrated into the program design. The IEP is developed collaboratively by the Special Education teacher of the Gifted, the French Immersion Classroom teacher and the parent/guardian.

A broad based theme (Change, Structure, Influence, Pattern, Power, Cycles, Systems or Style) is chosen and explored through a variety of divergent activities which integrate multiple disciplines and learning styles that enhance each student's growth in both the cognitive and affective domains.

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 Part Time Gifted Program provides an opportunity for dynamic interaction with other gifted students who share similar inquisitiveness, depth of understanding and interests. These interactions and explorations encourage the development of self-understanding, and the appreciation of similarities and differences between themselves and others.

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 (compacted/modified), 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, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Grades	<ul style="list-style-type: none"> Grades 6-8 – St. Bonaventure 	<ul style="list-style-type: none"> Special Services Superintendent Special Services Program Coordinator Principal
Group size	<ul style="list-style-type: none"> As per Ministry of Education Regulation 298 	<ul style="list-style-type: none"> Special Services Superintendent Special Services Program Coordinator Principal

1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
Time & Frequency	<ul style="list-style-type: none"> • Students attend the ISP daily, for 50% of the day • All students are integrated into the regular class for at least 1 period per day (50% in French Immersion) 	<ul style="list-style-type: none"> • Principal • SBSLT***Representatives • Special Education Teacher(s) • French Immersion Classroom 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"> • Not provided (parental responsibility) • Based on additional student needs bussing is provided as per TCDSB policy 	<ul style="list-style-type: none"> • Principal • Transportation Department
School Selection criteria	<ul style="list-style-type: none"> • Elementary: <ul style="list-style-type: none"> ▪ St. Bonaventure (50% gifted and 50% French Immersion) • Secondary: Not Applicable 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • Special Services Program Coordinator • Principal
Locations/schools involved	<ul style="list-style-type: none"> • St. Bonaventure (50%gifted and 50% French Immersion) 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • Special Services Program Coordinator • 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

***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
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
Referral criteria	<ul style="list-style-type: none"> • Student must be identified as exceptional-giftedness through an IPRC within TCDSB • Application is completed by parent/guardian of a student enrolled in a TCDSB elementary school and forwarded to one of the Congregated Gifted Centres <p>Gifted Screening:</p> <p>Based on Regular screening procedures</p> <ul style="list-style-type: none"> • Grade 4: meeting TCDSB gifted criteria based on group screening and inclusionary measures (if applicable) • Grade 5-8: nomination by the SBSLT and/or parent/guardian to participate in a group screening and inclusionary measures (if applicable) only for students who have not yet participated in the regular TCDSB screening procedure. <p>Based on Psychological Assessments (carried out at age 8.0 or older)</p> <ul style="list-style-type: none"> • from internal Joint Team referrals, initiated to address a different learning need, which indicates student meets TCDSB gifted criteria • from the community or another school board (TCDSB Psychology staff must review and indicate the student meets TCDSB gifted criteria) 	<ul style="list-style-type: none"> • Principal • Special Education Teacher(s) • APT • Parent/guardian and student(if 16 years or older) • Psychology Service Provider • Gifted Steering Committee
Identification 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 may request IPRC 	<ul style="list-style-type: none"> • Special Services Program Coordinator • Principal • Psychology Provider, if applicable • Parent/guardian

2. STUDENTS		
Components	Description	Responsibility
Placement decisions by Identification, Placement and Review Committee (IPRC)	<ul style="list-style-type: none"> • For formal placement in the Special Education Full Time Gifted Program, 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(s) • French Immersion Classroom Teacher(s) • Parent/guardian
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(s) • Parent/guardian
IPRC - Review	<ul style="list-style-type: none"> • Annual reviews are required 	<ul style="list-style-type: none"> • Special Services Program Coordinator • Principal • SBSLT • Special Education Teacher(s) • French Immersion Classroom Teacher(s) • Parent/guardian
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(s) • Parent/guardian/student as appropriate

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 Special Education Teacher (ISP) and French Immersion Classroom Teacher • 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 (e.g., EQAO, etc.) • Assessment of individual expectations, as outlined in the IEP • Self-assessment by student as appropriate 	<ul style="list-style-type: none"> • Principal • SBSLT, as appropriate • Special Education Teacher(s) • French Immersion Classroom Teacher(s) • Curriculum and Accountability resource staff
Formal assessment to inform student learning (e.g. speech-language, psychology)	<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 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"> • For exceptional students, demission and change of placement can only be determined by the IPRC • Decision to demit/change from Special Education with Partial Integration gifted program may be based on: <ul style="list-style-type: none"> ▪ classroom based assessment data ▪ new formal assessment data where available ▪ parent/guardian input/request ▪ student (if 16 years or older) request, if appropriate 	<ul style="list-style-type: none"> • Special Services Program Coordinator • Principal • SBSLT • Special Education Teacher(s) • 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 	<ul style="list-style-type: none"> • Principal • SBSLT • Special Education Teacher(s) • French Immersion Classroom Teacher(s) • Parent/guardian • Other secondary school staff, as appropriate

