



# Special Education Program Overview and Improvement Planning

Exceptionality: Mild Intellectual Disability (MID)

Placement: Special Education Placement with Partial Integration-Intensive Support Program (ISP)

## 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:

- Individualized education programming for students with Mild Intellectual Disability in their specific area(s) of need and when appropriate across the curriculum through the application of individualized accommodations and modifications to provide access to the Ontario curriculum.
- Instruction is delivered in a small group setting where specific subject areas and skill areas are addressed through modified curriculum and where appropriate alternative curriculum (i.e. social skills, life skills, study skills).
- Instruction is delivered by a special education teacher in a small group setting for greater than 50% of the instructional day. For the balance of the school day the student receives instruction within the regular classroom, with instruction developed and monitored jointly by the special education and regular classroom teacher.

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## D. Planning Components:

Key Contact(s): System Design - Area Special Services Program Coordinator Program Operation - Area Special Services Program Coordinator		
1. PROGRAM DESIGN, ADMINISTRATION AND INSTRUCTION		
Components	Description	Responsibility
<b>Grades</b>	<ul style="list-style-type: none"> <li>Available in Grades 1 - 12</li> <li>Placement in ME ISP Class placement</li> </ul>	<ul style="list-style-type: none"> <li>Regional Special Services Program Coordinator</li> <li>Superintendent of Special Services</li> <li>Principal</li> </ul>
<b>Group size</b>	<ul style="list-style-type: none"> <li>As per Ministry of Education Regulation 298</li> </ul>	<ul style="list-style-type: none"> <li>Regional Special Services Program Coordinator</li> <li>Superintendent of Special Services</li> <li>Principal</li> </ul>
<b>Time &amp; Frequency</b>	<ul style="list-style-type: none"> <li>Students attend the ISP daily, for a minimum of 50% of the day</li> <li>Integration is scheduled based on student strengths, needs and interests, and classroom timetables</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Regular Classroom</li> <li>Special Education Teacher</li> <li>SBSLT<sup>1</sup></li> </ul>
<b>Facility Requirements</b>	<ul style="list-style-type: none"> <li>Regular sized class and access to networked computers</li> <li>Access to life skills equipment i.e. kitchens to address adaptive functioning skills</li> </ul>	<ul style="list-style-type: none"> <li>Area Superintendent</li> <li>Principal</li> </ul>
<b>Transportation</b>	<ul style="list-style-type: none"> <li>Bussing is provided as per TCDSB policy</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Transportation Department</li> </ul>
<b>School selection criteria</b>	<ul style="list-style-type: none"> <li>Programs are located across the system, with consideration given to geographic location and school space availability</li> <li>A dedicated regular size classroom</li> </ul>	<ul style="list-style-type: none"> <li>Superintendent of Special Services</li> <li>Area Superintendent</li> <li>Special Service Coordinator</li> <li>Principal</li> </ul>

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<b>Locations/schools involved</b>	<ul style="list-style-type: none"> <li>• Students with an identification of MID requiring a Special Education with Partial Integration placement in the elementary school program may be placed in one of five (5) locations beginning September 2012</li> <li>• Programs are located in each Special Services Region.</li> </ul>	<ul style="list-style-type: none"> <li>• Superintendent of Special Services</li> <li>• Area Superintendent</li> <li>• Regional Special Service Program Coordinator</li> <li>• Principal</li> </ul>
<b>Accountability Framework</b>	<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>

## 2. STUDENTS

<b>Components</b>	<b>Description</b>	<b>Responsibility</b>
<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 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>• 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>• Classroom Teacher</li> <li>• SBSLT</li> <li>• Parent/ Guardian</li> <li>• Student if older than 16</li> </ul>

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<b>Identification</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: 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>	<ul style="list-style-type: none"> <li>• Regional Special Services Program Coordinator</li> <li>• Principal</li> <li>• SBSLT<sup>1</sup></li> <li>• Classroom Teacher</li> <li>• Parent/ Guardian</li> <li>• Student if older than 16</li> </ul>
<b>Placement decisions</b>	<ul style="list-style-type: none"> <li>• IPRC decision</li> <li>• Student has academic and adaptive functioning needs that cannot be met within the Regular Class placement settings ( Indirect, Resource, Withdrawal)</li> <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>• SBSLT<sup>1</sup> (as appropriate)</li> <li>• Parent</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 Services Program Coordinator</li> <li>• Principal</li> <li>• SBSLT as appropriate</li> <li>• Parent</li> </ul>
<b>IPRC - Review</b>	<ul style="list-style-type: none"> <li>• Annual Review are required</li> <li>• Under TCDSB Guidelines students in ISP classes cannot be waived</li> </ul>	<ul style="list-style-type: none"> <li>• Regional Special Services Program Coordinator chairs</li> <li>• Principal</li> <li>• Parent/Guardian</li> <li>• Special Education Teacher, Regular 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</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> </ul>

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	<p>alternative curriculum expectations as appropriate.</p> <ul style="list-style-type: none"> <li>• IEPs are updated at every reporting period or as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation from the SBSLT<sup>1</sup> as appropriate</li> <li>• With input from parents</li> </ul>
<p><b>Assessment to inform student learning</b> (assessment for/as/of learning)</p>	<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 As outlined in Growing Success (2010)</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Special Education Teacher, Regular Class Teacher</li> <li>• Curriculum/Accountability resource staff</li> <li>• Consultation with SBSLT members as appropriate</li> </ul>
<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>
<b>Components</b>	<b>Description</b>	<b>Responsibility</b>
<b>Transition Process:</b>		

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<b>Demission</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 Special Education Class with Partial Integration 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> <li>• Consideration is given to transition to post-secondary</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Teachers</li> <li>• Parent</li> <li>• student if 16 years or older</li> <li>• SBSLT</li> <li>• other elementary and secondary school staff as appropriate</li> </ul>

### 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>• School Principal</li> <li>• Area Superintendent</li> <li>• Teachers</li> </ul>

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<b>Professional learning opportunities</b> (e.g., training, mentoring, etc.)	The following opportunities may be available: <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>• Teachers</li> <li>• Regional Special Services Program Coordinator</li> <li>• TCDSB Special Services, Curriculum &amp; Accountability, Student Success central teams</li> <li>• SBSLT<sup>1</sup></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>• School Principal</li> <li>• Teachers</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>
<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 Special Services, Curriculum and Accountability, Student Success, Research departments</li> </ul>
<b>Special Education 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>• Teachers</li> <li>• School Principal</li> <li>• Regional Special Services Program Coordinator</li> <li>• Superintendent of Special Services</li> <li>• SBSLT staff</li> </ul>

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		<ul style="list-style-type: none"> <li>Information Technology staff, as required</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</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<sup>1</sup> 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>
<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> </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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	<ul style="list-style-type: none"> <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>	
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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, 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>• Regular Class Teacher</li> <li>• Special Education 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>
<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>• School Principal</li> <li>• Superintendent of Special Services</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 Special Services Program Coordinator</li> </ul>

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## 5. COMMUNICATION

Components	Description	Responsibility
<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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