3. PERSONNEL AND PROFESSIONAL DEVELOPMENT		
Components	Description	Responsibility
Staff qualifications/training requirements	<ul style="list-style-type: none"> • French Immersion Classroom Teacher and Special Education Teacher qualifications consistent with TCDSB policy and Ministry of Education requirements • Special Education Teachers require Special Education Part One additional qualification 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • Special Services Program Coordinator • Principal • Special Education Teacher(s)
Professional learning opportunities (e.g., training, mentoring, etc.)	<p>The following opportunities may be available:</p> <ul style="list-style-type: none"> • Gifted Plenary Meetings • 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(s) • French Immersion Classroom Teacher(s)
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 TCDSB Research Department 	<ul style="list-style-type: none"> • TCDSB Research Department • Special Services Program Coordinator • Principal • Special Education Teacher(s)
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 French curricular resources • Differentiated Instruction resources/materials • Computers, interactive whiteboards, data projectors, 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 • Course Codes 2010 • Course Descriptions and Prerequisites, Grades 9 to 12, 2011 • Education Policy and Program Update • 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 	<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 • Special Education Teacher(s)

	<ul style="list-style-type: none"> • 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? 	
<p>Special Education Amount (SEA)</p>	<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 • Area Superintendent • Special Services Program Coordinator • Principal • SBSLT • Special Education Teacher • Information Technology staff
<p>Special Incidence Portion (SIP)</p>	<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(s)

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 • Networking with other Special Education teacher(s) of the Gifted • Program and student support 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 • Special Services Program Coordinator • Principal • Special Education Teacher(s)
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>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> • <u>Regulation 464/97: Special Education Advisory Committees</u> 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • Special Services, Curriculum and Accountability, Student Success Departments

- 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), 2011-12
- Special Education Funding Guidelines: Special Incidence Portion (SIP),

	<p style="text-align: center;"><u>2011-12</u></p> <p>Additional Information on Special Education</p> <ul style="list-style-type: none">• <u>Categories of Exceptionalities, 2011</u>• Differentiated Instructional Resources and kits <p>TCDSB Documents:</p> <ul style="list-style-type: none">• TCDSB Special Services document• Special Education Guide for Parents• Student Success High Yield Strategies (TCDSB 2010)• Supporting Student Success in Literacy (TCDSB 2009) <p>External Documents:</p> <ul style="list-style-type: none">• Documents on evidence based intervention practices; e.g., research articles, websites, descriptive pamphlets, etc.• <u>www.abcontario.ca</u>• ABC Ontario's <u>Developing Individual Education Plans for Gifted Students</u>• <u>ABC Ontario's Resource Guide</u>• ABC Ontario's <u>Gifted Information Resource Guide: A Concise Overview of Gifted Education Programming in Ontario School Boards</u>	
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4. PARENTS		
Components	Description	Responsibility
Home School Communication	<ul style="list-style-type: none"> • Communication between Special Education and parent/guardian • Progress and Provincial Report Cards • Parent-teacher interviews • IPRC • Parent information meeting 	<ul style="list-style-type: none"> • Special Services Program Coordinator • Principal • Special Education Teacher(s) • 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</u> (2007)(Ministry of Education) 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • Special Services Program Coordinator • Principal • Special Education Teacher(s) • French Immersion Classroom Teacher(s)
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 evening sessions / curriculum nights • Parent/Guardian-Teacher communication and interviews • Volunteer supervisors for excursions and events • Presenters for 'Journey of Discovery' and/or 'Perspectives' conferences • TCDSB Information Fairs 	<ul style="list-style-type: none"> • Special Services Superintendent • Area Superintendent • Special Services Program Coordinator • Principal • SBSLT • Special Education Teacher(s) • Parent/guardian

5. COMMUNICATION		
Components	Description	Responsibility
External	<ul style="list-style-type: none"> • TCDSB Website/Portal • Special Education Advisory Committee • 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 • Special Education Teacher(s)
Internal	<ul style="list-style-type: none"> • TCDSB Website / Portal • TCDSB Practices and Procedures Handbook for Giftedness • TCDSB email • Director’s Bulletin • TCDSB Policy and Procedures 	<ul style="list-style-type: none"> • Special Services Superintendent • Communication Department • Information Technology Department • Special Services Program Coordinator • Principal • Special Education Teacher